SECTION 1: KEY PROGRAMME DETAILS

PART A: PROGRAMME INFORMATION	
Interim Award	PGDip Journalism (Audio Docs and Podcast)
Interim Award	PGCert Journalism (Audio Docs and Podcast)
Highest Award	MA Journalism (Audio Docs and Podcast)

Awarding Institution	UWE BRISTOL
Teaching Institution	UWE BRISTOL
Delivery Location	BOWER ASHTON CAMPUS
Study Abroad / Exchange / Credit Recognition	Placement X Sandwich Year X Credit Recognition X Year Abroad X
Faculty Responsible For Programme	Faculty of Arts Creative Industries & Education
Department Responsible For Programme	ACE Dept of Film & Journalism
Apprenticeships	
Mode of Delivery	Full-time

ENTRY REQUIREMENTS	UCAS Tariff Points: Applicants should have an honours degree or equivalent, or relevant professional experience. Students must be able to demonstrate a passion for telling factual stories - across the range of documentary, factual formats and multi-platform production. Basic media production skills are desirable but not essential. In any case, students must be able to show that they are highly motivated about entering this field and are already engaged in activity of some kind and are developing a portfolio of relevant experiences (e.g. volunteer work, politics, work experience, film making, audio production, writing, photography).

For Implementation From	1 Sep 2020
ISIS Code/s	Programme Code P50J Other codes: JACS Journalism HECoS 100000: Undefined UCAS SLC

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

This production-based course has been designed in partnership with Bristol Factual, the BBC's award winning documentary and factual programme unit. It offers high quality training across practical radio and audio making and multi-platform production, with the aim of equipping a new generation of programme makers with flair and creativity combined with industry knowledge and business acumen as well as first class production skills and technical know-how.

The main thrust is narrative audio making but it also encompasses media production across radio and digital platforms and aspects of journalism Particular emphasis is placed on developing a deep understanding of narrative alongside the analysis of the codes and conventions of different genres - across the spectrum of factual broadcasting from short features to min doc to long form documentary. This underpins students' understanding of creative and innovative editorial design and enables them to examine the representation of reality in a wider context of media and society.

A fundamental aim of the award is to enable students to develop a keen nose for strong, relevant ideas and the practical ability to turn content into intelligent, surprising and entertaining stories that will draw audiences and inspire them to engage with the world. To this end, students learn journalism skills, research skills alongside creative idea generation, editorial content design, writing treatment and pitch documents. They also learn interviewing techniques and communication skills that will enable them to get the best from contributors and presenters.

Alongside, students conceive of, research, plan, make and deliver a series of projects, which introduce and develop key understandings and frameworks, practices and skills. Some projects are collaborative with other MA Programmes and can be rapid turnaround exercises; others are more substantial group productions. As well as a range of technical, team working and craft skills, including broadcast standard audio recording, digital editing and pre and post-production workflows, these projects are also designed to build critical understandings and skills in narrative design.

2. Educational Aims (c. 4-6 aims)

•   To provide a flexible curricular framework in which students can develop specialist areas of knowledge, research and professional practice
•   To equip students with the research and planning skills necessary to undertake independent, innovative and sustainable projects. equipping students with the requisite skills for careers in multiple sectors.
•   To respond to complex issues and debates within the audio industries, including the impact of emerging technology, ensuring students are well-informed and well-equipped for future careers.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

•   To engage with the community functions of storytelling, developing students' understanding of diversity, social equity and citizenship.
•   To provide an inclusive local and global approach to audio storytelling combining regional, national and international perspectives.
•   To support and enhance the region's creative economy through knowledge exchange, student engagement and volunteering.
•   To develop students' high level intellectual skills, including critical evaluation, conceptual thinking, problem-solving and self-directed learning as well as ensuring inclusivity.
•   To develop students' high level communication skills across diverse media (written, oral, web, audiovisual,) and for diverse audiences (academic, professional, specialist, nonspecialist).

Students' information literacy skills will be supported and developed throughout the programme.

3. Programme and Stage Learning Outcomes (c. 6-8 outcomes)

Programme (Learning) Outcomes (POs)

Programme Learning Outcomes

PO1	Question, intellectually challenge and demonstrate their comprehensive understanding and study of audio documentary, podcast and factual media production
PO2	Systematically examine and critique the distinctive characteristics of of audio documentary and podcast including: the role of the interview(er); reality and fiction; storytelling; the ethics, strategies and techniques of fieldwork.
PO3	Originate and develop story ideas, drawing from traditional and novel news agendas and showing a critical awareness, new insights of and due sensitivity to what audiences might expect.
PO4	Develop and display a comprehensive understanding T of techniques applicable to the effective development of production methodologies based upon an understanding of pre-production, production and post production
PO5	Appraise own professional practice and plan for continuing professional development and design actionable personal development goals and deliver a career-related portfolio
PO6	Inform and apply their practice with a critical understanding of standard frameworks established in law, industry regulation, professional guidelines and ethical concerns in different national and international contexts.

PART B: Programme Structure

Definitive Programme Documentation

1. Structure

Year 1

Year 1 Compulsory Modules

Code	Module Title	Credit	Type
UABAYS-15-M	Advanced Media Law 2020-21	15	Compulsory
UABAYT-15-M	Introduction to Media Law 2020-21	15	Compulsory
UABAUY-15-M	Journalism Collaborative Project 2020-21	15	Compulsory
UABAYC-30-M	Multimedia Journalism 1 2020-21	30	Compulsory
UABAYX-30-M	Podcasting and Programming 2020-21	30	Compulsory
UABAYY-60-M	Professional Practice in Journalism 2020-21	60	Compulsory
UABB3C-15-M	Radio Pre-Production 2020-21	15	Compulsory

PART C: Higher Education Achievement Record (HEAR) Synopsis

Graduates will be self-reliant and connected by developing their practice to professional level by studying with staff, guests and leading figures from relevant industries. The programme will allow them to develop their abilities to network and forge their own creative identity, enhancing employability in audio/radio industries.

They will respond proactively to ethical considerations becoming globally responsible in their working life and have the acumen to make considered decisions on how their practice engages with a diverse range of communities. This graduate will be future-facing, digitally proficient and confident to adapt and respond to new developments in the ever-changing creative industries.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

The subject of media practice does not have its own subject specific benchmark statement but is grounded in the defining principles of the Art & Design benchmark statement (particularly creativity,

Definitive Programme Documentation

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

aesthetic sensibility, intellectual and critical enquiry, team-working, variety of research modes, and personal reflective learning). Above all, it is predicated on the need for practical and experiential learning. Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations for Art and Design. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices. The programme also references in a limited way the Communication, Media, Film and Cultural Studies benchmark statement (especially sections 4.1 Communications, culture and society, 4.2 Histories, 4.3 Processes and practices, 4.4 Form and aesthetics, 5.1 Skills of intellectual analysis and 5.3 Research)

The SEEC Southern England Consortium for Credit Accumulation and Transfer Credit guidance and Level 7 descriptors have been consulted and adhered to wherever appropriate in the design of the learning outcomes within Programme and Module Specifications. These can be found at
 http://www.seec.org.uk/wp-content/uploads/2016/08/SEEC-descriptors-Dec10.pdf

Creative Skillset National Occupational Standards

The following Creative skillset National Occupational Standards are embedded in the design of the programme Radio Content Creation 2008; Directors 2003; Sound 2009: Editing 2007;) Senior Producers 2003; Broadcast Journalism 2009: Conduct an assessment of risks in the workplace and ensure own actions reduce risks to Health and Safety (Skillset NOS X3 and X3.5); Skillset NOS: Law & Compliance for Broadcasting 2010.

http://webarchive.nationalarchives.gov.uk/20090902230247/skillset.org/standards/standards/

This programme has taken into account of the UWE Learning Strategy 2020 , seeking to fulfil the core values of inclusivity in its admission policy and embed its learning centered values into the programme design

PART E: REGULATIONS

A: Approved to University Regulations and Procedures
https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/studentandacademicservices/regulationspoliciesquality/regulationsandprocedures.aspx.

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