



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Newsroom Journalism				
Module Code	UABASS-15-3	Level	3	Version	1:0
Owning Faculty	ACE	Field	Broadcast and Journalism		
Contributes towards	BA Media & Journalism				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	UACPRN-30-2 Visual Journalism		Co- requisites	n/a	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	11/2/14
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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. Develop a critical understanding of contemporary newsroom practice (Component A); 2. Develop their own journalistic practice in a multi-media newsroom environment (assessed through component A); 3. Originate and develop story ideas, drawing from traditional and novel news agenda (Component A); 4. Undertake a range of production and technical craft roles necessary for the modern multi-media journalist (Component A); 5. Assess and avoid unnecessary risks in studio and location activities (Component A); 6. Manage visual images which accompany or substitute for text and write to pictures (Component A); 7. Demonstrate an awareness of professional conduct(Component A).
Syllabus Outline	<p>This module develops students' critical understanding of contemporary newsroom practice and builds upon the students' writing and newsgathering skills and their basic broadcast skills, learnt in the Visual Journalism module at Level 2. Students will develop technical and editorial skills in broadcast journalism and be encouraged to critique their practice in relation to current debates.</p> <p>Students will also develop their own professional practice throughout the module, putting these skills to use in three news days in the multi-media newsroom, simulating a real working environment.</p>
Contact Hours	The scheduled contact hours will be 36 hours, encompassing all teaching activity

outlined below.

Teaching and Learning Methods

Scheduled learning may include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning; supervised time in the broadcast studio.

- Students will be required to attend two-hour weekly workshops where instruction will be given on practice, shooting, editing, writing to picture and the workings of a modern multi-platform newsroom.
- Students will be required to attend a set number of news days.

Independent learning:

- Students will be required to meet in their production teams outside of class time for pre-production preparation
- Students will be required to travel within Bristol and area for newsgathering purposes.
- Students will need to spend time reading, viewing and listening to broadcast news output.
- Students will be required to use the multimedia newsroom in their own time for post production purposes and practice
- Students will be required to spend time reading set texts

Key Information Sets Information

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.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



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:

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Reading Strategy	<p>Essential reading: any essential reading will be indicated clearly along with the method for accessing it. Essential reading may be supplied as printed copies or made available electronically via Blackboard if this can be done in line with relevant copyright legislation and UWE policy. Essential reading may include not just specific articles but set text books.</p> <p>Further reading: in addition, students will be expected to undertake further reading and viewing from a list of texts and resources. These will be chosen especially to support the module or from topical items identified during the run of the module as well as through their own research. These will help develop students' understanding of the key topics.</p> <p>Access and skills: students will be directed to develop their library access and information skills and encouraged to draw on the support available through the Library Services, 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 constantly updated and made available via the module handbook.</p> <p>Adams, S. <i>Interviewing for Journalists</i>, Routledge BBC College of Journalism Website http://www.bbc.co.uk/journalism/ Beaman, J. <i>Interviewing for Radio</i>, Routledge Boyd, A., Stewart, P., Alexander, R. (2008) <i>Broadcast Journalism: Techniques of Radio and Television News</i> Chater, C. (2002) <i>Research for media production</i>, Focal Press Frost, C. <i>Reporting for Journalists</i>, Routledge Geller, V. (2011) <i>Beyond Powerful Radio: A Communicator's Guide to the Internet Age-News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio</i>, Focal Press. Hudson, G, and Rowlands, S. (2008) <i>The Broadcast Journalism Handbook</i>. Harlow: Pearson Education Kobre, K. <i>Video Journalism – multi-media story-telling</i>, Focal Press Medoff, N., Fink, J. (2012) <i>Portable Video: News and Field Production</i> Orlebar, J. <i>The Television Handbook</i>, Routledge Trewin, J. (2003) <i>Presenting on TV and Radio: An insider's guide</i>, Focal Press. Thompson, R. (1988) <i>Grammar of the Shot</i>, Focal Press Thompson, R. (1993) <i>Grammar of the Edit</i>, Focal Press Thompson, R. <i>Writing for Broadcast Journalists</i>, Routledge</p>																				

Assessment Strategy	<p>The summative assessment is as follows:</p> <p>Component A, 1: Portfolio</p> <p>Students are required to submit a portfolio of work which will include the outcomes of set tasks through the module. These will be designed to enable students to develop and demonstrate, for the purposes of assessment, their acquisition of skills, knowledge, understanding and experience that will enable them to meet the learning outcomes for the module.</p> <p>Examples of specific tasks to be included in the portfolio will be clearly defined in the Module Handbook. The portfolio may include:</p> <ul style="list-style-type: none"> • A portfolio of journalistic output • A self- reflective reporting diary • A critical appraisal documenting their work • A range of broadcast packages <p>All assessment judgements refer back to the learning outcomes for the module.</p>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Assessment Criteria</th> <th style="text-align: left; padding: 5px;">Relating to Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Apply relevant skills to produce work(s) of journalistic significance in accordance with the brief.</td> <td style="padding: 5px;">2,3,6</td> </tr> <tr> <td style="padding: 5px;">2. Apply relevant skills to produce work(s) of an appropriate level of technical quality journalism in accordance with the brief.</td> <td style="padding: 5px;">2,4</td> </tr> <tr> <td style="padding: 5px;">3. Engage in a simulated live news day undertaking a range of technical production and craft roles as well as traditional journalistic roles: (LOs: 2,3, 4, 5, 6 & 7)</td> <td style="padding: 5px;">2, 3, 4, 5, 6, 7</td> </tr> <tr> <td style="padding: 5px;">4. Demonstrate an ability to organise relevant ideas coherently and explore a range of perspectives, theories and practices to interpret issues under study.</td> <td style="padding: 5px;">1,2,3,6</td> </tr> <tr> <td style="padding: 5px;">5. Demonstrate an ability to reference appropriate literature and utilise it in the development of analysis and discussion of ideas.</td> <td style="padding: 5px;">1, 3,7</td> </tr> <tr> <td style="padding: 5px;">6. Apply appropriate language as well as correct grammar and spelling and</td> <td style="padding: 5px;">1, 3,7</td> </tr> </tbody> </table>	Assessment Criteria	Relating to Learning Outcomes	1. Apply relevant skills to produce work(s) of journalistic significance in accordance with the brief.	2,3,6	2. Apply relevant skills to produce work(s) of an appropriate level of technical quality journalism in accordance with the brief.	2,4	3. Engage in a simulated live news day undertaking a range of technical production and craft roles as well as traditional journalistic roles: (LOs: 2,3, 4, 5, 6 & 7)	2, 3, 4, 5, 6, 7	4. Demonstrate an ability to organise relevant ideas coherently and explore a range of perspectives, theories and practices to interpret issues under study.	1,2,3,6	5. Demonstrate an ability to reference appropriate literature and utilise it in the development of analysis and discussion of ideas.	1, 3,7	6. Apply appropriate language as well as correct grammar and spelling and	1, 3,7
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	conform to format and style requirements	
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Portfolio of Journalistic Work	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Portfolio of Journalistic Work	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
<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>		