



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

**Part 1: Basic Data**

Module Title	Advanced Broadcast Journalism 2				
Module Code	UABN4S-30-3	Level	3	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Broadcast and Journalism		
Department	Film & Journalism	Module Type	Standard		
Contributes towards	BA (Hons) Journalism				
Pre-requisites	UACAJL-30-2 Broadcast Journalism 1 UACAJM-30-2 Broadcast Journalism 2 Advanced Broadcast Journalism 1 UACPMH-30-3	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	5 <sup>th</sup> February 2015	Valid from	September 2015		
Revision CAP Approval Date	15 <sup>th</sup> November 2016	Revised with effect from	September 2016		

<b>Review Date</b>	September 2021
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**Part 2: Learning and Teaching**

Learning Outcomes	<p>This module builds on skills learned in Advanced Broadcast Journalism 1 It hones the skills acquired in conjunction with industry accreditation standards.</p> <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Professionally apply the practical skills required in a multimedia news environment at an advanced level. (assessed through components A &amp; B)</li> <li>2. Apply a knowledge &amp; understanding of multimedia production techniques and practices across multiple news platforms commensurate with the level (assessed through components A &amp; B )</li> <li>3. Be able to evaluate multimedia news presentation and apply this to current academic debates. (assessed through components A &amp; B)</li> <li>4. Operate both independently and as a team member in a professional multimedia news environment. (assessed through components A &amp; B)</li> <li>5. Reflectively appraise the knowledge and skills developed and acquired through work-based learning. (assessed through component A)</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 broadcast and online. Technical and editorial 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>News days will provide students with the opportunity to experience and practice multimedia newsroom roles at a more advanced level , news workflow and processes. They will also give students the opportunity to produce news in a live environment for broadcast and online outlets.</p> <p>Reflection on work-based learning through seminars/workshops.</p>																				
Contact Hours	<p>Scheduled teaching and learning study time comprises of 72 hours.</p> <ul style="list-style-type: none"> <li>Scheduled contact time is 72 hours</li> <li>In addition to the scheduled contact time students are expected to conduct their field work which may consist of research, practice-based and set exercises in preparation for workshops and news days. This will take an average of 3 hours a week (an approximate 36 hours over the module).</li> <li>Students will also be expected to carry out 15 days work-experience days. These will be carried out primarily at Levels 1 and 2 with some at Level 3. They will be assessed in relation to professional practice through this module.</li> <li>Discussion and evaluation will also take place in virtual environments using online tools.</li> </ul>																				
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes workshops, news days (as described above), fieldwork to prepare for the news days and supervised time in studio/workshop. The work experience across three years will be assessed through a reflective essay supported by teaching materials and tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, research and contact building for stories for assignments, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>The following provides a broad indication of how students should structure their independent study time (204) on different learning activities:</p> <ul style="list-style-type: none"> <li>Essential reading: 30 hours</li> <li>Further reading: 30 hours</li> <li>Essential viewing/listening to broadcast material: 36 hours</li> <li>Additional scheduled contact time preparation: 24 hours</li> <li>Assignment: (editing and preparation): 24 hours</li> <li>Assignment: write up reflection on work-based learning and self evaluation report: 24 hours</li> <li>Fieldwork tasks including shooting exercises as homework, research and contact building for news days and assignments: 36 hours</li> </ul>																				
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="464 1771 1366 2159"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</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> </thead> <tbody> <tr> <td>300</td> <td>96</td> <td>204</td> <td>0</td> <td>300</td> </tr> </tbody> </table>	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	96	204	0	300
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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:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		70%	
Practical exam assessment percentage		30%	
			100%

Reading Strategy

**Core reading and viewing:** Any core reading or viewing will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a study pack or be referred to texts or audiovisual materials that are available electronically, or in the Library.

**Further reading:** All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. At this Level Students are expected to have information skills introduced at Level 1. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

Bradshaw, P. and Rohumaa, L. (2011) *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age*. Harlow: Longman.  
 Bull, A. (2010) *Multimedia Journalism: a Practical Guide*. London: Routledge.  
 Hanna, M. and Dodd, M. (2012) *McNae's Essential Law for Journalists*. 21<sup>st</sup> ed. Oxford: Oxford University Press.  
 Harcup, T. (2009) *Journalism: Principles and Practice*. London: Sage.  
 Hudson, G, and Rowlands, S. (2008) *The Broadcast Journalism Handbook*. Harlow: Pearson Education  
 Jones, J. and Salter, L. (2012) *Digital Journalism*. London: Sage.  
 Kobre, K. *Video Journalism – multi-media story-telling*, Focal Press  
 Medoff, N., Fink, J. (2012) *Portable Video: News and Field Production*  
 Orlebar, J. *The Television Handbook*, Routledge  
 Trewin, J. (2003) *Presenting on TV and Radio: An insider's guide*, Focal Press.  
 Thompson, R. (1988) *Grammar of the Shot*, Focal Press  
 Thompson, R. (1993) *Grammar of the Edit*, Focal Press  
 Thompson, R. *Writing for Broadcast Journalists*, Routledge  
<http://www.bbc.co.uk/journalism/>

### Part 3: Assessment

Assessment Strategy

Assessment will be based on the production of a portfolio of multimedia work (Component A) and a series of assessed news days (Component B)

	<p><b>Portfolio of multi-media work (ComponentB)</b> indicative items:</p> <p>A multiplatform news story (ie the same story produced and reversioned for two platforms (Online and one broadcast medium. This must be a different broadcast medium to what was demonstrated in Advanced Broadcast Journalism 1) LO 1, 2,  An extended online news story or special report with multimedia , LO1, LO 2  A reflective essay covering the time spent on work experience. Students will be expected to reflect upon their development at the placement in relation to academic literature. LO5</p> <p><b>News Days (Component A)</b> will consists of:  Students will take part in news days where their contributions as independent journalists and team members will be tutor assessed while they operate in different newsroom roles.  Indicative items:  Tutor observation reports (formative feedback) LO 1,2,4  Self evaluation report (a reflective document that considers the whole 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 commensurate with the performance expected at this level) .LO 3</p>
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> 30%	<b>B:</b> 70%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. News Days	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio	100%	

<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> (as % of component)	
1. News Bulletin Test	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

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First CAP Approval Date	5 February 2015			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	15 November 2016	Version	2	RIA 12019