

**MODULE SPECIFICATION**

<b>Part 1: Information</b>			
Module Title	Future Radio		
Module Code	UABATL-15-M	Level	M
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Arts Creative industries and Education	Field	Broadcast and Journalism
Department	Film and Journalism		
Contributes towards	MA Radio Documentary-Compulsory module		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

<b>Part 2: Description</b>
<p>This module will look at how the Radio documentary genre is continuing to evolve into the digital and interactive era and the associated impact on audience expectations and behaviours. It will enable students to critically analyse the opportunities being opened up by new forms and to consider the potential consequences of these innovations.</p> <p>The module will explore the potential of multiple platforms and emerging innovative production processes on the treatment of documentary subjects, extending students' understanding from linear storytelling into non-linear,</p> <p>This module will introduce students to the production and design principles necessary to produce innovative new radio projects which could include podcast, radio drama, radio soap opera.</p> <p>Students will be encouraged to critically analyse innovative editorial styles and their use in audio storytelling</p> <p>It will also consider looking at how programme assets are re-purposed and refreshed via multi- platform production to create additional content, and social media experiences.</p> <p>Students may envision their own project or may address an industry-facing brief and work with a specific set of available assets. Projects may include designing content for BBC Factual, BBC World Service ,a charity or education or heritage purposes. Students may be required to work in groups depending on the nature of the briefs as specified in the module handbook.</p> <p><b>Learning and Teaching Methods</b></p> <p>This module will provide a distinctive, intensive, and well-tested environment through which students can be introduced to new ideas about production processes and understand platforms and markets, under the expert</p>

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guidance of tutors and industry support teams. The teaching and learning will be underpinned by expertise developed through the university's Digital Cultures Research Centre

The core scheduled teaching and learning will be delivered as a combination of workshops, lectures, master-classes, case studies and technical instruction. This will be accompanied by group and individual supervision, online teaching resources. The programme will also include induction, plenary and presentation activities.

Working on a self-generated project or responding to briefs set either by teaching staff or industry partners, students will design and evaluate a small-scale audio project.

Students will present work in progress during taught sessions for feedback from peers, tutors and invited appropriate industry professionals. Other opportunities for formative feedback include comments on the group blogs and individual and group tutorials.

Students will then write up pitch documentation that evaluates the audience, the benefits, the future development and industry context in relation to relevant research literature, offers some analysis of their project and their development as a creative producer throughout the module.

**Scheduled learning:** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops = 48 hours.

**Independent learning:** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. = 102 hours.

### Part 3: Assessment

The summative assessment is as follows:

#### Component A: Portfolio 100%

Students are required to submit a portfolio for assessment which will include the outcomes of set tasks throughout the module. Examples of the specific tasks to be included in the portfolio will be clearly defined in the Module Handbook.




These may include:

- Reflective Learning logs and/or blogs .
- Audio recording of pilot/teaser
- Individual Project evaluation Report
- Group presentation

These have been designed to enable students to develop and demonstrate for the purposes of assessment their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes for the module.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio	100%	
Component B Description of each element	Element weighting (as % of component)	

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N/A.																
<b>Resit (further attendance at taught classes is not required)</b>																
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>															
1. Portfolio	100%															
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>															
N/A																
<b>Part 4: Teaching and Learning Methods</b>																
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Reflect critically on the impact of established and emergent interactive technologies on the documentary and factual genre (Component A);</li> <li>2. Demonstrate an advanced critical understanding of the range of specific platforms, their narrative potential and ability to engage different audiences (Component A);</li> <li>3. Demonstrate engagement with emergent business models appropriate to multiplatform media (Component A);</li> <li>4. Apply advanced research and creative methodologies appropriate to the development of a design for or factual product for a specific platform (Component A);</li> <li>5. Apply advanced multi-disciplinary production skills to the initial development of a factual product (Component A);</li> <li>6. Critically evaluate the proposed project, situating it within relevant research literature, documentary and factual genre (Component A)</li> </ol>															
Key Information Sets Information (KIS)	<p><b>Key Information Set - Module data</b></p> <table border="1"> <tr> <td colspan="5"></td> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> </table>						<i>Number of credits for this module</i>									15
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Contact Hours	<table border="1"> <thead> <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> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">48</td> <td style="text-align: center;">102</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	48	102	0	150				
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>															

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	Total assessment of the module:			
	Written exam assessment percentage	0%		
	Coursework assessment percentage	100%		
	Practical exam assessment percentage	0%		
				100%
Reading List	<a href="https://uwe.rl.talis.com/lists/307D1209-BE31-1005-120F-533D10A6E482.html?draft">https://uwe.rl.talis.com/lists/307D1209-BE31-1005-120F-533D10A6E482.html?draft</a>			

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First CAP Approval Date	1 February 2017 <a href="#">link to MIA</a>		
Revision CAP Approval Date		Version	