

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Advanced Broa	Advanced Broadcast Journalism 1				
Module Code	UABPMH-30-3		Level	3	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module? No		
Owning Faculty	ACE		Field	Broadcast and Journalism		
Department	Film & Journalis	sm	Module Type	Standard		
Contributes towards	BA (Hons) Journalism					
Pre-requisites	Broadcast Journalism 1 UABAJL-30-2 Broadcast Journalism 2 UABAJM-30-2		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	September 2012		Valid from			
Revision CAP Approval Date	15/11/2016		Revised with effect from	September 2016		

Review Date	September 2021

Part 2: Learning and Teaching					
Learning Outcomes	On successful completion of this module students will be able to:				
	Professionally apply the practical skills required in a multimedia news environment. (assessed through component A & B) Apply knowledge & understanding of multimedia production techniques and practices across multiple news platforms. (assessed through component A & B) Seffectively evaluate multimedia news presentation and output and apply tools and methods to problem solving. (assessed through component B) Operate effectively both independently and as a team member in a professional multimedia news environment. (assessed through component B) 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 72 hours

- Scheduled contact time is 72 hours
- 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	\bigcirc

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 asse	ssment of th	ne module:			
	Written exa	ım assessn	nent percen	tage	0%	
	Coursework assessment percentage					
	Practical e	xam assess	ment perce	ntage	30%	
					100%	
clearly, alon to purchase visual mater Further rea search, a varesources. If authors and module han expected to Access and appropriate skills introduced web pages,	ig with the raset text, rials that are ding: All stariety of bibly dany resou down and reflect the diskills: Stureading. At uced at Levincluding in	method for be given a e available udents are liographic a rces can be available updated ar range of rethis Level el 1. Additinteractive to	accessing study pack electronical encourage and full text e accessed through the nually. As ading carriexpected to Students a onal supportorials on	it, e.g. stude or be referred to read with databases of remotely. The Library was gnment red out.	dents may be cred to texts ne Library. widely using s and Interne Guidance to will be given eference lists o identify and to have into be through to bks and journ	the library et o some key in the s are d retrieve formation he library nals,
Survive and Bull, A. (2010 Hanna, M. ar Oxford: Oxfo Harcup, T. (2 Hudson, G, a Pearson Edu Jones, J. and Kobre, K. Vic Medoff, N., F Orlebar, J. Ti Trewin, J. (20	Thrive in the D) Multimediand Dodd, M. rd University (009) Journal Cation Salter, L. (2) Heo Journalisink, J. (2012) the Television (003) Present	Digital Age. A Journalism (2012) McN Press. Iism: Princips, S. (2008) 2012) Digital Em – multi-m) Portable V In Handbook Fing on TV a	Harlow: Lo n: a Practica lae's Essent ples and Pra The Broade I Journalism nedia story-t lideo: News , Routledge	ngman. I Guide. Lor ial Law for Contice. London: Soluting, Focal and Field F In insider's g	ndon: Routled Journalists. 21 on: Sage. lism Handbook age. I Press Production	ge. st ed. k. Harlow:
	clearly, alon to purchase visual mater Further reasearch, a varesources. Nauthors and module han expected to Access and appropriate skills introduced by pages, evaluating in the Library. Bradshaw, P. Survive and Bull, A. (2010 Hanna, M. ar Oxford: Oxfo Harcup, T. (2) Hudson, G, and Pearson Edu Jones, J. and Kobre, K. Vid Medoff, N., F. Orlebar, J. Trewin, J. (2010 Hanna, J. (2010 Hanna, M. ar Oxford: Oxfo Harcup, T. (2010 Hanna, M. ar Oxford: Oxfo Harcup, T. (2010 Hanna, M. ar Oxford: Oxfo Harcup, T. (2010 Hanna, M. ar Oxford:	Core reading and view clearly, along with their to purchase a set text, visual materials that are search, a variety of bibling resources. Many resources. Many resources. Many resources and journal title module handbook and expected to reflect the Access and skills: Stuappropriate reading. At skills introduced at Lev web pages, including in evaluating information at the Library. Bradshaw, P. and Rohum Survive and Thrive in the Bull, A. (2010) Multimedia Hanna, M. and Dodd, M. Oxford: Oxford University Harcup, T. (2009) Journa Hudson, G, and Rowland Pearson Education Jones, J. and Salter, L. (2 Kobre, K. Video Journalis Medoff, N., Fink, J. (2012 Orlebar, J. The Television Trewin, J. (2003) Present	Core reading and viewing: Any of clearly, along with the method for to purchase a set text, be given a visual materials that are available. Further reading: All students are search, a variety of bibliographic a resources. Many resources can be authors and journal titles available module handbook and updated are expected to reflect the range of reappropriate reading. At this Level skills introduced at Level 1. Additionally web pages, including interactive to evaluating information and referent the Library. Bradshaw, P. and Rohumaa, L. (2012) Survive and Thrive in the Digital Age. Bull, A. (2010) Multimedia Journalism: Hanna, M. and Dodd, M. (2012) McNOxford: Oxford University Press. Harcup, T. (2009) Journalism: Princip Hudson, G, and Rowlands, S. (2008) Pearson Education Jones, J. and Salter, L. (2012) Digital Kobre, K. Video Journalism – multi-medoff, N., Fink, J. (2012) Portable Vorlebar, J. The Television Handbook	Core reading and viewing: Any core readir clearly, along with the method for accessing to purchase a set text, be given a study pack visual materials that are available electronical search, a variety of bibliographic and full text resources. Many resources can be accessed authors and journal titles available through the module handbook and updated annually. As expected to reflect the range of reading carrial skills: Students are expected to appropriate reading. At this Level Students as skills introduced at Level 1. Additional suppoweb pages, including interactive tutorials on evaluating information and referencing. Sign the Library. Bradshaw, P. and Rohumaa, L. (2011) The Onling Survive and Thrive in the Digital Age. Harlow: Lo Bull, A. (2010) Multimedia Journalism: a Practical Hanna, M. and Dodd, M. (2012) McNae's Essent Oxford: Oxford University Press. Harcup, T. (2009) Journalism: Principles and Practical Hudson, G, and Rowlands, S. (2008) The Broade Pearson Education Jones, J. and Salter, L. (2012) Digital Journalism Kobre, K. Video Journalism — multi-media story-t Medoff, N., Fink, J. (2012) Portable Video: News Orlebar, J. The Television Handbook, Routledge Trewin, J. (2003) Presenting on TV and Radio: A	Written exam assessment percentage Coursework assessment percentage Practical exam assessment percentage Practical exam assessment percentage Core reading and viewing: Any core reading or viewir clearly, along with the method for accessing it, e.g. stude to purchase a set text, be given a study pack or be refevisual materials that are available electronically, or in the further reading: All students are encouraged to read search, a variety of bibliographic and full text databases resources. Many resources can be accessed remotely, authors and journal titles available through the Library module handbook and updated annually. Assignment rexpected to reflect the range of reading carried out. Access and skills: Students are expected to be able to appropriate reading. At this Level Students are expected skills introduced at Level 1. Additional support is availated by pages, including interactive tutorials on finding bore evaluating information and referencing. Sign-up workship the Library. Bradshaw, P. and Rohumaa, L. (2011) The Online Journaliss. Survive and Thrive in the Digital Age. Harlow: Longman. Bull, A. (2010) Multimedia Journalism: a Practical Guide. Lord Hanna, M. and Dodd, M. (2012) McNae's Essential Law for Coxford: Oxford University Press. Harcup, T. (2009) Journalism: Principles and Practice. Londer Hudson, G, and Rowlands, S. (2008) The Broadcast Journal Pearson Education Jones, J. and Salter, L. (2012) Digital Journalism. London: S Kobre, K. Video Journalism — multi-media story-telling, Focal Medoff, N., Fink, J. (2012) Portable Video: News and Field F Orlebar, J. The Television Handbook, Routledge	Written exam assessment percentage Coursework assessment percentage Practical exam assessment percentage 30% 100% Core reading and viewing: Any core reading or viewing will be ind clearly, along with the method for accessing it, e.g. students may be to purchase a set text, be given a study pack or be referred to texts visual materials that are available electronically, or in the Library. Further reading: All students are encouraged to read widely using search, a variety of bibliographic and full text databases and Interner resources. Many resources can be accessed remotely. Guidance to authors and journal titles available through the Library will be given module handbook and updated annually. Assignment reference lists expected to reflect the range of reading carried out. Access and skills: Students are expected to be able to identify and appropriate reading. At this Level Students are expected to have inf skills introduced at Level 1. Additional support is available through the web pages, including interactive tutorials on finding books and journ evaluating information and referencing. Sign-up workshops are also the Library. Bradshaw, P. and Rohumaa, L. (2011) The Online Journalism Handbook: Survive and Thrive in the Digital Age. Harlow: Longman. Bull, A. (2010) Multimedia Journalism: a Practical Guide. London: Routled Hanna, M. and Dodd, M. (2012) McNae's Essential Law for Journalists. 21 Oxford: Oxford University Press. Harcup, T. (2009) Journalism: Principles and Practice. London: Sage. Hudson, G, and Rowlands, S. (2008) The Broadcast Journalism Handbook 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

	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 B), 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 LO 1, LO2
	News Days (Component A) 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	Compone	ent B		
		A:	B:	
% weighting between components A and B (Star	30%	70%		
First Sit				
Component A (controlled conditions)		Element weighting		
Description of each element			(as % of component)	
1. News Days		100	0%	
Component B Description of each element		Element v		
1. Portfolio		100	0%	

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

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.

FOR OFFICE USE ONLY

First CAP Approval Date 5 Feb 2015					
Revision CAP	15 Nove	mber	Version	2	RIA 12018
Approval Date	2016				
Update this					
row each time					
a change goes					
to CAP					