Module Descriptor

Title	Professional Practice , Journalism & Broadcast		
Session	2026/27	**Status**	Approved
Code	JOUR10005	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Margaret Hughes		

Summary of Module

Professional Practice, Journalism & Broadcast which is a 20-credit module delivered in term 1 of fourth year/Honours year of BA (Hons) Journalism and BA (Hons) Sports Journalism.
The Professional Practice, Journalism and Broadcast module will develop level 10 students' professional knowledge and understanding of journalism practice through news days, production workshops and discussions around both current and future requirements of Journalism. The module will explore entrepreneurial approaches to journalism, examine innovative ideas for journalists looking at a portfolio career and freelance opportunities. Students will build on their journalism skills and knowledge while building on the graduate attributes.
Students will be expected to produce journalism and podcast content, which meets current industry practice but examines and attempts new methods of newsgathering and storytelling through the use of technology across all media platforms.
Students will analyse and provide detailed consideration of specialised areas of interest (i.e. sport, arts & culture, investigation) and how to present professional pitches to editors and producers providing a focus on illustrating entrepreneurial approaches to journalism and the creation of news media-related products and podcast outputs.
The module focus also encourages a highly reflective approach to content creation where students will be assessed on their approaches to their professional practice development in line with 21st century industry expectations – and showing an understanding and awareness of the legal and ethical requirements and expectations of journalism practice.
Key content/skills/scope:

- Production of distinctive journalism for online, audio, video and print.

- Production of a range of content to deadline and length/duration during production days.

- Engage in and coordinate a series of production days to produce news products to an industry standard which meets newsgathering and news production criteria around meeting deadlines, verification of facts, sourcing material and interviewing, editing skills.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Initiate, develop and create distinctive and professional journalism using various forms of newsgathering to produce a range multi-platform journalism to a professional standard, and to a given length, time, format and brief, to deadline.
L2	Consider and evaluate their own work in a reflexive manner, with reference to professional standards, issues and debates
L3	Apply critical consideration and understanding of legal and ethical issues.
L4	Critically reflect on your portfolio to informed audiences utilizing appropriate academic conventions.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Critically appraise issues and debates relevant to the mechanics of news and the influence of political institutions, organisations and public opinion
Practice: Applied Knowledge and Understanding	**SCQF 10** Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 10** Undertake various forms of research for essays, projects and dissertations involving sustained independent enquiry
Communication, ICT and Numeracy Skills	**SCQF 10** Demonstrate advanced knowledge of news production software and the requisite practical skills for presenting content in a range of journalistic formats to a professional standard
Autonomy, Accountability and Working with Others	**SCQF 10** Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of news media platforms

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Practice-based Learning	18
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bull, A. (2010) Multimedia Journalism: A Practical Guide. Abingdon: Routledge. Frost, C. (2015) Journalism: Ethics and Regulation. 4th ed. Harlow: Pearson Education. Hernandez, R and Rue, J (2015), The Principles of Multimedia Journalism: Packaging Digital News, Routledge McInnes, R. (2010) Scots Law for Journalists. 8th ed. Edinburgh: Green Thurman, N. (2008) 'Forums for Citizen Journalists', New Media & Society, Volume 10 Issue 1, Sage Journals

Thurman, Fletcher, N, R. (2018) 'Are Newspapers Heading Toward Post-Print', Digital Journalism, Vol 6, Issue 8, Taylor and Francis

Westlund, O. (2015) 'News consumption in an age of mobile media: Patterns, people, place, and participation', Mobile Media and Communications, Volume 3 Issue 2, Sage Journals

Xu, X. (2016) 'Impacts of Mobile Use and Experience on Contemporary Society', IGI Global

Silver, L. (2019) 'Smartphone Ownership Is Growing Rapidly Around the World, but Not Always Equally', Pew Research,

Richardson, A. (2020) 'The Coming Archival Crisis: How Ephemeral Video Disappears Protest Journalism and Threatens Newsreels of Tomorrow', Digital Journalism, Volume 8 Issue 10, Taylor and Francis

Pavlik, J. (2015) 'Transformation: Examining the Implications of Emerging Technology for Journalism, Media and Society', Athens Journal of Mass Media and Communications, Volume 1 Issue 1

O'Brien, Wellbrock, Kleer, D, C, N. (2020) 'Content For Free? Drivers of Past Payment, Payment Intent and Willingness to Pay for Digital Journalism, A Systematic Literature Review', Digital Journalism, Volume 8 Issue 5, Taylor and Francis

The following podcasts may also be of interest:

This American Life

The Moth Podcast

From Our Own Correspondent.

3.3 Journals

British Journalism Review

Journalism Practice

Journalism Studies

3.4 Useful Websites

www.holdthefrontpage.co.uk

www.journalismuk.co.uk

www.journalism.co.uk

www.guardian.co.uk/media

www.newspapersoc.org.uk

www.mediapointscotland.press.net

www.pressgazette.co.uk

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Arts & Media**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts and Media
Moderator	Dr Kenneth Pratt
External Examiner	Fiona Mckay
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Create a multimedia portfolio of audio, video and written content produced across the news days and the semester which adheres to UWS newsroom house style, meets professional industry standards and conventions including ethical and legal expectations and requirements (to meet c2,500 words).
Assessment 2
Write a reflective commentary of 500 words that critically evaluates professional practice, newsgathering, news values and ethical and legal considerations in relation to your work during the news days and news weeks and portfolio submission. Your commentary should be academically underpinned and referenced accordingly.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Practical	☒	☒	☐	☐	☐	85	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assignment	☒	☒	☐	☒	☐	15	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code Guidance Note 23-24 provided 12/12/23 D Taylor General housekeeping to text across sections. . 12/12/23 D Taylor	12/12/23	C Winter
Summary edited and L&T hrs edited	**March 26**	**M Hughes**