University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Professional Practice, Journalism & Broadcast			
Code: JOUR10005	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	Business & Creative Industries		
Module Co-ordinator:	Dr James Mahon		

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 content, which meets current industry practice but examines and attempts new methods of newsgathering and story telling 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.

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 radio, video and print.

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

- Engage in and coordinate a series of 15 news days to produce news products of a industry standards which meets newsgathering and news production criteria around meeting deadlines, verification of facts, sourcing material and interviewing, editing skills.

- Professional pitches to industry professionals on story ideas, content approaches and new opportunities to journalism narratives, which illustrate entrepreneurial skills and awareness.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☒	☐	☐	☐	☐
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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

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	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	Apply critical consideration and understanding of legal and ethical issues.
L3	Consider and evaluate their own work in a reflexive manner, with reference to professional standards, issues and debates.
L4	Critically reflect on your portfolio to informed audiences utilizing appropriate academic conventions.
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 **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 Level **10** Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices
Generic Cognitive skills	SCQF Level **10** Undertake various forms of research for essays, projects and dissertations involving sustained independent enquiry
Communication, ICT and Numeracy Skills	SCQF Level **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 Level **10** Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of news media platforms

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	18
Practice Based Learning	18
Independent Study	164

	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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:

Sustained engagement with classes and practical sessions, participation in group and solo audio and video content gathering and production. Attendance in guest lecture session and focused workshops

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 ☐No ☒
School Assessment Board	Arts & Media
Moderator	Elizabeth McLaughlin
External Examiner	J Price
Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment
There will be a series of formative assessments that will take place at regular intervals throughout the duration of this module in order to inform your learning and to give you feedback. These feedback sessions will take place during tutorial times.
Summative Assessment
This will be completed in the production of broadcast outputs, produced to relevant professional standards.

Assessment 1

Collate a portfolio of audio, video and written content produced **across the news days** which adhere to UWS newsroom house style, meets professional industry standards and conventions including ethical and legal expectations and requirements.

The portfolio must include evidence of both TV, online and radio work and must demonstrate both live broadcasting skills (in the form of presentation of bulletins or a live two-way) and package making skills (a video or audio package featuring your voice and at least two contributors)

Checklist:

Does your portfolio contain:

- TV content
- Radio content
- As Live broadcasting
- Package making

All four of these must be provided to satisfy the requirements of this module.

Assessment 2

Write a reflective commentary of 1,000 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.

(15%)
(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
	X	X					

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
	X	X		X			

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
Combined Total for All Components						100%	XX 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)