University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Introduction to Digital Media					
Module Code	UABN66-30-1		Level	1	Version	1.0
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	Broadcast Journalism		
Department	Film and Journalism		Module Type	Standard		
Contributes towards	BA (Hons) Media and Journalism					
Pre-requisites	n/a		Co- requisites	n/a		
Excluded Combinations	n/a		Module Entry requirements	n/a		
First CAP Approval Date	04/02/16		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	February 2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to demonstrate: 1) the ability to capture, edit, and manipulate digital media materials, including photographs, video, and web pages (A1) 2) a creative, conceptual, and practical engagement with contemporary developments in communications, entertainment, and information media and their histories (A1, B1) 3) the ability to reflect on the processes and evaluate the results of critical media production in written work (A1, B1) 4) the ability to discuss key theoretical concepts in discussion and written work (A1, B1)
Syllabus Outline	Introduction to Digital Media lays the groundwork for working with digital media production tools throughout the degree. It also develops the foundations for critically engaging in media culture, key to understand and produce established as well as innovative media content.
Contact Hours	Contact hours on the module will be scheduled in line with current UWE policy on contact hour requirements. 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.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, practical classes and workshops; supervised time in workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, 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.
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

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	✅

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	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	**Core reading** Any core reading 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 that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **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 Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services 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	**Indicative reading list:** The following list is offered to provide validation panels/accrediting bodies 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. Current advice on additional reading will be available via the module handbook or Blackboard pages. **Reading lists will change to reflect changing interests and technological developments but an indication of core texts are below:** Highmore, Ben. (2002) Questioning Everyday Life. In: The Everyday Life Reader. London: Routledge, pp. 1-34 Lister Martin, Dovey Jon, Giddings Seth, Grant Iain and Kelly Kieran (2009) Wiki Worlds and web 2.0. In: New Media: A critical Introduction. London: Routledge Manovich Lev. (2001) The Operations. In: The language of New Media. MIT pp117 – 175 see also http://www.manovich.net Uricchio, William. (2009) The Future of a Medium Once Known as Television. In: Snickars, Pelle and Vonderau, Patrick, eds. The YouTube Reader, Stockholm: National Library of Sweden, pp24-39 Van Koten, H (2009) The Digital Image and the Pleasure Principle: The Consumption of Realism in the Age of Simulation. In: Bentkowska-Kafel, A, Cashen T & Gardiner, H (eds) Digital Visual Culture, Theory and Practice, Bristol: Intellect Books pp89-98

Part 3: Assessment	
Assessment Strategy	Strategy: The assessment strategy prepares students for the more independent production and critical reflection on digital media required at level 2. It also provides students with the opportunity to develop a grounding these areas. Students will be asked to produce a Portfolio and Critical Appraisal (A1) over the course of the module. Students will be provided with specific briefs to complete and include in their portfolio, to develop their confidence and skills. The critical appraisal aspect of A1 will give them to reflect on their practice work and draw explicit connections between their own practice and theory with the aim of raising their awareness of contemporary and emerging digital media as well as innovation processes. The latter is further supported by the Essay (B1) with the emphasis shifting from a consideration of their personal practice to an evaluation of industry practices in relation to digital media production, consumption and critiques. The Assessment: • The specifications of assessment element A1, Portfolio and Critical Appraisal will be reviewed on a regular basis to take recent developments in digital media into account. Substantive amounts of portfolio work will be conducted and reviewed in class. • Element B1, Essay, will have a maximum word count of 1500 words. See the university word count policy.

Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		**A:** **70**	**B**: **30**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio and Critical Appraisal	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (1500 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. Portfolio & Critical Appraisal	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (1500 words)	100%

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.