

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Multimedia Journalism 1				
Module Code	UABAYC-30-M	Level	M	Version	2
Owning Faculty	ACE	Field	Broadcast and Journalism		
Contributes towards	MA Journalism MSc Sustainable Development in Practice (FET) MA Radio Documentary				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013 v1 September 2017 v2		Valid to		

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. Demonstrate basic technical skills in sound and video production through a series of individual and small group projects. (Component A) 2. Critically analyse the generic examples of multimedia broadcast news output using appropriate terminology demonstrating an understanding of the construction and narrative elements. (Component A) 3. Demonstrate an understanding of audiences. (Component A) 4. Understand the elements and conventions of craft techniques associated with various forms of production (News days, Studio, field work etc). (Component A) 5. Undertake a range of production and technical craft roles and achieve performance statements (based on BJTC Essential Elements). (Component A) 6. Contribute to good working relationships. (Component A) 7. Undertake pre-production planning. (Component A) 8. Contribute to the quality and productivity of the production process. (Component A) 9. Conduct an assessment of risks in the workplace and ensure own actions reduce risks to Health and Safety. (Component A)
Syllabus Outline	<p>The first part of the module encompasses a range of 'short, sharp' exercises designed to help students take responsibility for and develop a reflective approach to their own learning. They will also improve their team working skills.</p> <p>Indicative phases include:</p> <ol style="list-style-type: none"> 1. TV News Package (s) 2. Radio News feature (s) <p>In the second part of this module students will add more sophisticated directing and editing techniques to their knowledge base. An added emphasis will be placed on multimedia skills in the newsroom. This phase will indicatively consist of the production of:</p>

	<div>1. Multimedia news stories</div> <div>2. Attendance at News Days where skills will be assessed</div>																									
Contact Hours/Scheduled Hours	<div>Students can expect a total of 72 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, lectures, seminars and news days.</div> <div>Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.</div>																									
Teaching and Learning Methods	<div>Scheduled learning</div> <div><ul style="list-style-type: none">Students will be required to attend a lecturer-led seminar/workshop each week and additional craft skills and technical sessions totalling 3.5 hours a week.Students will take part in News Days.</div> <div>Independent learning</div> <div><ul style="list-style-type: none">Students will be required to meet in their production teams outside class time for pre-production preparationStudents will be required to travel within Bristol for production purposes.Students will need to spend time reading, viewing and listening to the specific genres they are working within.Students will be required to use the multimedia labs in their own time for post production purposes.Students will be required to spend time reading set texts.</div>																									
Key Information Sets Information	<div>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement 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.</div> <div><table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr></table></div> <div><div>The table below indicates as a percentage the total assessment of the module which constitutes a -</div><div><div>Written Exam: Unseen written exam, open book written exam, In-class test</div><div>Coursework: Written assignment or essay, report, dissertation, portfolio, project</div><div>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</div></div><div>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:</div></div>	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	72	228	0	300
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Reading Strategy	<p><u>Essential reading</u> may be supplied as printed copies or made available electronically via Blackboard. Essential reading may include not just specific articles but set text books.</p> <p>In addition, students will expected to undertake <u>further reading and viewing</u> from a list of texts and resources chosen especially to support the module, listed in the Handbook and revised annually, or from topical items identified during the run of the module. These will help develop students understanding of the key topics and we will recommend they explore a selection in whole or in part. Most resources should be available in the campus library or electronically via the web but exceptionally they may not be and this will be indicated in the Module Handbook.</p> <p>Formal opportunities for students to develop their library <u>access and information skills</u> will be provided within the induction period and via the GDP. 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>BBC College of Journalism Website (2012) Available from: http://www.bbc.co.uk/journalism/</p> <p>Boyd, A., Stewart, P., Alexander, R. (2008) <i>Broadcast Journalism: Techniques of Radio and Television News</i>. 6th ed. Oxford: Focal Press.</p> <p>Chater, C. (2002) <i>Research for Media Production</i>. Oxford: Focal Press.</p> <p>Geller, V. (2011) <i>Beyond Powerful Radio: a Communicator's Guide to the Internet Age - News, Talk, Information and Personality for Broadcasting, Podcasting, Internet, Radio</i>. Oxford: Focal Press.</p> <p>Medoff, N., Fink, J. (2012) <i>Portable Video: News and Field Production</i>. 6th ed. Oxford: Focal Press.</p> <p>Thompson, R. (1988) <i>Grammar of the Shot</i>. Oxford: Focal Press.</p> <p>Thompson, R. (1993) <i>Grammar of the Edit</i>. Oxford: Focal Press.</p> <p>Trewin, J. (2003) <i>Presenting on TV and Radio: an Insider's Guide</i>. Oxford: Focal Press.</p>																														

Part 3: Assessment

Assessment Strategy	<p>Students will be asked to produce a portfolio of digital multimedia work which will include video, audio and online journalism. They will be assessed on their mastery of the technology, evidence of editorial judgement, understanding of the genre, team working and time management skills. Workshops will provide students with opportunities for non-assessed formative feedback.</p> <p>The critical analysis and self-evaluation should be about analysis and awareness and should not be a simple diary of events. Its strength will be in the ability for the student to recognise his/her own weaknesses as well as strengths and clearly identify the criteria from which they are making these judgements.</p> <p>As some work may be assessed in teams, students will be given clear</p>
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guidance on the rules of team working and group engagement.

Group marks will account for 40% of the assessment and individual marks will account for 60% of the assessment. Students will be asked to comment on their team's contributions to group activities and to keep a log of all their own contributions.

Assessment Criteria	Relating to Learning Outcomes	Source of Evidence
1. Evidence of ability to build a portfolio using appropriate creative, technical and editorial production skills	1,4, 5,	News days, Research processes, project materials, student log-book, project prototypes and supporting materials
2. Understanding of professional production practices	1,4, 5, 6, 7, 8, 9	Attendance at team meetings, news days, punctuality, supporting materials, peer assessment, written evaluation.
3. An understanding of the role of audience in the development of all media artefacts.	2, 3, 5	News days, production artefacts and critical analysis
4. An ability to comment critically on the strengths and weaknesses of the work produced throughout the module, including evidence of an ability to critique artefacts and practice methodologies within a broader media context	1, 2, 3, 4, 6, 7, 8, 9	Self-evaluation

Identify final assessment component and element	A1		
% 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 of practical exercises and critical analysis (1000 words)		100	
Component B Description of each element		Element weighting (as % of component)	
1.			
2.			

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio of practical exercises and critical analysis (1000 words)	100
2.	
Component B Description of each element	Element weighting (as % of component)
1.	
2.	
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.	

FOR OFFICE USE ONLY

First CAP Approval Date	24 June 2013			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	31/5/2017	Version	2	RIA 12376