



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Investigative Journalism				
Module Code	UACAK6-15-M	Level	M	Version	1.0
Owning Faculty	ACE	Field	CMS		
Contributes towards	MA Journalism				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Reporting Journalism UACAK3-30-M		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	June 1, 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"> 1. assess, construct, pitch and refine an investigative research proposal in relation to audience, logistic and platform requirements. (Component A and B) 2. carry out focused research using a wide range of methods, databases and sources within accepted legal and ethical constraints (Component A and B) 3. interview subjects using a variety of methods. (Component A) 4. interrogate data (Component A and B) 5. structurally analyse a wide range of British civic institutions (Component A and B) 6. work independently and in a group and be able to report effectively on progress. (Component A and B) 7. translate complicated numbers for viewers and readers in ways they can readily understand in order to write livelier, more precise pieces through the use of numbers. (Component A and B) 8. effectively project manage a journalistic investigation (Component A and B)
Syllabus Outline	<p>Taught over one semester</p> <p>Investigative Journalism links 'Reporting Journalism' (Sem 1) and 'Production Portfolio' (Sem 2) promoting a pathway through a longer term journalistic investigation. Students will arrive at this module with an identified project which they will advance through the</p>

	<p>semester in readiness for application within the students' chosen practice portfolio.</p> <p>Indicative core skills include:</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>Approaches to newsgathering, managing and writing will be addressed throughout within classroom and tutor time.</p> <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 the research for production. (e.g. this might range from a current affairs radio or television documentary to an online feature or press article)</p> <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> <p>Students' presentations will concentrate around the following indicative areas.</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.
Contact Hours/Scheduled Hours	Total contact time will average 1.5 hours a week over 12 weeks = 18 hours
Teaching and Learning Methods	<p>Scheduled learning</p> <ul style="list-style-type: none"> • Students will be required to attend a 3 hour lecturer-led seminar/workshop and additional craft skills and technical sessions averaging 1.5 hours a week across the semester. In the weeks that lecturers/workshops are not scheduled students are expected to work independently but course tutors will be available for drop-in advice sessions. <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

	<p>purposes.</p> <ul style="list-style-type: none"> 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>
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	<ul style="list-style-type: none"> Banks, D. and Hanna, M. (2012) <i>McNae's Essential Law for Journalists</i>. 21st ed. Oxford: Oxford University Press. Bradshaw, P. and Rohumaa, L. (2011) <i>The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age</i>. Harlow: Longman. Brooke, H. (2007) <i>Your Right to Know: a Citizen's Guide to the Freedom of Information Act</i>. London: Pluto. de Burgh, H. (2008) <i>Investigative Journalism</i>. London: Routledge. Foot, P. (1990) <i>Who Framed Colin Wallace?</i> London: Pan Books. Harcup, T. (2009) <i>Journalism: Principles and Practice</i>. London: Sage. Livingston, C. and Voakes, P. (2012) <i>Working with Numbers and Statistics: a Handbook for Journalists</i>. Mahwah, NJ: Lawrence Erlbaum. Mair, J. and Keeble, J. (2011) <i>Investigative Journalism: Dead or Alive?</i> Bury St. Edmonds: Arima. Morrison, J. (2011) <i>Essential Public Affairs for Journalists</i>. 2nd ed. Oxford: Oxford University Press. Northmore, D. (1996) <i>Lifting the Lid: a Guide to Investigative Research</i>. London: Cassell. Pilger, J. (2005) <i>Tell Me No Lies: Investigative Journalism and its Triumphs</i>. London: Vintage. Randall, D. (2011) <i>The Universal Journalist</i>. 4th ed. London: Pluto.

Part 3: Assessment

Assessment Strategy	<p><u>Investigation Pitch</u></p> <p>Students will present a story pitch and field questions. For assessment purposes they will need to demonstrate that they have the necessary foundations for producing a piece of investigative journalism, why it is important, how it will be put together, what difficulties they might face (and will overcome) and on what platform/s it will be published. Students will be assessed on their ability to focus on what they need to construct their story, and demonstrate in their answers to questions that they are able to improve each component.</p> <p><u>Workbook</u></p> <ul style="list-style-type: none"> A comprehensive log of activity supporting the story pitch Evidence of outside reading Checklist of completed tasks demonstrating an understanding of core investigative skills. (e.g. scrape data from web site). <p><u>Presentation and Critique</u></p> <ul style="list-style-type: none"> A ten-minute presentation supported by a 1,000 word critique on a contemporary topic
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	Students answer a question posed by the tutor which addresses current debates on the nature of investigative journalism and puts it in a theoretical context. This is designed to encourage a reflexive approach to the module; test their contextual research skills; reinforce skills on how to develop an argument; encourage confidence in advance of their final pitch and think about the wider issues surrounding investigative journalism.
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Identify final assessment component and element	Investigative Pitch, response to Q and A and supporting documentation (workbook) A1	
% weighting between components A and B (Standard modules only)	A:	B:
	70	30
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Investigative Pitch, response to Q and A and supporting documentation (workbook)	100	
Component B Description of each element	Element weighting (as % of component)	
1. Presentation, response to Q and A and supporting documentation (critique 1000 words)	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Investigative Pitch and supporting documentation (workbook)	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Supporting documentation and critique (1500 words)	100	
2.(etc)		
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.		