




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Newsroom Practice				
Module Code	UABN63-30-3	Level	3	Version	1
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 Media & Journalism BA English & Journalism BA Journalism & PR				
Pre-requisites	1: Newsgathering (UABALG-30-1); 2: Visual Journalism (UABPRN-30-2) or Broadcast Journalism 1 (UABAJL-30-2)		Co- requisites	None	
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
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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 (A1, B1) 2. Develop their own journalistic practice in a multi-media newsroom environment (A1, B1) 3. Originate and develop story ideas, drawing from traditional and novel news agenda (A1, B1) 4. Undertake a range of production and technical craft roles necessary for the modern multi-media journalist (A1) 5. Demonstrate an awareness of professional conduct (A1).
Syllabus Outline	<p>This module develops students' critical understanding of contemporary newsroom practice and builds upon the students' newsgathering and their basic broadcast skills. Students will develop technical and editorial skills in broadcast journalism and be encouraged to critique their practice in relation to current debates. 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</p>

	environment.																									
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	<p>Scheduled learning may include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning; supervised time in the broadcast studio.</p> <ul style="list-style-type: none"> • Students will be required to attend t 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. <p>Independent learning:</p> <ul style="list-style-type: none"> • 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 the Bristol area for newsgathering purposes. • Students will need to spend time reading, viewing and listening to broadcast news output. <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>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.</p> <p>Placement learning: may include a practice placement, other placement, year abroad.</p>																									
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="459 1585 1370 1975"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">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 style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									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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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

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.

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.

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.

Indicative Reading List

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.

Adams, S. *Interviewing for Journalists*, Routledge
 BBC College of Journalism Website <http://www.bbc.co.uk/journalism/>
 Beaman, J. *Interviewing for Radio*, Routledge
 Boyd, A., Stewart, P., Alexander, R. (2008) *Broadcast Journalism: Techniques of Radio and Television News*
 Filak, V. (2015) *Convergent Journalism: an introduction. Writing and Producing Across Media* (Second edition), Focal Press.
 Chater, C. (2002) *Research for media production*, Focal Press
 Frost, C. *Reporting for Journalists*, Routledge
 Geller, V. (2011) *Beyond Powerful Radio: A Communicator's Guide to the Internet Age-News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio*, Focal Press.
 Hudson, G, and Rowlands, S. (2008) *The Broadcast Journalism Handbook*. Harlow: Pearson Education
 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

Part 3: Assessment

Assessment Strategy	<p>The summative assessment is as follows:</p> <p>Component A: Attendance and engagement at a number of news days. Specified in the module handbook. These are to be carried out under controlled conditions and to a tight deadline.</p> <p>Component B: Portfolio of Broadcast work</p> <p>Students are required to submit a portfolio of work which will include the outcomes of set tasks. 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.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 20%	B: 80%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.Attendance and engagement at a number of news days	100%	
Component B		
Description of each element	Element weighting (as % of component)	
1.Portfolio of broadcast work	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A news bulletin writing test under controlled conditions	100%	

Component B Description of each element	Element weighting (as % of component)
1. A portfolio of broadcast work	100%
2.(etc)	
<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>	