

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Newsroom Practice			
Code: JOUR09006	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points:40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Kenneth Pratt		
Summary of Module			
<p>This module provides students with ‘real-world’ experience of working in a simulated newsroom environment to produce a range of multimedia content to deadline during a series of weekly news days, culminating with a series of consecutive news days.</p> <p>The module combines the students’ range of existing journalistic skills including generating, researching and producing content for a range of multimedia platforms to deadline and in keeping with industry practice. Throughout the module students are required to work in teams, experiencing different roles within multimedia newsrooms, as well as working on their own initiative. Students are also tasked with generating appropriate images, video and audio to complement their text copy and to edit them as appropriate using digital editing techniques.</p> <p>The production element of the news days involves using a wide range of journalistic media.</p> <p>Students are also expected to complete a notional 100 hours WRL (to meet BJTC requirements) within an industry environment that is relevant to their study. Employment will normally be organised by the student but some opportunities will be made available via the School. If the student is working part time in an area related to their programme of study they may be able to gain credit based on their experience. The module also provides the students with an opportunity to present an extensive portfolio of work completed either as a result of workplace experience or work-related projects. The module will also include lectures on reflective and critical analysis of industry practice.</p> <p>Key scope:</p> <p>Produce news and sports content appropriate for online, audio and video to appropriate industry standards</p> <p>Conduct research and interviews to generate news and sport content</p>			

Work in teams and on their own initiative within news days to deadlines

Undertake the appropriate work placements within the media industry

Produce portfolios of content from news days and on the relevant industry placements

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate well-developed skills in working in a range of newsroom roles, both individually and as part of a team
L2	Demonstrate proficiency in the production and presentation of a range of journalistic content
L3	Consider and evaluate their own work in a reflexive manner, with reference to professional standards, issues and conventions applicable to multimedia journalism and the effectiveness of their work experience and their role within it

L4	Negotiate appropriate learning objectives in conjunction with the University and the external client if appropriate
L5	Click or tap here to enter text.
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 Level 9 Choose an item. Demonstrating an ability to work as part of a team to deadlines. Knowledge of a range of writing and text-handling styles suitable for multimedia platforms.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Choose an item. Practicing a range of newsgathering techniques including researching, investigating, achieving factual accuracy, balance, as well as recording interview material. Using journalistic techniques of writing, editing, and design and applying them to multimedia news production. Applying knowledge of legal and regulatory systems in keeping with professional standards.
Generic Cognitive skills	SCQF Level 9 Undertaking critical analysis of a range of approaches to producing news and features material.
Communication, ICT and Numeracy Skills	SCQF Level 9 Using specialised digital technical skills to produce a range of Journalism for a variety of multimedia platforms. Click or tap here to enter text.
Autonomy, Accountability and Working with others	SCQF Level 9 Exercising initiative and autonomy to produce Journalism at a professional level. Demonstrating leadership skills. Dealing with complex ethical and professional issues and make informed judgements on issues.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	12
Laboratory/Practical Demonstration/Workshop	96
Independent Study	233
Asynchronous Class Activity	47
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 400
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bradshaw, P. and Rohumaa, L. (2011) *The Online Journalism Handbook*. Harlow: Pearson Education. Bull, A. (2010) *Multimedia Journalism: A Practical Guide*. Abingdon: Routledge. Frost, C. (2011) *Journalism: Ethics and Regulation*. 3rd ed. Harlow: Pearson Education. Hudson, G. & Rowlands, S. (2012) *The Broadcast Journalism Handbook*, Routledge.

McInnes, R. (2010) *Scots Law for Journalists*. 8th ed. Edinburgh: Green. Quinn, F. (2011) *Law for Journalists*. 3rd ed. Harlow: Pearson Longman.

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Dr James Mahon
External Examiner	J. Price
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2.09

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 portfolio submission of news days (60%)

Assessment 2 evidence of work placement (20%)

Assessment 3 reflective essay (20%)

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
portfolio of written work	*	*				60	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Work related Learning assessment			*		*	20	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
essay			*			20	0
Combined Total for All Components						100%	0 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	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)

