



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Investigative Journalism				
Module Code	UABAK6-15-M	Level	M	Version	1.1
Owning Faculty	ACE	Field	Broadcast and Journalism		
Contributes towards	MA Journalism MA Documentary and Features				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2013		Valid to	September 2018	

CAP Approval Date	May 2013
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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"> 1. Identify compelling and appropriate ideas for investigative reporting (Component A); 2. Assess, construct, pitch and refine an investigative research proposal in relation to audience, logistic and platform requirements (Component A); 3. Carry out focused research using a wide range of methods, databases and sources within accepted legal and ethical constraints (Component A); 4. Interview subjects using a variety of methods (Component A); 5. Interrogate data (Component A); 6. Translate complicated information, concepts, data and numbers for viewers and readers in ways they can readily understand in order to present livelier, more precise stories (Component A); 7. Effectively project manage a journalistic investigation (Component A); 8. Critically analyse a range of issues of journalistic concern and structurally analyse a wide range of British civic institutions (Component A); 9. Work independently and in a group and be able to report effectively on progress (Component A).
Syllabus Outline	<p>This module is aimed at developing students' journalistic research, writing, editorial and presentation skills. It presents a number of theories about and methodologies for investigative reporting and enables students to undertake their own small-scale investigation on an issue of potential public concern (for example, in the field of economics, education, ecology, commerce, crime, health, media or politics).</p> <p>Teaching in earlier modules will introduce some of the principles of journalistic</p>

	<p>research to enable students to arrive at this module with an identified investigative project. Students may advance this to production in subsequent production modules if appropriate.</p> <p>Students will learn about different reportorial forms, conventions and strategies as well as mainstream news practices. Students will build core skills in investigative research techniques, including:</p> <ul style="list-style-type: none"> • Interviewing (tips, tricks and types) • Interrogating civic institutions (how to get information on government, health, education, justice systems etc) • Understanding company accounts • Computer Assisted Reporting (handling data and web-based research) • Technical skills – recording and editing audio and visual • Numerical skills - make accurate, reliable computations, relevant comparisons, put facts into perspective, and lend important context to stories through numbers <p>Students will conduct supervised research utilising a range of news gathering skills from interrogating databases to FOI requests as well as interviews and information management. This will culminate in a pitch to help shape further research for a potential production (e.g. this might range from a current affairs radio or television documentary to an online feature or press article).</p> <p>Seminars will examine a number of case studies illuminating the output of investigative journalists as well as identify and explore key questions and topics of journalistic concern. Indicative topics are:</p> <ul style="list-style-type: none"> • To what extent are philanthropic models challenging traditional production centres of investigative journalism? • What is the most important recommendation from the recent House of Lords report into investigative journalism – and why? • Consumer programmes such as Watchdog are the epitome of investigative journalism – discuss. • NGOs are producing the most interesting investigative journalism at the moment – discuss, with examples. • Adopting a political economy approach, analyse a month’s worth of Insight reporting from the Sunday Times. • The Freedom of Information Act is no more than a vehicle for fishing exercises to find out pointless information at vast public expense – counter this assertion. • What are limitations and opportunities offered by the Reynolds Defence? • Going undercover is all about the reporter as hero and rarely serves any newsgathering purpose – discuss. <p>Students will be required to keep a detailed log of their activities and demonstrate a constant critical engagement with their work and its practical, legal and ethical underpinnings. They will need to be able to explain their approach to their cohort and tutor on a regular basis.</p>
Contact Hours	Total contact time will average 42 hours to include all scheduled activity as below.
Teaching and Learning Methods	<p>Scheduled learning</p> <ul style="list-style-type: none"> • Students will be required to attend weekly 3 hour lecturer-led seminar/workshops. • Approaches to newsgathering, managing and writing will be addressed throughout within this classroom and tutor time. • In addition, a small number of elective technical workshops (e.g. basic camera operation, radio studio production, on-line blogging and presentation softwares) will be scheduled, which will be in addition to the lecturer-led contact time. • The module will culminate in a pitch day attended by tutors and industry professionals.

	<p>Independent learning</p> <ul style="list-style-type: none"> • Students will be required to carry out research outside of class time. • Students will be required to travel within Bristol area for newsgathering purposes. • Students will be required to use the technical equipment in their own time for production purposes. <p>Students will be required to spend time reading texts appropriate to their investigation in consultation with the course tutor.</p>
Key Information Sets Information	Not applicable
Reading Strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>The following list is offered to provide the validation panels with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings and viewing will be available via other more frequently updated mechanisms.</p> <p>Books</p> <p>Hannah, M, Dodd, M. (2012) <i>McNae's essential law for journalists</i></p> <p>Brooke, H. (2006) <i>Your right to know: a citizen's guide to the freedom of information act</i></p> <p>Bradshaw, P., Rohumaa, L. (2011) <i>The online journalism handbook: skills to survive and thrive in the digital age</i>. Harlow: Longman.</p> <p>de Burgh, H. (2008) <i>Investigative journalism</i></p> <p>Foot, P. (1990) <i>Who framed Colin Wallace?</i></p> <p>Harcup, T. (2009) <i>Journalism: principles and practice</i></p> <p>Livingston, C., Voakes, P. (2012) <i>Working with numbers and statistics: a handbook for journalists</i> (LEA's Communication Series)</p> <p>Mair, J., Keeble, J. (2011) <i>Journalism; dead or alive?</i></p> <p>Morrison, J (2011), <i>Essential public affairs for journalists</i></p> <p>Northmore, D. (1996) <i>Lifting the lid: a guide to investigative research</i></p>

	<p>Pilger, J. (2005) <i>Tell me no lies: investigative journalism and its triumphs</i></p> <p>Randall, D. (2011) <i>The universal journalist</i></p> <p>Print Daily Mirror's Investigates pages on a Thursday Sunday Times The Guardian / Observer Mail on Sunday</p> <p>Radio Five Live Investigates (http://www.bbc.co.uk/programmes/b00t199q) Face The Facts http://www.bbc.co.uk/programmes/b007tmlp File on Four (http://www.bbc.co.uk/programmes/b006th08)</p> <p>TV Box of Broadcasts http://bobnational.net/ BBC Panorama (http://www.bbc.co.uk/programmes/b006t14n) BBC Newsnight http://www.bbc.co.uk/programmes/b006mk25 BBC Inside Out West (http://www.bbc.co.uk/programmes/b00807r6/episodes/guide) C4 Dispatches http://www.channel4.com/programmes/dispatches/articles/home C4 Unreported World http://www.channel4.com/programmes/unreported-world/ ITV Tonight http://www.itv.com/news/topic/tonight/ ITV Exposure http://www.itv.com/news/topic/exposure/</p> <p>Online International Consortium of Investigative Journalists (http://www.icij.org/) Bureau of Investigative Journalism (http://www.thebureauinvestigates.com/) Exaro News (http://www.exaronews.com/)</p>
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Part 3: Assessment			
Assessment Strategy	<p>The summative assessment is as follows:</p> <p>Component A: Portfolio 100%</p> <p>Students are required to submit a portfolio of work, which will include the outcomes of set tasks throughout the module. These will be 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>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"> • A presentation 'pitching' your chosen topic of investigation and Q&A • A research workbook - including a comprehensive log of activity and evidence to support your pitch and chosen topic and a written version of your presentation • A folder of assignments and supporting materials (which may take the form of a digital blog) demonstrating your engagement with the course. (e.g. evidence of outside reading, checklist of completed tasks demonstrating understanding of core investigative skills, engagement with key questions and topics of journalistic concern via a series of short, written blog pieces (maximum 1000 words) <p>All judgements related to assessment refer back to the learning outcomes.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;">Assessment Criteria</td> <td style="width: 30%;">Relating to</td> </tr> </table>	Assessment Criteria	Relating to
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		Learning Outcomes
	1. Critically analyse and apply genre conventions, narrative elements and techniques of investigative reporting;	1, 2, 3, 4, 5, 6, 7, 8
	2. Quality of research plan and outputs (demonstrating ability to identify, analyse and synthesise research findings) evidencing a developed investigation of chosen topic;	2, 3, 4, 5, 6
	3. Ability to demonstrate a strong story focus and developed narrative design for an investigative report;	1
	4. Ability to demonstrate a clear understanding of potential audiences and platforms for an investigative report;	4
	5. Ability to translate and present complicated information, concepts, data and numbers for an identified audience for an investigative report;	6
	6. Ability to critically reflect on potential challenges and future development requirements of an investigative report;	8
	7. Ability to formulate and deliver effective pitches verbally, visually and in writing to professional standards;	2, 9
	8. Ability to project manage a journalistic investigation working independently and in a group as required;	9
	9. Quality of contextual analysis demonstrating engagement with topics of journalistic concern.	1, 8

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
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.	
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)	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	