MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advanced Broadcast Journalism 1				
Module Code	UABPMH-30-3		Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE		Field	Broadcast Journalism	
Department	Film & Journalism		Module Type	Standard	
Contributes towards	BA Journalism				
Pre-requisites	Broadcast Journalism 1 UABAJL-30-2 Broadcast Journalism 2 UABAJM-30-2		Co- requisites	*n/a*	
Excluded Combinations	n/a		Module Entry requirements	*n/a*	
First CAP Approval Date	September 2012		Valid from		
Revision CAP Approval Date	05/02/2015		Revised with effect from	September 2015	

Review Date	September 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Professional apply the practical skills required in a multimedia news environment. (assessed through component A & B) 2. Apply knowledge & understanding of multimedia production techniques and practices across multiple news platforms. (assessed through component A & B) 3. Be able to effectively evaluate multimedia news presentation and output and apply tools and methods to problem solving. (assessed through component B) 4. Operate effectively both independently and as a team member in a professional multimedia news environment. (assessed through component B) 5. Conduct themselves in a professional manner (assessed through component B)
Syllabus Outline	

	Indicative sessions will include: A number of "live" news days will allow the student to experience operating in a professional multimedia newsroom environment, prioritising the news agenda, researching, monitoring, gathering and producing news for broadcast and online. Technical and editorial workshops which will enable the student to learn and apply new skills using news scenarios and simulations, as well as attend seminars and discussions to review, evaluate and critique the team's news output. News days will provide students with the opportunity to experience and practice multimedia newsroom roles, news workflow and processes. They will also give students the opportunity to produce news in a live environment for broadcast and online outlets.
Contact Hours	Scheduled teaching and learning study time comprises of 96 hours. • Scheduled contact time is 96 hours (12 X 8 hour sessions (workshops/news days) normally this is scheduled as a series of workshops or a long news day. • In addition to the scheduled contact time students are expected to conduct their field work which may consist of research, practice-based and set exercises in preparation for workshops and news days. This will take an average of 3 hours a week (an approximate 36 hours over the module). • Discussion and evaluation will also take place in virtual environments using online tools.
Teaching and Learning Methods	**Scheduled learning** includes workshops, news days, fieldwork and supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, research and contact building for stories for assignments, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. The following provides a broad indication of how students should structure their independent study time (204) on different learning activities: • Essential reading: 30 hours • Further reading: 30 hours • Essential viewing/listening to broadcast material: 36 hours • Additional scheduled contact time preparation: 24 hours • Assignment (editing and preparation): 24 hours • Assignment self-evaluation report and workbook write up: 24 hours • Fieldwork tasks including shooting exercises as homework, research and contact building for news days and assignments: 36 hours
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	96	204	0	300	✔

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		70%
Practical exam assessment percentage		30%
		100%

Reading Strategy	**Core reading and viewing**: Any core reading or viewing will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts or audio-visual materials that are available electronically, or in the Library. **Further reading**: All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills**: Students are expected to be able to identify and retrieve appropriate reading. At this Level Students are expected to have information skills introduced at Level 1. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	Bradshaw, P. and Rohumaa, L. (2011) *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age.* Harlow: Longman. Bull, A. (2010) *Multimedia Journalism: a Practical Guide.* London: Routledge. Hanna, M. and Dodd, M. (2012) *McNae's Essential Law for Journalists.* 21st ed. Oxford: Oxford University Press.

	Harcup, T. (2009) *Journalism: Principles and Practice.* London: Sage. Hudson, G, and Rowlands, S. (2008) *The Broadcast Journalism Handbook*. Harlow: Pearson Education Jones, J. and Salter, L. (2012) *Digital Journalism*. London: Sage. Kobre, K. *Video Journalism – multi-media story-telling*, Focal Press Medoff, N., Fink, J. (2012) *Portable Video: News and Field Production* Orlebar, J. *The Television Handbook*, Routledge Trewin, J. (2003) *Presenting on TV and Radio: An insider's guide*, Focal Press. Thompson, R. (1988) *Grammar of the Shot*, Focal Press Thompson, R. (1993) *Grammar of the Edit*, Focal Press Thompson, R*. Writing for Broadcast Journalists*, Routledge http://www.bbc.co.uk/journalism/

Part 3: Assessment	
Assessment Strategy	Assessment will be based on the production of a portfolio of multimedia work (Component A) and a series of assessed news days (Component B) **Portfolio of multi-media work (Component A)** , indicative items: A multiplatform news story (i.e. the same story produced and reversioned for two platforms(Online and one broadcast medium) LO 1, 2, An extended online news story or special report with multimedia , LO1, LO 2 A blog or blog entries and social media output (News Tweets, Facebook posts) LO 1, LO2 **News Days (Component B**) will consists of: Students will take part in news days where their contributions as independent journalists and team members will be tutor assessed while they operate in different newsroom roles. Indicative items: Tutor observation reports (formative feedback) LO 1,2,4,5 Self evaluation report (a reflective document that considers the whole process from development through production and the extent to which the final portfolio meets the students' hopes and expectations. Its strength will be in the ability for the student to recognise he/her own weaknesses as well as strengths and clearly identify the criteria from which they are making these judgements.) (summative assessment) .LO 3

Identify final assessment component and element		

	A: **70**	B: **30**
% weighting between components A and B (Standard modules only)		

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.Portfolio	100
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.News Days	100

2.(etc)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1.Portfolio	100
2.(etc)	
Component B **Description of each element**	**Element weighting** (as % of component)
1.	
2.(etc)	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.