



MODULE SPECIFICATION

| Part 1: Information | | | |
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| Module Title | Journalism Collaborative Project | | |
| Module Code | UABAUY-15-M | Level | Level 7 |
| For implementation from | 2020-21 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Arts Creative Industries & Education | Field | Broadcast and Journalism |
| Department | ACE Dept of Film & Journalism | | |
| Contributes towards | Journalism (Specialist Features) [Sep][FT][Bower][1yr] MA 2020-21 Journalism (Audio Docs and Podcast) [Sep][FT][Bower][1yr] MA 2020-21 | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>In this module, students plan and undertake work that is related to their artistic and/or professional endeavours and career goals.</p> <p>Educational Aims: The aim is to enable students to view themselves as professional practitioners and to understand what is necessary in order to work as a professional in their chosen field. The module also aims to develop students' entrepreneurial capability in practice through the evolution and execution of a collaborative project in a professional context. Students gain real world insight into leadership and management skills by working in a range of external contexts and/or through developing and producing their own projects and initiatives. They are encouraged to be engaged, bold and innovative, developing skills across the range of creator, collaborator, performer, leader, music teacher/tutor and creative entrepreneur.</p> |

STUDENT AND ACADEMIC SERVICES

Outline Syllabus: Projects for this module may fall within a number of different areas and are to be determined by the student in consultation with their academic supervisor. Students may undertake a project on an individual basis or as part of a collective team as agreed with staff. Typical projects could include, but are not limited to: work within an educational or community context in order to facilitate a project. Alongside, students focus on articulating the aims and objectives of their project, considering relevant ethical issues as well as notions of audience and exhibition. Students evaluate their experiences, with the aim of developing their preparedness and ability for forging a career or for further study after graduating. Thus, the module enables students to explore their work within a creative environment and within industry. The balance of assessment is towards process rather than project; whilst it is important that the project is achieved, the emphasis is on evaluating the methodologies utilised to undertake the project allied to a students' ability to critically evaluate their own efforts with regard to working within a professional context.

Teaching and Learning Methods: The module will be delivered through a mixture of lectures and through individual and small-group tutorials with an allocated supervisor. Some teaching sessions may fall outside core university working hours.

Working in teams and supported by intensive technical workshops, students are introduced to and immersed into media production so they understand the narrative potential and editorial demands and how to deliver these via appropriate use of craft techniques.

In addition, students may have the opportunity to attend specialist conferences relevant to the teaching and learning activity.

A series of production exercises run alongside. These practical assignments are achieved either in a supervised workshop setting or via independent study. They are supported by an extensive range of relevant production and technical workshops and a series of individual and group tutorials.

Students receive formative feedback via tutorial sessions. Students are expected to show initiative, be self-motivated, and committed to developing a professional standard of practice. They must be able to work effectively, both independently and in teams to support each other's learning and development.

A series of workshops, seminars and practical exercises will develop and extend knowledge and skills in relation to students' employability plans. Indicative topics are: research and information analysis skills, networking, pitching, preparing for interviews, developing resilience,

Part 3: Assessment

The summative assessment is as follows:

Component A: Presentation 25%

Students are required to deliver a pitch type presentation of the project ideas they have developed in the modules
Duration 10-15 mins.

Component B: Portfolio 75%

Students are required to submit a portfolio for assessment which will include the outcomes of set tasks throughout the module. Examples of the specific tasks to be included in the portfolio will be clearly defined in the Module Handbook.

These may include:

- Production planning documents production tasks and/or
- Learning logs and/or
- Audio recording/ digital production of feature/s
- Written Proposal
- Reflective Essay

STUDENT AND ACADEMIC SERVICES

These have been designed to enable students to develop and demonstrate for the purposes of assessment their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes for the module.

These forms of assessment enable the student to build and demonstrate their developing professional skills in communicating their work and ideas in appropriate professional formats.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------|------------------|-------------------|---|
| Portfolio - Component B | ü | 75 % | <p>Students are required to submit a portfolio for assessment which will include the outcomes of set tasks throughout the module. Examples of the specific tasks to be included in the portfolio will be clearly defined in the Module Handbook.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Production planning documents production tasks and/or • Learning logs and/or • Audio recording/ digital production of feature/s • Written Proposal • Reflective Essay <p>These have been designed to enable students to develop and demonstrate for the purposes of assessment their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes for the module.</p> <p>These forms of assessment enable the student to build and demonstrate their developing professional skills in communicating their work and ideas in appropriate professional formats.</p> |
| Presentation - Component A | | 25 % | <p>Students are required to deliver a pitch type presentation of the project ideas they have developed in the modules 10-15 mins</p> |
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| Portfolio - Component B | ü | 75 % | <p>Students are required to submit a portfolio for assessment which will include the outcomes of set tasks throughout the module. Examples of the specific tasks to be included in the portfolio will be clearly defined in the Module Handbook.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Production planning documents production tasks and/or • Learning logs and/or • Audio recording/ digital production of feature/s • Written Proposal • Reflective Essay |

STUDENT AND ACADEMIC SERVICES

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| Presentation - Component A | | 25 % | Students are required to deliver a pitch type presentation of the project ideas they have developed in the modules. 10-15 mins |

| Part 4: Teaching and Learning Methods | | | | | | | | | | | |
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| Learning Outcomes | On successful completion of this module students will be able to: | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th colspan="2">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>MO1</td> <td>Demonstrate an advanced critical understanding of the range of specific platforms, their narrative potential and ability to engage different audiences through critical analysis.</td> </tr> <tr> <td>MO2</td> <td>Generate novel solutions to own and/or other's project briefs through flexibly, creatively and effectively synthesis of own and other's ideas, information and skills.</td> </tr> <tr> <td>MO3</td> <td>Create a design for audio, or a factual product for a specific platform using advanced research and creative methodologies appropriate for its development.</td> </tr> <tr> <td>MO4</td> <td>Apply advanced multi-disciplinary production skills to the initial development of a factual product.</td> </tr> </tbody> </table> | Module Learning Outcomes | | MO1 | Demonstrate an advanced critical understanding of the range of specific platforms, their narrative potential and ability to engage different audiences through critical analysis. | MO2 | Generate novel solutions to own and/or other's project briefs through flexibly, creatively and effectively synthesis of own and other's ideas, information and skills. | MO3 | Create a design for audio, or a factual product for a specific platform using advanced research and creative methodologies appropriate for its development. | MO4 | Apply advanced multi-disciplinary production skills to the initial development of a factual product. |
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| MO4 | Apply advanced multi-disciplinary production skills to the initial development of a factual product. | | | | | | | | | | |
| Contact Hours | | | | | | | | | | | |
| Independent Study Hours: | | | | | | | | | | | |
| Independent study/self-guided study | 114 | | | | | | | | | | |
| Total Independent Study Hours: | 114 | | | | | | | | | | |
| Scheduled Learning and Teaching Hours: | | | | | | | | | | | |
| Face-to-face learning | 36 | | | | | | | | | | |

STUDENT AND ACADEMIC SERVICES

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| | <p>Total Scheduled Learning and Teaching Hours:</p> | <p>36</p> |
| | <p>Hours to be allocated</p> | <p>150</p> |
| | <p>Allocated Hours</p> | <p>150</p> |
| <p>Reading List</p> | <p><i>The reading list for this module can be accessed via the following link:</i> https://rl.talis.com/3/uwe/lists/DE95EE75-9112-6FA4-2F2F-AB3FDA6915F8.html?lang=en-GB&login=1</p> | |