



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Multimedia Journalism				
Module Code	UACPMH-30-3	Level	3	Version	2.0
Owning Faculty	ACE	Field	Journalism		
Contributes towards	BA (Hons) Journalism				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	Broadcast Journalism 1 UACAJL-30-2 Broadcast Journalism 2 UACAJM-30-2		Co- requisites		
Excluded Combinations	N/A		Module Entry requirements	N/A	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	June 1 <sup>st</sup> 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Confidently apply the practical skills required in a multimedia news environment. (assessed through component A)</li> <li>2. Apply knowledge &amp; understanding of multimedia production techniques and practices across multiple news platforms. (assessed through component A)</li> <li>3. Be able to effectively evaluate multimedia news presentation and output and apply tools and methods to problem solving. (assessed through component A)</li> <li>4. Operate effectively both independently and as a team member in a professional multimedia news environment. (assessed through component A)</li> <li>5. Conduct themselves in a professional manner (not directly assessed)</li> </ol>
Syllabus Outline	<p>Indicative sessions will include:</p> <p>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 radio, tv and online.</p> <p>Technical, editorial and design 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.</p>

	<p><b>News days</b> will provide students with the opportunity to experience and practice:</p> <ul style="list-style-type: none"> <li>- <b>Multimedia newsroom roles</b> – operating as editors, subs, and reporters in their news teams</li> <li>- <b>News workflow and processes</b> – experiencing typical news processes including recording, editing, formatting, presenting and broadcasting and/or publishing their news stories in a multimedia environment, as well as typical news workflows involving drafting, sub editing, running checks and updating stories.</li> <li>- <b>The schedule of a typical news day</b> – from morning editorial meetings to deciding and prioritising the news agenda, to assigning stories, newsgathering, news production and broadcast and publication.</li> <li>- <b>Producing news in the live environment</b> - all multimedia news items produced on the course will feature on the Module’s News Website, News Twitter account and News Facebook Page.</li> </ul> <p><b>Sessions</b> in technical, design and editorial best practice and methods will cover:</p> <ul style="list-style-type: none"> <li>- Web graphic design, usability, branding &amp; audiences</li> <li>- Website build using web authoring tools (eg Dreamweaver)</li> <li>- News content production &amp; publishing systems (eg Word Press)</li> <li>- Writing and proof reading skills for news, breaking news, live news, news blogs (style and tone) and social media news</li> <li>- Multiplatform news production (eg reversioning TV packages for online, Radio packages for web)</li> <li>- Video journalism</li> <li>- Audio journalism</li> <li>- Image and graphic production</li> <li>- Social media for news monitoring &amp; gathering</li> <li>- Search engine optimisation (writing for search engines)</li> <li>- Managing user generated content</li> <li>- The right tools for the right job – from portable devices (eg smartphones) for first responder journalism to broadcast quality recording equipment for planned shoots.</li> <li>- Project planning and pre production, production and post production planning and management</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<ul style="list-style-type: none"> <li>• Sessions will be held weekly</li> <li>• News days will run from 10am to 4pm</li> <li>• Discussion and evaluation will also take place in virtual environments using online tools (Facebook and Blackboard) as well as face to face in seminars</li> <li>• Technical, editorial and design workshops will take place in two hour slots.</li> </ul>
<p>Teaching and Learning Methods</p>	<p>The method of teaching will be:</p> <p><b>Scheduled learning:</b></p> <ul style="list-style-type: none"> <li>• Technical, design and editorial workshops – students will receive demonstration and supervision by experts in various multimedia production skills.</li> <li>• News days – operating within the context of a professional multimedia newsroom students will apply their skills during a number of “live” news days and will receive coaching and feedback on immediate and specific production tasks</li> <li>• Spacing – students will be given the opportunity to practice and develop their skills over several news day sessions</li> <li>• Feedback &amp; discussion – the outputs from each session will be reviewed and observed by peers and tutors, evaluated and appraised during editorial meetings</li> <li>• Seminars will provide reflection, debate and discussion on the groups news output</li> </ul>

	<p><b>Independent learning:</b></p> <ul style="list-style-type: none"> <li>• Students will be required to meet in their production teams outside of class time for pre-production preparation</li> <li>• Students will be required to travel within Bristol and area for production purposes.</li> <li>• Students will need to spend time reading, viewing and listening to the specific genres and platforms they are working on.</li> <li>• Students will be required to use the multimedia labs in their own time for post production purposes</li> <li>• Students will be required to spend time reading set texts</li> <li>• Where appropriate, students will be encouraged to form interdisciplinary teams with related subject areas within Creative Industries.</li> </ul>
Reading Strategy	<p>Core (essential) reading is required for this module and will be indicated from the outset in the module handbook via the module information on MyUWE or by the module tutors. Additional core readings that facilitate exercises and stimulate discussion (and are brief) may be clearly identified during the run of the module, e.g., a topical news article. Students will be given clear guidance on how to access these readings. Digital access will be the preferred option. Further reading is advisable for this module and students are encouraged to explore additional texts held in the library. These include a wide variety of print and online resources. The Library Service's web pages provide access to subject relevant resources and services, and to the library catalogue. A current list of indicative titles of relevance to the module is given in the module handbook and revised annually. Guidance will be provided about how to access further reading and how students can identify relevant sources for themselves. To support students' development of information literacy skills, academic staff and the subject librarian will regularly review provision and support in line with current reading strategies.</p>
Indicative Reading List	<p>Bradshaw, P. and Rohumaa, L. (2011) <i>The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age</i>. Harlow: Longman.  Bull, A. (2010) <i>Multimedia Journalism: a Practical Guide</i>. London: Routledge.  Hanna, M. and Dodd, M. (2012) <i>McNae's Essential Law for Journalists</i>. 21<sup>st</sup> ed. Oxford: Oxford University Press.  Harcup, T. (2009) <i>Journalism: Principles and Practice</i>. London: Sage.  Jones, J. and Salter, L. (2012) <i>Digital Journalism</i>. London: Sage.  Leverton, M. (2010) <i>How to Work as a Freelance Journalist</i>. Oxford: How to Books Ltd.  <a href="http://www.journalism.co.uk">www.journalism.co.uk</a>  <a href="http://www.bbc.co.uk/journalism/">http://www.bbc.co.uk/journalism/</a></p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Assessment will be based on the production of a portfolio of multimedia work.</p> <p>Indicative items:</p> <p style="padding-left: 40px;">A multiplatform news story (ie the same story produced and reversioned for two platforms either TV and Online, or Radio and Online).</p> <p style="padding-left: 40px;">An extended online news story or special report with multimedia</p> <p style="padding-left: 40px;">A blog or blog entries and social media output (News Tweets, Facebook posts)</p> <p>Students will take part in news days where their contributions as independent journalists and team members will be peer and tutor assessed while they operate in different newsroom roles.</p> <p>Indicative items:</p> <p style="padding-left: 40px;">Tutor observation reports (formative feedback)</p> <p style="padding-left: 40px;">Peer observation reports (formative feedback)</p> <p style="padding-left: 40px;">Self evaluation report (a reflective document that considers the whole</p>

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)

Students will be advised on the importance of attendance in the module and their attendance and engagement with tasks will be directly assessed.

As attendance is assessed on this module as it is a vital skill to measure and reinforce in the area of professional conduct.

Assessment Criteria	Relating to Learning Outcomes	Source of Evidence
Confidently apply the practical skills required in a multimedia news environment	1	Multimedia news items Tutor observation Peer observation Editorial meetings
Develop and apply knowledge & understanding of multimedia production techniques and practices across multiple news platforms	2	Multimedia news items Editorial Meetings Tutor Observation Peer Observation
Effectively evaluate multimedia news presentation and output and apply tools and methods to problem solving	3	Multimedia news items Editorial Meetings Self evaluation
Operate effectively as a team member in a professional multimedia news environment	4	Tutor Observation Peer Observation Self evaluation Editorial Meetings
Attendance at all core teaching activities	1, 2, 3, 4	Attendance record

Identify final assessment component and element	Portfolio of multimedia news items A1	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio	100	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		
2.(etc)		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio	100	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		
2.(etc)		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		