

APPENDIX A

BA Journalism (OUVS)

MODULES March 2003

11. MODULE DESCRIPTORS

YEAR 1

CORE (80 credits)	SHE Level	Credit
News Reporting I	1	20
Newsgathering & Research Skills	1	10
Newspaper Subediting & Text Handling	1	10
Feature Writing	1	10
Introduction to Law for Journalists	1	10
Foundation Skills*	1	20
OPTION (40 credits)		
Shorthand	1	20
History of News	1	10
Media Organisations in the UK	1	10
Introduction to Philosophy*	1	20
Social Psychology*	1	10
Languages Foundation A*	1	20
Language & Culture I *	1	20

* denotes previously validated modules

BA Journalism

Module Title:	News Reporting I
Level:	1
Credit value:	20
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Amanda Geary

Rationale

To provide an introduction to the concept of news, accuracy and deadlines as well as developing competencies in producing news copy.

Learning Outcomes

On completion of this module, students will be able to:-

1. Define and explain the concept of news.
2. Understand and assess the news values of a broad range of stories.
3. Identify and explain official and unofficial sources of news.
4. Demonstrate an awareness of the roles and responsibilities of a newspaper and its journalists covering a specific geographical area.
5. Produce clear, concise and grammatically correct copy which conforms to industry standards in terms of language and structure (inverted pyramid, five W's).
6. Produce a range of news stories appropriate for local weekly and regional newspapers.

Module Outline

An introduction to the concept of news and news values.

The fundamentals of writing news.

Writing for local newspapers.

The roles and responsibilities of the local newspaper journalist.

Teaching and Learning Approaches

Lectures, tutorials, group exercises using appropriate learning technology and directed study linked to required reading.

Assessment Procedure

Coursework: 40%

Examination: 60%

L/O 1 & 2 Essay x 1,000 words (20%)

L/O 5 & 6 Portfolio of news writing x 1,000 words (20%)

L/O 3 & 4 Final Examination - Closed Book (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed, Focal Press.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting, 3rd Ed, Focal Press.

Additional Reading

Bagnall, N. (1993), Newspaper Language, Focal Press.

Browne, C. (1999), The Journalist's Handbook, A & C Black.

Franklin, B. and Murphy, D. (1998), Making the Local News: Journalism in Context, Routledge.

Frost, C. (2002), Reporting for Journalists, Routledge.

Harcup, T. (2004), Journalism Principles and Practice, SAGE Publications.

Hicks, W. (1998), English for Journalists, Routledge.

Hicks, W. (1999), Writing for Journalists, Routledge.

Manning, P. (2001), News and News Sources: A Critical Introduction, SAGE Publications.

McNair, B. (2003), News and Journalism in the UK, 4th Ed, Routledge.

Palmer, J. (2000), Spinning into Control, Continuum Publishing.

Randall, D. (2000), The Universal Journalist, 2nd Ed, Pluto Press.

Newspapers

The Herald

The Evening Times

Hamilton Advertiser

East Kilbride News

Lanarkshire Extra

Rutherglen Reformer

Wishaw Press

The Glaswegian

The Metro

Useful Website addresses

www.journalismuk.co.uk

www.journalism.co.uk

www.bjr.org.uk

www.pressgazette.co.uk

www.holdthefrontpage.co.uk

BA Journalism

Module Title:	Newsgathering and Research Skills
Level:	1
Credit Value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Kenneth Pratt

Rationale

To provide students with practical skills in newsgathering, background research and news interview techniques. To introduce a range of research methodological tools that can be applied to present and future research projects.

Learning Outcomes

On completion of this module, students will be able to:-

1. Identify and gather news from a variety of personal contacts.
2. Develop appropriate interview skills, face-to-face, online and by telephone.
3. Develop a broad range of personal contacts.
4. Explain the key stages in the research process.
5. Identify and discuss methodologies appropriate to research for journalism.
6. Identify, evaluate and use paper, electronic and online resources.

Module Outline

The purposes and uses of research in journalism.

Research design and methodology.

Identification of suitable questioning techniques and the psychology of interviewing.

The fundamentals of sourcing news using established news sources and press officers.

Internet research methods and the use of effective interview techniques on the Net.

The methodology of research and the creation of repetitive contact networks.

Teaching and Learning Approaches

Lectures, seminars, group exercises, Internet use, research using appropriate technology including the Internet, telephone interviews, archives research, electronic cuttings, filming of interviews.

Assessment Procedure

Coursework: 40%

Examination: 60%

L/O 1	Essay x 750 words (10%)
L/O 2	Interview assignment (10%)
L/O 3 & 6	Essay x 1,500 words (20%)
L/O 4 & 5	Final Examination (Closed Book) (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Adams, S. and Hicks, W. (2001), Interviewing for Journalists, Routledge.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting, 3rd Ed, Focal Press.

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed, Focal Press.

Keeble, R. (2001), The Newspaper Handbook, Routledge.

Additional Reading

Bausell, R. Barker (1991), Advanced Research Methodology: An Annotated Guide To Sources, Scarecrow Press.

Meyer, P. (2001), The New Precision Journalism, Rowman & Littlefield.

Venables, J. (1993), What is News?, ELM Publications.

Brannen, J and Edwards, R (2004), Social Research Methodology, Theory and Practice,

Journals

Press Gazette British Journalism Review

British Educational Research Journal

Websites

www.holdthefrontpage.co.uk

www.pressgazette.co.uk

www.guardianunlimited.co.uk

BA Journalism

Module Title:	Newspaper Sub-Editing & Text Handling
Level:	1
Credit Value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Kenneth Pratt

Rationale

To offer a practical overview of the subbing techniques used in newspapers.

Learning Outcomes

On completion of this module, students will be able to:-

1. Recognise and select news as defined by industry.
2. Prioritise content values as defined by industry.
3. Write headlines, sub-headlines and picture captions.
4. Edit legally sound copy.
5. Edit copy for correct emphasis, grammar and accuracy and adherence to a range of house styles.

Module Outline

Introduction to electronic sub-editing as applied in newspapers.

News values in industry and other theoretical perspectives.

The importance of legally sound sourcing in an electronic news environment.

The definition of textual editing as it applies to journalistic practice.

Use of effective English in newspapers.

Teaching and Learning Approaches

Lectures, seminars, live deadlines, simulated newsroom.

Assessment Procedure

Coursework: 40%

Examination: 60%

L/O 1 & 2 News selection assignment (20%)

L/O 3 Headline writing assignment (20%)

L/O 4, & 5 Final Examination (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Evans, H. (1996), Editing and Design: Newsmen's English, Butterworth Heinemann.

Evans, H. (2000), Essential English: For Journalists, Editors and Writers, Pimlico.

Additional Reading

Frost, C. (2003), Designing for Newspaper and Magazines, Routledge.

Harrower, T. (2001), Newspaper's Designers Handbook, McGraw Hill Education.

Hicks, W. (1998), English for Journalists, Routledge.

Hicks, W. and Holmes, T. (2002), Subediting for Journalists, Routledge.

Hodgson, F.W. (1998), New Subediting, 3rd Ed, Butterworth Heinemann.

Meyer, P. (2001), The New Precision Journalism, Rowman & Littlefield.

Venables, J. (1993), What is News?, ELM Publications.

Journals

Press Gazette

British Journalism Review

Websites

www.holdthefrontpage.co.uk

www.pressgazette.co.uk

www.guardianunlimited.co.uk

BA Journalism

Module Title: Feature Writing

Level: 1

Credit Value: 10

Core/Option: Core

Pre-requisites: None

Time Allocation: 100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study

Module Co-ordinator: Margaret Hughes

Rationale

To provide students with the practical skills to write features copy, meet deadlines and report accurately, as well as knowledge of the different types of features material.

Learning Outcomes

On completion of this module, students will be able to:-

1. Identify the characteristics of feature writing and produce ideas for a range of feature types.
2. Write features for newspapers and magazines that are relevant to specific audiences and conform to industry standards in terms of grammar, punctuation and style.
3. Gather information from a range of sources including personal visits, desk and paper-based research, including telephone interviews and use of electronic sources.
4. Devise questions for interview purposes, identify appropriate contacts and arrange and conduct interviews and provide accurate reports from these.

Module Outline

Introduction to feature writing and its characteristics.

Analysis of feature writing structure and use of language.

Exploration of different feature types, e.g. backgrounders, profiles and spin-offs.

Producing features for a range of markets.

Interview techniques and procedures, including the integration of quotes into copy.

Identifying, establishing and maintaining appropriate sources of interview and information.

Teaching & Learning Approaches

Lectures, group exercises using appropriate learning technology, case studies, guest lectures and directed study linked to required reading.

Assessment Procedure

Coursework: 100%

L/O 1 Seminar presentation and report x 500 words (40%)

L/O 2, 3 & 4 Portfolio of features material x 2,000 words (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Adams, S. & Hicks, W. (2001), Interviewing for Journalists, Routledge.

Evans, H. (2000), Essential English: For Journalists, Editors and Writers, Pimlico.

Hennessy, B. (1997), Writing Feature Articles, Focal Press.

Additional Reading

Friedlander, Edward J. and Lee, J. (2000), Feature Writing for Newspapers & Magazines: The Pursuit of Excellence, Longman.

Blundell, William E. (1988), The Art & Craft of Feature Writing, Signet.

Keeble, R. (2001), The Newspapers Handbook, Routledge.

McKay, J. (2000), The Magazines Handbook, Routledge.

Hicks, W. (1998), English for Journalists, Routledge.

Journals

Press Gazette

British Journalism Review

Journalism Studies

Newspapers

The Guardian

Daily Telegraph

The Independent

The Times

Daily Mail

Daily Express

The Herald

The Scotsman

Daily Record

The Sun

Evening Times

Sunday Times

Mail on Sunday

Scotland on Sunday

Sunday Telegraph

Sunday Herald

Independent on Sunday

The Observer

Websites

www.holdthefrontpage.co.uk

www.pressgazette.co.uk

www.ppa.co.uk

www.pulitzer.org

www.guardianunlimited.co.uk

www.poynter.org

BA Journalism

Module title:	Introduction to Law for Journalists
Level:	1
Credit value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Clive Mitchell

Rationale

To provide an introduction to the main areas of law affecting journalists.

Learning Outcomes

On successfully completing this module, students will be able to:

1. Describe the jurisdiction and procedures of the civil and criminal courts in Scotland.
2. Outline and explain the law of defamation and verbal injury.
3. Outline and explain the law of contempt of court.
4. Outline and explain the law relating to copyright and trade marks.

Module outline

Sources of law

The Legal Profession – the Judiciary, the Crown Office, Advocates and Solicitors

Criminal Courts – structure, jurisdiction and sentencing powers

Criminal Procedure – detention, summary procedure, solemn procedure and the process of appeals

Criminal Law – *actus reus*, *mens rea*, strict liability, special defences

Civil Courts – structure, jurisdiction and remedies

Civil Procedure

Defamation – essentials of defamation and defences

Verbal Injury

Contempt of court – statutory and common law

Copyright – main provisions of the law and defences to actions for infringement of copyright

Trade mark law

Teaching and learning strategy

A combination of lectures, seminars and directed study.

Assessment Procedure

Coursework: 40%

Examination: 60%

L/O 1 Essay x 1,250 words (40%)

L/Os 2, 3 & 4 Two hour examination (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Bonnington, A. *et alii*, (2000) Scots Law for Journalists, Seventh Edition, W Green & Son.

Additional Reading

Crone, T. *et alii*, (2002) Law and the Media, Focal Press.

Marshall, E.A., (1999) General Principles of Scots Law, Seventh Edition, W Green & Son.

Robertson, G. and Nicol, A., (2002) Media Law, Penguin.

Welsh, T. and Greenwood, W., (2003) McNae's Essential Law for Journalists, Seventeenth Edition, Butterworths.

BA Journalism

Module Title:	Foundation Skills
Level:	1
Credit value:	20
Core/Option:	Core
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinators:	Liz Alexander (Communication)/ David Turner (IT)

Rationale

To provide students with underpinning study, communication and IT skills appropriate to study at degree /diploma level.

Learning Outcomes

On completion of this module, students will be able to:-

1. Display improved self-confidence in the handling of academic material.
2. Review and upgrade study techniques.
3. Select, abstract and reference information from a variety of sources.
4. Communicate complex information effectively in a range of formats.
5. Produce a range of formatted documents.
6. Use a spreadsheet to model prescribed IT situations.
7. Use presentation software.
8. Use information technology to support study.

Module Outline

Module content is expressed in the Learning Outcomes. Material to which the foundation skills will be applied will be drawn from the specific course disciplines.

Teaching and Learning Approaches

Extended lectures supported by appropriate learning technology, practical exercises, presentations and directed study.

Assessment Procedure

Coursework: Spreadsheet, PowerPoint, word-processed and referenced essay or report, and an oral presentation based on a topic related to a specific course discipline: 100%

(Broken down as follows: Word Processing 10%, Spreadsheet 15%, PowerPoint 25%, Schematic Report OR Essay 25%; Oral Presentation 25%)

Pass Criteria

A minimum of 40% of overall marks available

Indicative Reading List

Core Texts

Mounsey, C. (2002), Essays and Dissertations, Oxford University Press.

Fairburn, G. and Winch, C. (1997), Reading, Writing and Reasoning, A Guide For Students, Open University Press.

Vicar, R. (1994), How to Speak and Write Persuasively, Kogan Page.

Van Emden, J. (1987), Report Writing, McGraw-Hill.

De Vito, J. (1987), The Elements of Public Speaking, Harper & Row.

Hennessy, B. (1994), How To Write an Essay, How To Books.

Useful Websites

<http://www2.umist.ac.uk/isd/wt/apt/ppclass/instant/index.shtml>

<http://oregonstate.edu/instruction/ed596/ppoint/pphome.htm>

<http://floti.bell.ac.uk/powerpoint/Default.htm>

BA Journalism

Module Title:	Shorthand (100 wpm)
Level:	1
Credits:	20
Core/Option:	Option
Pre-Requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Sharon McGoldrick

Rationale

To provide knowledge, and develop understanding and skill in the use of the Teeline shorthand system to record and transcribe passages, relevant to journalists, dictated at speeds up to 100 words per minute (wpm).

Learning Outcomes

On completion of this module, the student should be able to:

1. Identify and demonstrate an understanding of the principles, rules, special outlines, words, word groupings and distinguishing outlines of the Teeline shorthand system.
2. Apply the theory of, and use the Teeline system of shorthand to accurately record and produce notes of the spoken word, for journalism reporting, within time constraints.
3. Record the spoken word accurately at 100 wpm, for journalism reporting, using the Teeline shorthand system with time constraints.
4. Prepare and produce accurate, verbatim transcripts of shorthand notes, dictated at 100 wpm, using a word processor within time constraints.

Module Outline

Introduce the principles, rules, special outlines, words, word groupings and distinguishing outlines of the Teeline shorthand system.

Practice and drill special outlines, words, word grouping and distinguishing outlines of the Teeline shorthand system.

Introduce, develop and apply advanced word groupings.

Record two-minute, journalistic passages dictated at speeds from 30-100 wpm using Teeline shorthand system.

Transcribe two-minute, journalistic passages dictated at speeds from 30-100 wpm using Teeline shorthand system.

Prepare and produce transcriptions of shorthand notes, to meet organisational standards, using a word processor within time constraints.

Teaching and Learning Approaches

Student-centred approach to learning and developing shorthand skills.

Tutorials will be used throughout the delivery of this module to provide information and aid understanding of theoretical concepts and terminology and to help contextualise shorthand within journalistic reporting.

Assessment Procedure

Examination: 100%

Longhand is not permitted.

L/O 1 The accurate inscription of special outlines, words, word groupings and distinguishing outlines using Teeline shorthand system.

L/O 1, 2, 3 Accurately record 2 x two-minute passages, dictated at 100 wpm, of the spoken word used in a court of law, local council meetings, extended speeches or news item/stories using Teeline shorthand with an interval of 30 seconds between each passage.

L/O 4 Produce 2 x two-minute accurate, verbatim transcriptions from shorthand notes used in a court of law, local council meeting, extended speeches or news item/stories using a word processor or typewriter within 45 minutes.

Transcript is spell checked and produced to organisational standards.
Shorthand notes must be submitted from shorthand notebook.

Pass Criteria

L/O 1 Minimum of 40%

L/O 4 Minimum of 97.5% accuracy at 100 wpm (2.5% error tolerance)

Indicative Reading List

Core Texts

Teeline 'Gold' The Course Book (1991) Hall, et al. Heinemann Educational Publishers

Teeline Gold Workbook (1991) Butler H, Heinemann Educational Publishers

Teeline Gold Word List (1992) Smith M, Tilly A, Heinemann Educational Publishers

Teeline Speed Ladder Gold (1992) Bowers & Hall. Heinemann Education Publishers

Teeline Word Groupings (1988) Hill & Bowers. Heinemann Education Publishers

Supporting Resources

National Council for the Training of Journalists (NCTJ) Past Shorthand Exam Papers

National Council for the Training of Journalists (NCTJ) Speed Building Audio Tapes

Teeline Gold: Shorthand Dictation Pack (2000), Spencer S, Heinemann Educational Publishers

College Intranet (Sharepoint)

www.ma-radio.gold.ac.uk/shorthand/graphic/htm

College library

BA Journalism

Module Title:	History of news
Level:	1
Credit Value:	10
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Margaret Hughes

Rationale

To offer an historical perspective on the development of the news media in the UK.

Learning Outcomes

On completion of this module, students will be able to:-

1. Demonstrate knowledge of the development of national newspapers and broadcast news organisations in the UK.
2. Outline and explain the contributions made to the evolution of the news media by proprietors, editors and journalists.
3. Explain the influence of new technology on the news media.
4. Demonstrate an understanding of the role of politics in the news media.

Module Outline

The rise and demise of Fleet Street.

The press barons of the 20th century.

The media moguls of the 21st century.

Political bias in the news: myth or reality?

How technology has altered the delivery and presentation of news.

Teaching & Learning Approaches

Lectures, tutorials, case studies and directed and independent study linked to required reading.

Assessment Procedure

Coursework: 40%

Examination: 60%

L/O1 Seminar presentation x 500 words (10%)

L/O 2 & 3 Essay x 1,500 words (30%)

L/O 4 Final Examination (Closed Book) 60%

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Greenslade, R. (2003), Press Gang: The true story of how papers make profits from propaganda, Macmillan.

Page, B. (2003), The Murdoch Archipelago, Simon & Schuster.

Glover, S. (1999), The Secrets of the Press, Allen Lane.

Hargreaves, I. (2003), Journalism: Truth or Dare?, Oxford University Press.

Additional Reading List

Wintour, C. (1989), The Rise and Fall of Fleet Street, Hutchinson.

Baistow, T. (1985), Fourth Rate Estate, Comedia.

Boston, R. (1990), The Essential Fleet Street, Blandford.

Chippindale, P. & Horrie, C. (1999), Stick it up your Punter: the uncut story of The Sun newspaper, Pocket Books.

Bell, M. (2003), Through the Gates of Hell, Weidenfeld & Nicolson.

Mooney, B. & Simpson, B. (2003), How the Wheels Came Off at Reuters, Capstone Publishing Limited.

Journals

Press Gazette

British Journalism Review

Journalism Studies

Websites

www.bjr.org.uk

www.pressgazette.co.uk

www.mediaweek.co.uk

www.mirror.co.uk

www.the-sun.co.uk

www.telegraph.co.uk

www.guardianunlimited.co.uk

www.express.co.uk

www.dailymail.co.uk

www.thetimes.co.uk

www.independent.co.uk

www.bl.uk/catalogues/newspapers.html

BA Journalism

Module Title:	Media Organisations in the UK
Level:	1
Credit value:	10
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Lynn Sinclair

Rationale

An introduction to the current features of the communication industries in the UK.

Learning Outcomes

On completion of this module, students will be able to:

1. Describe the current features and trends in the mass media in the UK, including an evaluation of current British broadcasting.
2. Describe and analyse the current features of the British press.

Module Outline

This module acts as an introduction to provide students with underpinning knowledge and a general understanding of the major media and their operations in the UK, in particular the press and broadcasting.

The module focuses on the rapidly changing nature of the communication industries including issues related to current legislation and funding. Also the impact of new technology which affects how messages are received and transmitted to different audiences.

Teaching and Learning Approaches

Teacher-led exposition supported by visual material where current features and issues in the communication industries are introduced. Discussion and clarification of material with students is encouraged.

Seminars of small groups where feedback on lecture material is encouraged and areas of difficulty are identified

Directed study where students are encouraged to choose an area of study to research and investigate independently. For example, an UK media conglomerate like “Trinity Mirror”.

Assessment Procedure:

Coursework: 100%

L/O 1 One researched report x 1,500 words. The student will gather, evaluate and present general information on the mass media. The report will also include a more specialised case study on a particular area of British broadcasting.

L/O 2 One essay x 1,500 words. The student will research, analyse and present general information on the British press.

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

McNair, B. (1999), News and Journalism in the UK, 3rd Ed, Routledge.

Stokes, J. & Reading, A. (1999), The Media in Britain, Macmillan Press.

Additional Reading

Bell, E. and Alden, C. (2003), Media Guardian: Media Directory 2004, Guardian Books.

Curran, J. & Seaton, J. (1997), Power without Responsibility, 5th Ed, Routledge.

Doyle, G. (2002), Media Ownership, Sage Publications.

Negrine, R. (1994), Politics and the Mass Media in Britain, 2nd Ed, Routledge.

Newspapers

The Guardian (Monday - Media pages)

Business pages of quality newspaper like The Times and/or The Sunday Times

Websites

www.culture.gov.uk

www.bbc.co.uk

www.ofcom.org.uk

www.sky.com

www.itv.com

www.channel4.com

www.cap.org.uk

www.asa.co.uk

www.newspapersoc.org.uk
www.pcc.org.uk
www.cpb.org.uk
www.mediaguardian.co.uk
www.pressgazette.co.uk
www.ft.com
www.newsinternational.com
www.sundayherald.com

BA Journalism

Module Title: Introduction to Philosophy

Level: 1

Credits: 20

Core/Option: Option

Pre-requisites: None

Time Allocation: 200 hours of notional student learning, of which a maximum of 70 will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study

Module Co-ordinator: Neal Sillars

Rationale

To provide students with an introduction to some major areas of philosophical investigation and to develop techniques of sound reasoning and argument.

Learning Outcomes

On completion of this module, students will be able to:

1. Demonstrate an understanding of some major epistemological arguments.
2. Outline the major arguments regarding Free Will, Causation and Determinism.
3. Demonstrate an understanding of some of the main arguments of Moral Philosophy and comment on their implication for everyday life.

Module Outline

What is philosophy – an introduction

Epistemology:

the Rationalist Argument; the Empiricist Argument; Modern Epistemological Thought

Free Will, Causation & Determinism:

Can we choose our actions or are they determined?

What is a cause? Causal determinism – ‘hard’ and ‘soft’ determinism - Free Will

Compatibilism

Moral Philosophy:

Introduction to Ethics; rights and duties.

Teaching and Learning Approaches

Lectures, tutorials, group exercises, directed study, interactive learning packs.

Assessment Procedures

Coursework: 40%

Examination: 60%

L/O 1 Coursework essay x 1,500 words - (epistemology) to be submitted in week 14 of semester 1.

L/O 2 & 3 Final examination - May examination diet.

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Feinberg J. & , Shafer-Landau, R. (2001) Reason and Responsibility: Readings in Some Basic Problems of Philosophy, Wadsworth.

Hospers, J. (1997) An Introduction to Philosophical Analysis, Routledge.

Rachels, J. (2002) The Elements of Moral Philosophy, McGraw-Hill Education.

Websites

www.epistemelinks.com

plato.stanford.edu/contents.html

Journals

Philosophy Now

BA Journalism

Module Title:	Social Psychology – The Individual and Groups
Level:	1
Credit value:	10
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Ann McKendry

Rationale

To gain a deeper insight into how psychology is used to contribute to an understanding of individual behaviour in groups.

Learning Outcomes

On completion of this module, students will be able to:

1. Understand how we gather, store and process information about ourselves and others in our social environment.
2. Assess the contribution of social groups on individual behaviour focusing on the concepts of altruism, conformity, compliance and obedience.
3. Recognise the implication of social roles in determining behaviour.
4. Explain how attitudes are formed and how they influence social behaviour.
5. Gain a deeper insight into why prejudice exists and suggest ways it can be reduced.
6. Be able to explain some of the factors that contribute to aggressive behaviour.
7. Discuss the concepts of self-worth, autonomy and free will in relation to the individual within society and explain how this may help/hinder the ability to co-operate out with the 'norm'.
8. Be aware of the various methods used by social psychologists to support their perspectives.

Module Outline

Altruistic behaviour.

Aggression.

Social norms and roles.

Conformity and compliance.

Obedience.

Stereotyping.

Prejudices.

Attitudes and values.

Attribution.

Emphasis will be placed on the inter-related nature of these topic areas.

Some aspects of Humanistic psychology in terms of self-worth, free will and autonomy will be introduced to emphasise the need for social approval in determining behaviour in social situations.

To cover the methodology the following will be discussed in relation to relevant studies: Ethnography, case studies, experiments, observations, interviews & questionnaires.

Teaching & Learning Approaches

Lectures; tutorials; use of the students' experiences; practical application through group discussion to these experiences; observations of own and other's behaviour through identification of groups to which they belong; attitude questionnaires; video material; media resources; group exercises.

Assessment Procedure

Coursework: 40%

Examination: 60%

L/Os 1, 2, 3, 4, 5, 6 & 7 Essay x 2,000 words.

L/Os 1, 2, 3, 4, & 6 Examination

Pass Criteria

Minimum of 40% of the overall marks available.

Indicative Reading List

Aronson, E., Wilson, T & Akert, R. (1995), Social Psychology, The Heart and The Mind, Harper Collins.

Deaux, K. & Wrighton, C. (1989) Social Psychology, fifth Edition, Chapman & Hall.

Lord, C.G. (1997) Social Psychology, Harcourt Brace.

Fraser, C. & Burchell, B. (2001), Introducing Social Psychology with Dale Hay and Gerard Duveen, Polity.

Zimbardo P, McDermott M, Jansz J, & Metall, N (1995), Psychology A European Text, Harper Collins.

Gross, R. (1995) Themes Issues and Debates in Psychology, Hodder & Stoughton.

BA Journalism

Module Title:	Language and Culture – Foundation A
Level:	Foundation Level A
Credits:	20
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Neal Sillars

Rationale

To equip the learner with basic communicative skills and a basic level of competence to deal with routine activities in the target language in a general and business context.

Learning Outcomes

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

1. Communicate at a basic level in a simple business context and in general day-to-day situations.
2. Extract the gist and some specific detail from a limited range of reading material – short business documents, and readily accessible sources.
3. Demonstrate, through application, their understanding of some basic grammatical structures of the foreign language.
4. Understand and interpret basic cultural differences between the learner's own culture and that of the language studied.
5. Understand a limited range of language at normal speed in short extracts, from familiar and readily accessible sources.
6. Recognise business text formats and produce a limited range of short basic texts in set formats.
7. Apply understanding of the techniques involved in effective language learning.

Module Outline

The learning outcomes are achieved in work related and social contexts:

Dealing with introductions

Exchanging day-to-day vocational and some general information

Making and receiving suggestions and questions orally and, in a limited way, in writing

Expressing, understanding and acknowledging a restricted range of opinion and preferences

Making and receiving basic, short telephone calls

Understanding and responding to register

Demonstrating a basic level of awareness of the culture(s) of the language studied

Teaching and Learning Approaches

Workshop, Lab, Self-study, E-mail Tandem (Germany)

Assessment

Final Examination: 60%

Coursework 40%

Pass Criteria

Minimum of 40% of overall marks available.

There are three pieces of coursework:

L/O 1, 4 & 7 Coursework 1 (oral)

L/O 2, 6 & 7 Coursework 2 (reading comprehension)

L/O 5 and 7 Coursework 3 (listening)

L/O 2, 3 & 7 Final examination

Indicative Reading List:

German

Collins German Dictionary: larger edition, 1997

501 German Verbs, Strutz, Barron's Educational Series (latest edition or equivalent)

Rogers & Long, Alles Klar, (latest edition)

Aufderstrasse et al (1997), Themen I, Hueber

Howarth & Woodall, (1992), Hotel Europa Resources Pack, Hodder & Stoughton

Malcolm & Farr, (1994), German Just for Business, OUP

Lanzer, H, (1995) A key to German Grammar, Stanley Thornes

Lord, (1996) Culture Shock Germany, A Guide to Customs and Etiquette, Kuperard,

McLaughlin, (latest edition), Rough Guide to Germany, Rough Guides

German Dictionary Skills, OUP, (latest edition)

CALL Packages

German Expressions: Vektor Multimedia, 1996

Spanish

Castro, F., (2000), Uso de la Gramática Española – Elemental, Edelsa.
Kendris, C., (1996), 501 Spanish Verbs, Baron's educational Series Inc.
Martin, R. & Ellis, M., (1991), Pasos 1, Hodder & Stoughton
Shipton, C. & Millar, J., (1992), Spanish Just For Business, OUP
Smith, C. (1997), Collins Spanish Dictionary, Harper Collins
Turk, P. & Zollo, M., (1998), Acción Gramática, Hodder & Stoughton
Turk, P., (1996), Palabra por Palabra, Hodder & Stoughton
Hooper, J., (1994), The New Spaniards, Penguin
Russell, P.E., (1973), Spain, a Companion to Spanish Studies, Methuen & Co. Ltd.

Language Unit Materials Bank

CALL packages:

Spanish Expressions, 1996, Vektor Multimedia

French

Collins French Dictionary (latest edition)

Rogers, P., Long J., (1985) Grammaire en Clair, Nelson

Kendris, C., (1996) 501 French Verbs, Barrons.

Bady, J., Greaves, I., Petetin A.,(1990) Grammaire – 350 exercices – niveau debutant, Hachette

Humberstone P., (1996) Mot a Mot, Hodder & Stoughton

Bird, M. Lewis H., (1996) Hotel Europa Resources Pack, 2nd edition, Hodder & Stoughton

Millar J., Farr M., (1992) French Just for Business, OUP

Truscot S., Mitchel M., Tauzin B., (1994) Le Francais a Grande Vitesse, Hachette

Bougard M-T., Bourdais D., (1994) The French Experience 1 multi media package, BBC

Zelldine, T., (1993) The French, Penguin

Ardagh J., (1995) France Today, Penguin

Vektor Multimedia, Expressions CALL package, 1997, Chorley: Vektor Ltd.

Languages Unit Materials Bank

BA Journalism

Module Title: Language and Culture I

Level: 1

Credits: 20

Pre-requisites: Successful Completion of Language Foundation Levels A and B, or equivalent.

Time Allocation: 200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study

Module Co-ordinator: Neal Sillars

Rationale

To equip the learner with communicative skills and competence to deal with a range of non-routine activities in the target language in a general and business context. Interactions are not always planned and include multiple interactions.

Learning Outcomes

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

1. Communicate in familiar business contexts and in most general social situations.
2. Extract the gist and specified details from a range of reading material, including some common business documents, from familiar and readily accessible sources.
3. Demonstrate, through application, understanding of the main grammatical structures of the foreign language.
4. Understand and apply social conventions which demonstrate appreciation of culture of the language studied.
5. Demonstrate knowledge of some key political and social events in the target country/countries in recent history.
6. Understand a range of language at normal speed from familiar and readily accessible sources, including some authentic sources.
7. Recognise a range of business text formats and produce written texts in a specified range covering the main business formats.
8. Demonstrate an independent ability to extrapolate and deduce to extend knowledge of the language.

Module Outline

The learning outcomes are achieved in work related and social contexts:

Dealing with familiar business and social interactions

Exchanging factual information in a range of business and general contexts

Putting forward and responding to basic proposals to complete a vocational task

Eliciting and providing advice to resolve a problem in a familiar vocational context

Making straightforward arrangements on the telephone in a range of common business situations.

Understanding and dealing with common variations in register

Using the target language in a way which demonstrates aptitude in a range of cultural conventions

The major political and social events in the target country in recent history and be aware of the other countries and cultures in which the language is spoken.

Teaching and Learning Approaches

Workshop, Lab, Self-study, E-mail Tandem

Assessment

Final Examination: 50%

Coursework 50%

Pass Criteria

Minimum of 40% of overall marks available.

There are three pieces of coursework:

L/O 1 & 4 Coursework 1 (oral)

L/O 2, 3, 5 & 8 Coursework 2 (reading comprehension)

L/O 6 Coursework 3 (listening)

L/O 2, 3, 7 & 8 Final examination

Indicative Reading List:

German

Collins German Dictionary: larger edition, 1997

501 German Verbs: Strutz, Barron's Educational Series (latest edition or equivalent)

Aufderstrasse et al (1997), Themen II, Hueber

Conlin, (1995) Unternehmen Deutsch, Chancereel

Alles Klar, Rogers & Long, (latest edition)

Klapper (2000), Aktion Grammatik, Hodder & Stoughton

Hering, (1996) Geschäftskommunikation, Schreiben und Telefonieren, Hueber

German Dictionary Skills, OUP

Lanzer, H (1995), A key to German Grammar, Stanley Thornes

Stocker, (1992) Word fur Wort, Hodder & Stoughton

Deutschland – Land und Leute
TV Aktuell, OUP, 2000
German Authentik, Trinity College, Dublin

CALL Packages

Rechtschreibung 2000 CD-Rom – Chancerel
Tell Me More: Auralog
Business German Tutor - ESB

Spanish

Castro, F., (2000), Uso de la Gramática Española – Intermedio, Edelsa.
Kendris, C., (1996), 501 Spanish Verbs, Baron's educational Series Inc.
Martin, R. & Ellis, M., (1992), Pasos 2, Hodder & Stoughton
Smith, C. (1997), Collins Spanish Dictionary, Harper Collins
Turk, P. & Zollo, M., (1998), Acción Gramática, Hodder & Stoughton
Turk, P., (1996), Palabra por Palabra, Hodder & Stoughton
Spanish Authentik, Trinity College, Dublin
Collin, P. H., (1997), Business Spanish Dictionary, Peter Collin Publishing
Hooper, J., (1994), The New Spaniards, Penguin
Russell, P.E., (1973), Spain, a Companion to Spanish Studies, Methuen & Co. Ltd.

Language Unit Materials Bank

CALL packages:

Sanchez, A., 450 Ejercicios Gramaticales, SGEL
CD Langue Espagnol, Level 4-I, (1993), Mediaconcept Technologies

Internet:

<http://es.yahoo.com/>
<http://www.dat.etsit.upm.es/~mmonjas/cursos.html>
<http://www.lingolex.com/spanish.htm>
<http://www.cervantes.es/>
<http://spanish.about.com/homework/spanish/?once=true&>

French

Collins French Dictionary
Routledge, (1996) French Dictionary of Business, Commerce and Finance, 1996, Routledge.
Rogers, P., Long J., (1985) Grammaire en Clair, Nelson
Kendris, C., (1996) 501 French Verbs, Barrons.
Cantwell, D.,ed., Authentik, 1998,1999, 2000, Trinity College, Dublin
King, A., (1995) French Means Business, BBC.
Bird, M. Lewis H., (1996) Hotel Europa Resources Pack, 2nd edition, Hodder & Stoughton
Bidard-Gibson J., Villamana M-T.,(1996) Ligne Direct, , Hodder & Stoughton
Zelldine, T., (1993) The French, Penguin
Ardagh J., (1995) France Today, Penguin
Labrune, G., Nathan, G., (2000) La géographie de la France, Nathan
De Gunten, B., Martin, A., M. Nioget M., (1997) Les institutions de la France, Nathan

Bultez C., Bultez, D., (1998) Demarches quotidiennes, Nathan
Labrune & Ph. Toutain, (1998) Histoire de France, Nathan
Queleennec, M., (1997) L'industrie en France, Nathan
Grand-Clement, O., (1996) Savoir vivre avec les Francais, Hachette
Stroud, M.,(1998) Tendances, Hodder & Stoughton
Alliance Francaise Mediatheque

French Internet searching engines :

www.yahoo.fr,

www.wanadoo.fr,

www.urec.fr

<http://es.yahoo.com/>

CALL Package : Auralog

Languages Unit Materials Bank

MODULE DESCRIPTORS

YEAR 2

CORE (90 credits)	SHE Level	Credit
News Reporting II	2	20
Magazine Journalism	2	10
Layout & Design	2	10
Politics in the United Kingdom and International Relations	2	20
Law for Journalists	2	20
Introduction to Ethics for Journalists	2	10
OPTION (30 credits)		
Specialist Reporting	2	10
Broadcast Journalism I	2	10
Digital Video Techniques*	1	10
Advanced Shorthand (110wpm)	2	10
Criminology*	2	20
Languages Foundation B*	2	20
Language & Culture II*	2	20

* denotes previously validated modules

BA Journalism

Module Title:	News Reporting II
Level:	2
Credit value:	20
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Amanda Geary

Rationale

To develop students knowledge and understanding of structuring news copy as well as showing competencies in producing diary and off-diary stories for an extensive range of markets.

Learning Outcomes

On completion of this module, students will be able to:-

1. Demonstrate a variety of approaches in style for writing intros and structuring news copy.
2. Analyse the news values of a range of tabloid and broadsheet newspapers.
3. Produce clear, concise and grammatically correct copy suitable for target markets in specific regional and national publications.
4. Demonstrate an understanding of the concept and procedures involved in covering diary and off-diary stories.
5. Identify and gather information for covering diary events and produce clear, concise and grammatically correct copy.
6. Analyse the roles of specialist correspondents and demonstrate an awareness of the issues involved in reporting specialist areas.

Module Outline

An examination of a range of approaches to news writing.

Writing for regional and national newspapers.

Diary and off-diary news.

Correspondents and specialist news reporting.

Teaching and Learning Approaches

Lectures, tutorials, group exercises using appropriate learning technology and directed study linked to required reading.

Assessment Procedure

Coursework: 50%

Examination: 50%

L/O 1 & 3 Portfolio of regional and national news copy of 1,000-1,500 words (25%)

L/O 5 Portfolio of diary news copy of 1,000-1,500 words (25%)

L/O 2, 4, & 6 Final Examination – Closed Book (50%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Keeble, R. (1998), The Newspapers Handbook, 3rd Ed, Routledge.

Randall, D. (2000), The Universal Journalist, 2nd Ed, Pluto Press.

Additional Reading

Bagnall, N. (1993), Newspaper Language, Focal Press.

Browne, C. (1999), The Journalist's Handbook, A & C Black.

Frost, C. (2002), Reporting for Journalists, Routledge.

Harcup, T. (2004), Journalism Principles and Practice, SAGE Publications.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting, 3rd Ed, Focal Press.

Hicks, W. (1999), Writing for Journalists, Routledge.

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed. Focal Press.

Manning, P. (2001), News and News Sources: A Critical Introduction, SAGE Publications.

McNair, B. (2003), News and Journalism in the UK, 4th Ed, Routledge.

Tumber, H. (1999), News: A Reader, Oxford University Press.

Reports

Press Gazette

British Journalism Review

Journalism Studies

The Herald

The Metro

The Guardian

The Independent

The Times

Daily Telegraph

The Sun

The Daily Record

The Daily Mirror

Daily Express

Daily Mail

Useful Website addresses

www.holdthefrontpage.co.uk

www.journalismuk.co.uk

www.journalism.co.uk

mediaguardian.co.uk

www.pressassociation.co.uk

BA Journalism

Module Title: Magazine Journalism

Level: 2

Credit Value: 10

Core/Option: Core

Pre-requisites: None

Time Allocation: 100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study

Module Co-ordinator: Margaret Hughes

Rationale

To provide students with an understanding of the magazine publishing industry, the procedures followed in launching and running magazines, the market demands and the practical skills to launch and write magazines for specific markets.

Learning Outcomes

On completion of this module, students will be able to:-

1. Describe the organisation and operation of the magazine industry in the UK, explaining the roles and responsibilities of key staff.
2. Write copy that meets the editorial criteria in terms of style, grammar and punctuation, for a range of specific magazine publications.
3. Explain the launch process of a magazine, draw up flat plans and design editorial production schedules.
4. Write editorial briefs, commission editorial and work in teams to produce magazines.

Module Outline

Introduction to the evolution, organisation and operation of the magazine industry in the UK.

Analysis of mainstream, trade and contract magazine publishing.

Magazine launch process from initial ideas to publication.

Importance of meeting the requirements of different audiences.

Explanation of the commissioning process.

Introduction to the use of photography in magazines.

Challenges and opportunities of online magazine provision.

Teaching & Learning Approaches

Lectures, group exercises using appropriate learning technology, guest lectures, case studies, practical exercises and directed study linked to required reading.

Assessment Procedure

Coursework: 100%

L/O 1 Seminar presentation x 1,000 words (25%)
L/O 3 Report x 1,000 words (25%)
L/O 2 & 4 Group project to produce a magazine (50%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Morrish, J. (2003), Magazine Editing: How to develop and manage a successful publication, Routledge.

McKay, J. (2000), The Magazines Handbook, Routledge.

Additional Reading

Davis, A. (1998), Magazine Journalism Today, Focal Press.

Wells, G. & McCallum, C. (2002), The Magazine Writer's Handbook, Writers Bookshop.

Evans, H. (2000), Essential English: For Journalists, Editors and Writers, Pimlico.

Hicks, W. (1998), English for Journalists, Routledge.

Hennessy, B. (1997), Writing Feature Articles, Focal Press.

Adams, S, & Hicks, W. (2001), Interviewing for Journalists, Routledge.

Journals

Press Gazette British Journalism Review Journalism Studies
Media Week

Students must also regularly read a range of consumer and trade magazines.

Websites

www.bsme.com

www.pressgazette.co.uk

www.abc.org.uk

www.mediaweek.co.uk

www.ppa.co.uk/ptc

www.guardianunlimited.co.uk

BA Journalism

Module Title: **Layout & Design**

Level: 2

Credit Value: 10

Core/Option: Core

Pre-requisites: None

Time Allocation: 100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study

Module Co-ordinator: Margaret Hughes

Rationale

To enable students to understand the elements and procedures involved in newspaper and magazine design and to produce pages using industry-standard desktop publishing software.

Learning Outcomes

On completion of this module, students will be able to:-

1. Analyse newspaper and magazine design concepts from an historical and functional perspective.
2. Demonstrate knowledge of industry-standard design practices, specific briefs and production schedules.
3. Design newspaper and magazine pages employing appropriate typography and photographic material.
4. Operate QuarkXpress desktop publishing software and Adobe Photoshop, or other appropriate software.

Module Outline

Introduction to page layout and design concepts.

Using QuarkXpress and Adobe Photoshop.

Designing and following production schedules and liaising with printers.

Meeting the requirements of design briefs.

Using typography in newspaper and magazine design.

Using photography and visuals in newspaper and magazine design.

Analysing the market for a range of newspapers and magazines and meeting the requirements of different audiences.

Teaching & Learning Approaches

Lectures, group exercises using appropriate learning technology, case studies, guest lectures, and directed study linked to required reading.

Assessment Procedure

Coursework:100%

L/O 1 Seminar presentation x 1,000 words (30%)

L/O 2 Report x 800 words (20%)

L/O 3 & 4 Portfolio of magazine and newspaper designs x 800 words (50%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Text

Frost, C. (2003), Designing for Newspapers & Magazines, Routledge.

Additional Reading List

Keeble, R. (2001), The Newspapers Handbook, Routledge.

McKay, J. (2000), The Magazine Handbook, Routledge.

King, S. (2001), Magazine designs that work, Rockport Publishing.

Leslie, J. (2003), Magculture: New Magazine Design, Laurence King Publishers.

Leslie, J. & Blackwell, L. (2001), Issues: New Magazine Design, Gingko Press.

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed, Focal Press.

Journals

Press Gazette British Journalism Review Journalism Studies

Websites

www.mediaweek.co.uk

www.bsme.co.uk

www.guardianunlimited.co.uk

www.pressgazette.co.uk

www.ppa.co.uk

BA Journalism

Module Title:	Politics in the United Kingdom, and International Relations
Level:	2
Credit Value:	20
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Dr Jack Geekie

Rationale

To introduce students to the principles and practices of central and local government in Britain, to evaluate the institutions and policies of the European Union, and to analyse international relations in the contemporary world.

Learning Outcomes

On completion of this module, students will be able to:-

1. Explain the constitutional principles on which the British parliamentary system is based and the roles of the legislature, executive and judiciary.
2. Analyse the roles of political parties, interest groups and the mass media.
3. Evaluate different electoral systems.
4. Analyse devolution and local government in Scotland.
5. Explain the rights and liberties of British citizens.
6. Evaluate the institutions of the European Union and the relationship between the European Union and the government of the United Kingdom.
7. Analyse international relations in the contemporary world.

Module Outline

The Constitution of the United Kingdom: the Legislature; the Executive; the Judiciary.

Political parties; the Electoral System; Interest groups; The Media.

Devolution: devolved and reserved powers; role of the Scottish Executive; sources of finance for the Scottish Parliament; relations between Holyrood and Westminster; local government in Scotland.

Open government; civil liberties.

The European Union: European Commission; Council of Ministers; European Parliament; European Court of Justice.

The impact of the principal policies of the European Union on member states.

International relations in the contemporary world: post-Communism, US hegemony, globalisation, the “clash of civilisations”.

Teaching and Learning Approaches

Lectures, tutorials, and directed study

Assessment Procedures

Coursework: 50%

Examination: 50%

L/O 1 Essay x 2,000-2,500 words (25%)

L/O 4 Essay x 2,000-2,500 words (25%)

L/O 2, 3, 5, 6, 7 Final examination: 50%.

Pass Criteria

A minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Bentley, R. Dobson, A. Grant, M. and Roberts, D. (latest edition), British Politics in Focus, Causeway Press.

Jones B, Gray A, Kavanagh D, Moran M, Norton P, Seldon A, (latest edition), Politics UK, Philip Allan.

Kegley, Jr, C. W. & Wittkopf E R (latest edition), World Politics: Trend and Transformation Macmillan.

Nugent, M. (latest edition), The Government and Politics of the European Union, Macmillan.

Newspapers

The Daily Telegraph

The Economist

The Financial Times

The Guardian

The Herald

The Observer
Scotland on Sunday
The Scotsman
The Sunday Herald
The Sunday Times

Online Resources

There is a multitude of useful websites. The following are examples only:

alt.politics.british
www.economist.com
www.ft.com
www.europeonline.com
www.sosig.ac.uk/
www.whitehouse.gov
ww.number10.gov.uk

BA Journalism

Module title:	Law for Journalists
Level:	2
Credit value:	20
Core/Option:	Core
Pre-requisites:	Introduction to Law for Journalists
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Clive Mitchell

Rationale

To further develop the students' knowledge of the main areas of law affecting journalists and provide a practical working knowledge of the application of these areas of law.

Learning outcomes

On completion of this module, students will be able to:-

1. Describe the role and functions of relevant regulatory bodies.
2. Apply the principles of the law of contempt of court to specific circumstances.
3. Apply the principles of the law of defamation and verbal injury to specific circumstances.
4. Explain the rights and responsibilities of the court reporter in relation to both civil and criminal cases.
5. Explain the jurisdiction and procedures of Children's Hearings, Fatal Accident Inquiries and Tribunals and Inquiries.
6. Outline, explain and analyse the various areas of law that place reporting restrictions on journalists.

Module outline

Regulatory bodies – the role and functions of the Press Complaints Commission and Ofcom.

The application of the law contempt of court, defamation and verbal injury to given circumstances.

Broadcasting – issues of contempt of court and defamation particular to broadcasting.

Rights and responsibilities of the court reporter in reporting civil cases – access to court documents; contempt of court; defamation; matrimonial and custody proceedings and cases involving children.

Rights and responsibilities of the court reporter in reporting criminal cases – access to court documents; contempt of court; defamation; sexual offences and cases involving children.

Children’s Hearings – jurisdiction; procedures; reporting restrictions.

Fatal Accident Inquiries.

Tribunals and Inquiries - jurisdiction; procedures; reporting restrictions.

Reporting both central and local government.

Election law.

Official Secrets legislation.

Data Protection legislation.

Rehabilitation of Offenders Act 1974.

Breach of Confidence.

Human Rights Act 1998 and privacy issues.

Law relating to advertisements.

Teaching and learning strategy

A combination of lectures, seminars, directed study and visits to courts, tribunals and other relevant institutions.

Assessment Procedure

Coursework: 50%

Examination: 50%

L/O 2 & 3 Aspects of these learning outcomes will be assessed by 2 essays x 2,000 words (25% + 25%)

L/O 1, 4, 5, & 6 Two hour examination (50%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Text

Bonnington, A. *et alii*, (2000), Scots Law for Journalists, 7th Ed, W Green & Son.

Additional Reading

Crone, T. *et alii*, (2002), Law and the Media, Focal Press.

Marshall, E.A. (1999), General Principles of Scots Law, 7th Ed, W Green & Son.

Robertson, G. and Nicol, A. (2002), Media Law, Penguin.

Welsh, T. and Greenwood, W. (2003), McNae's Essential Law for Journalists, 17th Ed, Butterworths.

BA Journalism

Module Title:	Introduction to Ethics for Journalists
Level:	2
Credit value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Amanda Geary

Rationale

To provide an introduction to ethics (moral philosophy) within the context of issues relevant to journalism.

Learning Outcomes

On completion of this module, students will be able to:-

1. Demonstrate an understanding of the concept of ethics (moral philosophy).
2. Outline a range of key philosophical theories and principles and relate them to ethical issues in the field of journalism.
3. Debate the extent to which journalists have social and professional responsibilities.
4. Evaluate the challenges and demands facing news organisations in terms of ethical values and the publication of controversial information.
5. Analyse key moral issues which affect the industry including those of truth, impartiality, balance, objectivity, taste and decency.

Module Outline

An Introduction to Ethics. What are ethics and their rationale in the field of journalism; the historical and philosophical foundations of ethics.

A Responsible Press – the Conflicting Demands of Press Freedom, Social Responsibility and Ethical Values. An examination of how ethical behaviour is encouraged through a responsibility to society, employers and the readership; the right to information - issues of rights, censorship, freedom of expression, access to information, privacy and press freedom, the public interest, official secrets legislation.

Ethics and Journalism – an Industry Perspective. An analysis of ethical issues affecting the industry: truth, impartiality, balance, objectivity, taste and decency.

Teaching and Learning Approaches

Lectures, tutorials, seminars, group exercises using appropriate learning technology, and directed study linked to required reading.

Assessment Procedure

Coursework: 50%

Examination: 50%

L/O 1 & 2 Essay x 1,000-1,500 words (50%)

L/O 3, 4, & 5 Final Examination, closed book (50%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Frost, C. (2000), Media Ethics and Self-Regulation, Pearson.

Norman, R. (1998), The Moral Philosophers: An Introduction to Ethics, 2nd Ed, Oxford University Press.

Additional Reading

Baggini, J. (2003), Making Sense: Philosophy behind the headlines, Oxford University Press.

Belsey, A. and Chadwick, R. (Eds) (2003), Ethical Issues in Journalism and the Media, Routledge.

Grayling, A. (Ed) (1998), Philosophy 1: A Guide Through the Subject, Oxford University Press.

Hospers, J. (1997), An Introduction to Philosophical Analysis, Routledge.

Keeble, R. (2001), Ethics for Journalists, Routledge.

Keeble, R. (1998), The Newspapers Handbook, 3rd Ed, Routledge.

Kieran, M. (Ed) (1998), Media Ethics, Routledge.

Kovach, B. and Rosenstiel, T. (2003), The Elements of Journalism, Guardian Books.

Nuttall, J. (2002), An Introduction to Philosophy, Polity Press.

Rachels, J. (Ed) (1998), Ethical Theory 2: Theories About How We Should Live, Oxford University Press.

Rachels, R. (2002), The Elements of Moral Philosophy, 4th Ed, McGraw Hill.

Sanders, K. (2003), Ethics and Journalism, Sage Publications.

Trowler, P. (2001), Investigating Mass Media, Collins Educational.

Journals

Ethical Space: The International Journal of Communication Ethics

Press Gazette

British Journalism Review

Journalism Studies

Websites

www.holdthefrontpage.co.uk

www.journalismuk.co.uk

www.journalism.co.uk
mediaguardian.co.uk
www.presswise.org.uk
www.pcc.org.uk

BA Journalism

Module Title: Specialist Reporting

Level: 2

Credit Value: 10

Core/Option: Option

Pre-requisites: None

Time Allocation: 100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study

Module Co-ordinator: Margaret Hughes

Rationale

To provide students with the practical skills to identify the opportunities in a range of specialist areas of journalism and to write relevant news and features material.

Learning Outcomes

On completion of this module, students will be able to:-

1. Identify and select news and features that are appropriate to specialist areas and write news and features copy that adheres to the specific editorial requirements and style of a range of areas.
2. Identify appropriate interviewees, arrange and conduct interviews adopting best professional practice.
3. Identify information resources and undertake appropriate research.
4. Analyse and explain the characteristics of review writing, advertising features and business reporting.

Module Outline

Introduction to specialist features, including areas such as arts and review writing, travel writing, advertising features and business reporting.

Detailed analysis of the differing editorial requirements of the specialist areas.

Specialist reporting in mainstream newspapers and magazines.

Identification of appropriate information resources and use of specialist online databases and relevant academic and/or industry journals.

Acquiring specialist knowledge and importance of thorough and relevant research.

Importance of establishing and maintaining appropriate contacts.

Interview techniques and accuracy in note taking.

Teaching & Learning Approaches

Lectures, group exercises using appropriate learning technology, case studies, guest lectures, practical exercises and directed study linked to required reading.

Assessment Procedure

Coursework: 100%.

L/O 1 & 2 Portfolio of specialist news and/or features pieces x 1,500 words in total (50%)

L/O 3 Report x 500 words (20%)

L/O 4 Seminar presentation x 500 words (30%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Text

Brett, M. (2003), How to Read the Financial Pages, Random House.

Additional Reading List

Keeble, R. (2001), The Newspapers Handbook, Routledge.

McKay, J. (2000), The Magazines Handbook, Routledge.

Davis, A. (1988), Magazine Journalism Today, Focal Press.

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed, Focal Press.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting, 3rd Ed, Focal Press.

Evans, H. (2000), Essential English: For Journalists, Editors and Writers, Pimlico.

Hicks, W. (1998), English for Journalists, Routledge.

Hennessy, B. (1997), Writing Feature Articles, Focal Press.

Adams, S. & Hicks, W. (2001), Interviewing for Journalists, Routledge.

Baldock, C. (1995), Writing Reviews: How to Write About Arts and Leisure for Pleasure and Profit, How To Books.

McCoy, W. U. (1993), Performing and Visual Arts Writing and Reviewing, University Press of America.

Titchener, C. B. (1998), Reviewing the Arts, Lawrence Erlbaum Associates.

The Economist, (2003), The "Economist" Style Guide, Economist Books.

Journals

Press Gazette

British Journalism Review

Journalism Studies

Newspapers

The Guardian	Daily Telegraph	The Independent
The Times	Daily Mail	Daily Express
The Herald	The Scotsman	Daily Record
The Sun	Evening Times	Sunday Times
Mail on Sunday	Scotland on Sunday	Sunday Telegraph
Sunday Herald	Independent on Sunday	The Observer

Websites

www.holdthefrontpage.co.uk	www.ft.com
www.bl.uk	www.statistics.gov.uk
www.pressgazette.co.uk	www.bfi.org.uk
www.guardianunlimited.co.uk	www.pressquotes.com

BA Journalism

Module Title	Broadcast Journalism 1
Level	2
Credits	10
Core/Option	Option
Pre-requisites	Students must pass a voice test in order to progress
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module co-ordinator	Ronnie Bergman

Rationale

To offer a practical course in broadcast news production concentrating on news bulletins.

Learning Outcomes

On completion of this module, students should be able to:-

1. Write a news story for broadcast.
2. Report on a news story for broadcast.
3. Interview a subject for broadcast.
4. Compile a broadcast news story using multiple sources.
5. Present a broadcast news bulletin.

Module outline

Practical outline of a broadcast news bulletin for appropriate audience.

Understanding of broadcast news and its audience.

Practical application of compiling and presenting broadcast news bulletins

Teaching and Learning Approaches

Practical demonstration and explanation of radio newsroom and studio involved in the production of a broadcast news bulletin

Short lectures outlining broadcast news programmes.

Assessment Procedure

Coursework: 100%

- L/O 1 Write a news story (10%)
- L/O 2 Report on a news story (10%)
- L/O 3 Interview for a story (10%)
- L/O 4 Compile a news bulletin (50%)
- L/O 5 Present a news bulletin (20%)

Pass Criteria

Minimum of 40 % of overall marks available.

Indicative Reading List

Core Text

Boyd, A. (2000), Broadcast Journalism, Focal Press.

Chanter, P. and Stewart, P. (2003), Basic Radio Journalism, Focal Press.

Additional Reading

Gage, L. (1998), Commercial Radio Journalism, Focal Press.

Herbert, J. (1999), Journalism in the Digital Age, Focal Press.

Beaman, J. (2000), Interviewing for Radio, Routledge.

Emm, A. (2001), Researching for Television & Radio, Routledge.

Sergeant, J. (2002), Give Me Ten Seconds, Macmillan.

Simpson, J. (2003), News from No Man's Land, Macmillan.

Adie, K. (2003), Corsets to Camouflage, Hodder & Stoughton

Bell, M. (2003), Through the Gates of Fire, Weidenfeld & Nicholson.

Murrow, E. (1997), In Search of Light, De Capo.

Cox, G. (1995), Pioneering Television News, John Lipsey.

Websites

The BBC News Styleguide by John Allen - available online at <http://learn.gateway.bbc.co.uk/documents/pdf/newsstyleguide.pdf>

The Channel 4 Compliance Manual, C4

The compliance manual can be found under the resources, guidelines section at www.4producers.co.uk

www.irn.org

www.ofcom.org

www.bbc.co.uk/news

www.radioacademy.org

BA Journalism

Module Title: Digital Video Techniques

Level: 1

Credit value: 10

Core/Option: Option

Pre-requisites: None

Time Allocation: 100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study

Module Co-ordinator: Alan McCusker-Thompson

Rationale

To provide a broad introduction to digital media production for broadcasting.

Learning Outcomes

On completion of this module, students will be able to:-

1. Explain the production process for film and television from concept to edited master.
2. Understand the grammar of communication through the moving image.
3. Produce a simple sequence using digital video equipment.

Module Outline

The 'show me' medium and its implication for communication.

The visual grammar of television and film.

The personnel, roles and responsibilities within film and television production.

Pre-production, production and post-production.

Conventions, technical quality terminology, 'the line', continuity, the production portfolio.

Teaching & Learning Approaches

Lectures, practical workshops, directed study, familiarisation.

Assessment Procedures

Coursework:100%

L/O 1 Essay x 1,000 words (40%)

L/O 2 & 3 Video project (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Musburger, R. B. (2002), Single Camera Video Production, Focal Press.

Ward, P (2002), Picture Composition, Focal Press.

Millerson, G (2002), Lighting for TV and Film, Focal Press.

Irving, D. W. (2003), Producing and Directing the Short Film and Video, Focal Press.

Browne, S (2003), Nonlinear Editing Basics, Focal Press.

Katz, S (2003), Film Directing Shot by Shot, Focal Press.

Clark, B (2003), Guide to Post Production for Television and Film, Focal Press.

BA Journalism

Module Title	Advanced Shorthand (110 wpm)
Level:	2
Credits;	10
Core/Option:	Option
Pre-Requisites:	Pass in Shorthand 100 wpm
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Sharon McGoldrick

Rationale

To use and develop the Teeline shorthand system to record and transcribe passages, relevant to journalists, dictated at 110 words per minute (wpm).

Learning Outcomes

On completion of this module, students will be able to:-

1. Record the spoken word accurately at 110 wpm, for journalism reporting, using the Teeline shorthand system.
2. Prepare and produce accurate, verbatim transcripts of shorthand notes using a word processor within time constraints.

Module Outline

Drill, develop and apply the use of special outlines, word groupings and advanced word grouping used in the Teeline shorthand system.

Record two-minute, journalistic passages dictated at 110 wpm using Teeline shorthand system.

Transcribe two-minute, journalistic passages dictated at 110 wpm using Teeline shorthand system.

Prepare and produce transcriptions of shorthand notes, to meet organisational standards, using a word processor within time constraints.

Teaching and Learning Approaches

Class and lab-based, practical, 'hands-on', student-centred approach to developing shorthand speed and skills.

Tutorials will be used throughout the delivery of this module to dictate numerous and varied journalism passages to facilitate shorthand speed-building and develop shorthand writing skills.

Assessment Procedure

Examination: 100%

Longhand is not permitted.

L/O 1 Accurately record 2 x two-minute passages, dictated at 110 wpm, of the spoken word used in a court of law, local council meeting, extended speeches or news item/stories using Teeline shorthand with interval of 30 seconds between each passage.

L/O 2 Produce 2 x two-minute accurate, verbatim transcriptions from shorthand notes used in a court of law, local council meetings, extended speeches or news item/stories using a word processor or typewriter within 55 minutes.

Transcript is spell checked and produced to organisational standards.
Shorthand notes must be submitted from shorthand notebook.

Pass Criteria

L/O 2 Minimum of 97.5% accuracy at 110 wpm (2.5% error tolerance).

Indicative Reading List

Core Texts

Hall, et al. (1991), Teeline 'Gold' The Course Book, Heinemann Educational Publishers.

Butler, H. (1991), Teeline Gold Workbook, Heinemann Educational Publishers.

Smith, M. and Tilly, A. (1992), Teeline Gold Word List, Heinemann Educational Publishers.

Bowers & Hall (1992), Teeline Speed Ladder Gold, Heinemann Education Publishers.

Hill & Bowers (1988), Teeline Word Groupings, Heinemann Education Publishers.

Supporting Resources

National Council for the Training of Journalists (NCTJ) Past Shorthand Exam Papers

National Council for the Training of Journalists (NCTJ) Speed Building Audio Tapes

Spencer, S. (2000), Teeline Gold: Shorthand Dictation Pack, Heinemann Educational Publishers.

College Intranet (Sharepoint)

www.ma-radio.gold.ac.uk/shorthand/graphic/htm

College library

BA Journalism

Module Title:	Criminology – Theories and Perspectives
Level:	2
Credit value:	20
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Kate Bates

Rationale

The aim of this module is to provide an introductory overview of criminology and to explore the main concepts, theories and approaches in the study of crime and criminal behaviour.

Learning Outcomes

On completion of this module, students will be able to:

1. Describe the origins and development of criminology as an academic theory.
2. Demonstrate a clear understanding of criminological theory.
3. Examine crime and criminal behaviour from individual, sociological and political perspectives.
4. Evaluate the strengths and weaknesses of each approach in terms of its ability to aid an understanding of crime in society.
5. Demonstrate an ability to compare and contrast different criminological theories in terms of their various approaches to, and understanding of, crime.

Module Outline

Criminological theories: Individual explanations – physiological, biological, psychological, psychoanalytical and psychiatric.

Criminological theories: Sociological explanations – ecological, functionalism, control theories, subcultural, social reaction theories.

Criminological theories: Political explanations – conflict theories, critical criminologies: New and Feminist, Realist theories.

Teaching/Learning Approaches

Each weekly two-hour session will include both a lecture and a seminar and will cover one topic of the module content. The lecture will introduce the scheduled material and will be mainly tutor-led, although points of discussion and clarification from the students will be encouraged. The seminar will be used to reinforce and develop lecture material and will provide an opportunity to share and discuss ideas and learning. Where appropriate, and to facilitate student learning, various teaching and learning strategies will be used, including reading/discussion activities, video presentations and group work.

Assessment Procedures

Coursework: 50%

Examination: 50%

L/O 1 & 2 Essay x 2,000-2,500 words.

L/O 3 & 4 Examination of two hours duration: two questions to be attempted from a choice of five.

Pass Criteria

A minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Coleman, C. and Norris, C. (2000), Introducing Criminology, Willan.

Hopkins Burke, R. (2001), An Introduction to Criminological Theory, Willan.

Lilly, R.J., Cullen, F.T. and Ball, R.A. (2002), Criminological Theory: Context and Consequences, (Third Edition), Sage.

Doherty, M. (ed) (2001), Criminology (Third Edition), Old Bailey Press.

Jewkes, Y. and Letherby, G. (eds) (2001), Criminology: A Reader, Sage.

Maguire, M., Morgan, R. and Reiner, R. (eds) (1994) The Oxford Handbook of Criminology, Oxford University Press.

McLaughlin, E., Muncie, J. and Hughes, G. (eds) (1996) Criminological Perspectives: Essential Readings, Sage.

Vold, G.B. and Bernard, T.J. (1986), Theoretical Criminology (Third Edition), Oxford University Press.

Williams, K.S. (1991) Textbook on Criminology (Second Edition), Blackstone Press.

Journals

British Journal of Criminology

BA Journalism

Module Title: **Language and Culture – Foundation B**

Level: **Foundation Level B**

Credits: **20**

Pre-requisites:	Successful completion of Level A, or equivalent
Time Allocation:	200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study
Module Co-ordinator:	Neal Sillars

Rationale

To equip the learner with communicative skills and competence to deal with a range of routine and limited non-routine activities in the target language in a general and business context. Interactions are mainly planned and include some multiple interactions.

Learning Outcomes

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

1. Communicate in a familiar business context and in some general social situations.
2. Extract the gist and specified details from a range of reading material – business documents (of no more than one page), from familiar and readily accessible sources.
3. Demonstrate through application their understanding of most of the main grammatical structures of the foreign language.
4. Understand and apply social conventions which demonstrate basic appreciation of culture of the language studied.
5. Understand a range of language at normal speed in short extracts from familiar and readily accessible sources.
6. Recognise a range of business text formats and produce short written texts in a specified range of set formats.
7. Demonstrate some effective application of language learning techniques.

Module Outline

The learning outcomes are achieved in work related and social contexts:

Dealing with some familiar business and social interactions

Exchanging factual information in a specified range of business and general contexts

Putting forward and responding to basic proposals to complete a familiar vocational task

Understanding (but not necessarily resolving) a straightforward problem in a familiar vocational context

Making straightforward arrangements on the telephone.

Understanding common variations in register

Using the target language in a way which demonstrates aptitude in basic range of cultural conventions

Teaching and Learning Approaches

Workshop, Lab, Self-study, E-mail Tandem

Assessment

Final Examination: 60%

Coursework 40%

Pass Criteria

Minimum of 40% of overall marks available.

There are three pieces of coursework:

L/O 1, 4 & 7 Coursework 1 (oral)

L/O2 & 7 Coursework 2 (reading comprehension)

L/O 5 & 7 Coursework 3 (listening)

L/O 2, 3, 6 & 7 Final examination

Indicative Reading List:

German

Collins German Dictionary, larger edition, 1997

Strutz, 501 German Verbs, Barron's Educational Series (latest edition or equivalent)

Alles Klar, Rogers & Long, (latest edition)

Aufderstrasse et al, (1997), Themen I, Hueber

Howarth & Woodall, (1992), Hotel Europa Resources Pack, Hodder & Stoughton

Malcolm & Farr, (1994), German Just for Business, OUP

Lanzer H, (1995) A key to German Grammar, Stanley Thornes

Lord , (1996), Culture Shock Germany, A Guide to Customs and Etiquette, Kuperard,

McLaughlin , (latest edition) Rough Guide to Germany, Rough Guides

German Dictionary Skills, OUP

CALL Packages

German Expressions: Vektor Multimedia, 1996

Spanish

Castro, F., (2000), Uso de la Gramática Española – Elemental, Edelsa.

Kendris, C., (1996), 501 Spanish Verbs, Barron's educational Series Inc.

Martin, R. & Ellis, M., (1991), Pasos 1, Hodder & Stoughton

Shipton, C. & Millar, J., (1992), Spanish Just For Business, OUP

Smith, C. (1997), Collins Spanish Dictionary, Harper Collins

Turk, P. & Zollo, M., (1998), Acción Gramática, Hodder & Stoughton

Turk, P., (1996), Palabra por Palabra, Hodder & Stoughton
Hooper, J., (1994), The New Spaniards, Penguin
Russell, P.E., (1973), Spain, a Companion to Spanish Studies, Methuen & Co. Ltd.

Language Unit Materials Bank

CALL packages:

Sanchez, A., 450 Ejercicios Gramaticales, SGEL
Spanish Expressions, 1996, Vektor Multimedia

Internet:

<http://es.yahoo.com/>
<http://www.dat.etsit.upm.es/~mmonjas/cursos.html>
<http://www.lingolex.com/spanish.htm>
<http://spanish.about.com/homework/spanish/?once=true&>

French

Collins French Dictionary
Rogers, P., Long J., (1985), Grammaire en Clair, Nelson
Kendris, C., (1996) 501 French Verbs, Barrons.
Bady, J., Greaves, I., Petetin A., (1990) Grammaire – 350 exercices – niveau debutant, Hachette
Humberstone P., (1996) Mot a Mot, Hodder & Stoughton
Bird, M. Lewis H., (1996) Hotel Europa Resources Pack, 2nd edition, Hodder &
Millar J., Farr M., (1992) French Just for Business, OUP
Truscot S., Mitchel M., Tauzin B., (1994) Le Francais a Grande Vitesse, Hachette
Bougard M-T., Bourdais D., (1994) The French Experience 1 multi media package, BBC
Zelldine, T., (1993) The French, Penguin
Ardagh J., (1995) France Today, Penguin
Vektor Multimedia, (1997) Expressions CALL package, Vektor Ltd.
Languages Unit Materials Bank

French Internet searching engines :

www.yahoo.fr,
www.wanadoo.fr,
www.urec.fr

BA Journalism

Module Title: Language and Culture II

Level: 2

Credits: 20

Pre-requisites: Successful completion of Language Foundation Levels A and B and Level I, or equivalent.

Time Allocation: 200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study

Module Co-ordinator: Neal Sillars

Rationale

To equip the learner with communicative skills and competence to deal with a wide range of non-routine activities in the target language in general and some specialised business contexts. To develop cultural empathy through an appreciation of key issues in the society and economy of the country of the target language.

Learning Outcomes

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

1. Communicate (using explanation and inference) in general and some specialised business contexts and in general social situations.
2. Extract the gist and specific details from a range of reading material, including specialized business documents.
3. Demonstrate, through application, understanding of grammatical structures of the foreign language.
4. Distinguish the significance of key political and social events in the target country/ countries in recent history.
5. Demonstrate understanding of a range of language at normal speed from readily accessible sources, including some authentic and business specific sources.
6. Produce written texts in a specified range of business formats.
7. Demonstrate an independent ability to extrapolate and deduce and apply to extend knowledge of the language.

Module Outline

The learning outcomes are achieved in work related and social contexts:

Dealing with business and social interactions

Exchanging factual information in a range of business and general contexts

Putting forward and responding to basic proposals to complete a vocational task

Explaining and discussing arrangements on the telephone in a range of business situations and some which may relate to the learner's own studies

Identifying the political structures, and main economic structures in the target country: parliament and local democracy, profile and culture of the economy.

Teaching and Learning Approaches

Workshop, Lab, Self-study, E-mail Tandem (Germany)

Assessment

Final Examination: 40%

Coursework 60%

Pass Criteria

Minimum of 40% of overall marks available.

There are three pieces of coursework:

L/O 1 & 3 Coursework 1 (oral)

L/O 2, 3, 4 & 7 Coursework 2 (reading comprehension)

L/O 5 Coursework 3 (listening)

L/O 3, 6 & 7 Final examination

Indicative Reading List:

German

Collins German Dictionary: larger edition, 1997

Strutz, (latest edition or equivalent) 501 German Verbs, Barron's Educational Series

Conlin, (1995) Unternehmen Deutsch, Chancereel

Klapper (2000) Aktion Grammatik, Hodder & Stoughton

Miebs & Vehovirta (1999/2000) Kontakt Deutsch, Langenscheidt

100 Deutsche Jahre, Goethe-Institut, 1999/2000

Spencer & McCrorie, (2000) Help Yourself to Advanced German Grammar, Longman

Hall, (2001), Living and Working in Germany, How-to-Books

Jahrbuch der Bundesrepublik Deutschland, latest edition

Dictionary of Legal, Political and Commercial Terms, Verlag Beck 1990

www.diewelt.de

Spanish

Castro, F., (2000), Uso de la Gramática Española – Intermedio, Edelsa.
Collin, P.H., (1997), Business Spanish Dictionary, Peter Collin Publishing
González, G. & Marcos, M., (1998), Técnicas de Conversación Telefónica, Edelsa
Gould, B. & Nogueira, L., (1995), Proyecto España, Hodder & Stoughton
Kendris, C., (1996), 501 Spanish Verbs, Baron's educational Series Inc.
Martin, R. & Ellis, M., (1992), Pasos 2, Hodder & Stoughton
Palomino, M.A., (1997), Técnicas de Correo Comercial, Edelsa
Prada, M. & Bovet, M., (1998), Hablando de Negocios, Edelsa
Smith, C. (1997), Collins Spanish Dictionary, Harper Collins
Turk, P. & Zollo, M., (1998), Acción Gramática, Hodder & Stoughton
Turk, P., (1996), Palabra por Palabra, Hodder & Stoughton
Spanish Authentik, Trinity College, Dublin

Bajo, F., (1998), Historia de España, SGEL
Quesada, S., (1999), Curso de Civilización Española, SGEL
Ranzato, G., (1999), The Spanish Civil War, Windrush Press
Hooper, J., (1994), The New Spaniards, Penguin
Romero, F.J., (1999), Twentieth Century Spain, MacMillan Press
Russell, P.E., (1973), Spain, a Companion to Spanish Studies, Methuen & Co. Ltd.

Language Unit Materials Bank

CALL packages:

Sanchez, A., 450 Ejercicios Gramaticales, SGEL
CD Languge Espagnol, Level 4-I, (1993), Mediaconcept Technologies

Internet:

<http://es.yahoo.com/>
<http://www.dat.etsit.upm.es/~mmonjas/cursos.html>
<http://www.lingolex.com/spanish.htm>
<http://www.cervantes.es/>
<http://spanish.about.com/homework/spanish/?once=true&>

French

Collins French Dictionary
Routledge, (1996) French Dictionary of Business, Commerce and Finance, Routledge.
Rogers, P., Long J., (1985) Grammaire en Clair, Nelson
Kendris, C., (1996) 501 French Verbs, Barrons.
Cantwell, D.,ed., Authentik, 1998,1999, 2000,Trinity College, Dublin
King, A., (1995) French Means Business, BBC.
Bower M., Barbarin L., (1996) French for Business, Hodder & Stoughton
Augé G., Le Ninan C., (1993) Le Français des Affaires (Video package),Les éditions Didier.

Le Nouvel Observateur magazine.

Web sites :

www.campus.bt.com/campusWorld/pub/FranceALC/
www.lokace.fr
www.lemonde.fr

www.lexpansion.fr
www.lenouvelobservateur.fr
www.français-affaires.com
www.cadresonline.com
www.fle.fr

French Internet searching engines :

www.yahoo.fr,
www.wanadoo.fr,
www.urec.fr
<http://es.yahoo.com/>

MODULE DESCRIPTORS

YEAR 3

CORE (90 credits)	SHE Level	Credit
Newsroom Practice	3	20
Freelance Journalism	3	10
Online Journalism	3	10
Applied Ethics for Journalists	3	20
Workplace Experience	3	10
<i>or</i> Research Project	3	10
Cultural Studies*	2	20
OPTION (30 credits)		
Sports Reporting	3	10
Investigative Reporting	3	10
Broadcast Journalism II	3	10
Language & Culture III*	3	20
Digital Video Production*	2	10
Advanced Shorthand (120 wpm)	2	10
Sociology of the Mass Media*	3	20
Crime and Society*	3	20
Health and Welfare Policies*	3	20
Language & Culture I*	1	20

**denotes previously validated modules*

BA Journalism

Module Title:	Newsroom Practice
Level:	3
Credit value:	20
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 50 hours will be organised class contact and a minimum of 150 hours will be assessment, directed and independent study
Module Co-ordinator:	Amanda Geary and Kenneth Pratt

Rationale

To provide experience of producing publications to deadline as a result of a consolidation of the student's journalistic skills. These include generating, researching and writing news and features; text handling, headline and caption writing, and newspaper design and layout.

Learning Outcomes

On completion of this module, students will be able to:-

1. Analyse the structures and inter-relationships between the editorial, advertising, production and circulation departments of newspapers.
2. Demonstrate well developed skills in a range of journalistic roles including that of reporter; features writer; sub editor; chief sub editor and editor.
3. Work productively as part of a team showing an ability to listen, contribute and lead effectively and to manage time, personnel and resources effectively.
4. Demonstrate proficiency in producing a range of newspapers targeting specific geographical areas.
5. Competently generate material and design a range of newspaper supplements targeting distinct audiences and markets.

Module Outline

Introduction to the newsroom environment through an examination of the hierarchies and associated roles and responsibilities within a newspaper (editorial, advertising, production, circulation).

Producing newspapers for publication through a demonstration of the range of editorial roles.

Targeting a range of markets through news values and comment.

Designing and producing newspaper supplements.

Teaching and Learning Approaches

Lectures, tutorials, class workshops using appropriate learning technology and directed study linked to required reading.

Assessment Procedure

Coursework: 100%

L/O 1 Essay x 1,000 words (20%)

L/O 2, 3 & 4 Group project to produce a portfolio of local newspapers x 3,000 words (50%)

L/O 5 Newspaper Supplement x 2,000 words (30%)

Pass Criteria

Minimum of 40% in overall mark for coursework.

Indicative Reading List

Core Texts

Frost, C. (2003), Designing for Newspapers and Magazines, Routledge.

Frost, C. (2002), Reporting for Journalists, Routledge.

Additional Reading

Bagnall, N. (1993), Newspaper Language, Focal Press.

Bell, E. and Alden, C. (2003), Media Guardian: Media Directory 2004, Guardian Books.

Bonnington, A. McInnes, R. and McKain, B. (2000), Scots Law for Journalists, 7th Ed, W Green and Son.

Browne, C. (1999), The Journalist's Handbook, A & C Black.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting, 3rd Ed, Focal Press.

Hicks, W. (1998), English for Journalists, Routledge.

Hicks, W. and Holmes, T. (2002), Subediting for Journalists, Routledge.

Hicks, W. (1999), Writing for Journalists, Routledge.

Hodgson, F.W. (1998), New Subediting, 3rd Ed, Butterworth Heinemann.

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed, Focal Press.

Keeble, R. (1998), The Newspapers Handbook, 3rd Ed, Routledge.

Niblock, S. (1996), Inside Journalism, Chapman and Hall.

Randall, D. (2000), The Universal Journalist, 2nd Ed, Pluto Press.

Journals

Press Gazette

British Journalism Review

Newspapers

The Herald
The Evening Times
Hamilton Advertiser
East Kilbride News
Lanarkshire Extra
Rutherglen Reformer
Wishaw Press
The Glaswegian
The Metro
The Guardian
The Independent
The Times
Daily Telegraph
The Sun
The Daily Record
The Daily Mirror
Daily Express
Daily Mail

Websites

www.holdthefrontpage.co.uk
www.journalismuk.co.uk
www.journalism.co.uk
mediaguardian.co.uk
www.pressassociation.co.uk
www.newspapersoc.org.uk

BA Journalism

Module Title:	Freelance Journalism
Level:	3
Credit Value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study
Module Co-ordinator:	Margaret Hughes

Rationale

To provide students with an understanding of the opportunities and demands of freelance journalism, the practical skills to sell news and features pieces to a range of markets and to market themselves and their work in a range of related fields.

Learning Outcomes

On completion of this module, students will be able to:-

1. Analyse the markets for a range of freelance news and features material.
2. Write news and features copy that meets the criteria for mainstream tabloid and broadsheet newspapers, business and trade publications.
3. Investigate market opportunities in related industries such as press offices and public relations agencies.
4. Demonstrate knowledge of the business requirements of being self-employed.

Module Outline

Introduction to the market opportunities that exist for freelance journalists.

Explanation of the business requirements of freelance journalists.

Production of news and features copy that adheres to the appropriate publication style.

Investigation of the freelance editorial opportunities within mainstream, business and trade publications.

Exploration of employment opportunities in areas such as contract publishing and public relations.

Use news and features writing skills to write copy for news releases and press packs.

Teaching & Learning Approaches

Lectures, group exercises using appropriate learning technology, case studies, class presentations and directed study linked to required reading.

Assessment Procedure

Coursework: 100%

- L/O 1 Seminar presentation x 500 words (15%)
- L/O 2 Portfolio of news and features material x 1,000 words (50%)
- L/O 3 Report and compilation of appropriate editorial material x 800 words (25%)
- L/O 4 Report x 500 words (10%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Text

Dick, J. (2003), Freelance Writing for Newspapers, A & C Black.

Additional Reading List

Dobson, C. (1994), The Freelance Journalist, Focal Press.

James-Enger, J. & Abbe, E. M. (2003), Ready, Aim, Specialize!, Writers Inc.

Burrell, D, & Formichell, L. (2003), The Renegade Writer: A Totally Unconventional Guide to Freelance Writing Success, Marion Street Press.

Keeble, R. (2001), The Newspapers Handbook, Routledge.

McKay, J. (2000), The Magazine Handbook, Routledge.

Davis, A. (1988), Magazine Journalism Today; Focal Press.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting 3rd Edition Focal Press.

Evans, H. (2000), Essential English: For Journalists, Editors and Writers, Pimlico.

Hicks, W. (1998), English for Journalists, Routledge.

Adams, S. & Hicks, W. (2001), Interviewing for Journalists, Routledge.

Hall, C. (1999), Writing Features and Interviews: How to Build a Career as a Freelance Journalist, How To Books.

Jefkins, F. (1995), Public Relations Techniques, Butterworth-Heinemann.

Theaker, A. (2001), The Public Relations Handbook, Routledge.

Journals

Press Gazette
PR Week

British Journalism Review

Journalism Studies

Newspapers

The Guardian	Daily Telegraph	The Independent
The Times	Daily Mail	Daily Express
The Herald	The Scotsman	Daily Record
The Sun	Evening Times	Sunday Times
Mail on Sunday	Scotland on Sunday	Sunday Telegraph
Sunday Herald	Independent on Sunday	The Observer

Websites

www.holdthefrontpage.co.uk
www.pressgazette.co.uk
www.guardianunlimited.co.uk
www.mediaweek.co.uk

www.freelancejournalist.co.uk
www.prweek.co.uk
www.nuj.org.uk

BA Journalism

Module Title:	Online Journalism
Level:	3
Credit value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study
Module Co-ordinator:	Amanda Geary

Rationale

To provide students with a working knowledge of online journalism and an understanding of its evolution and its place in the media industry.

Learning Outcomes

On completion of this module, students will be able to:-

1. Analyse the evolution of the Internet and appraise the development of online journalism.
2. Scrutinize a range of approaches to online journalism.
3. Apply online research methods for generating stories.
4. Construct clear, concise and grammatically correct copy suitable for publication on the web.
5. Critically evaluate ethical and legal issues surrounding Internet publishing.
6. Demonstrate developed skills in using HTML and web authoring software to design and layout a website.

Module Outline

The history of the Internet and an introduction to online journalism – the evolution and development of the market.

Carrying out journalistic research online.

Writing for the web.

Designing a web resource.

Teaching and Learning Approaches

Lectures, tutorials, group exercises using appropriate learning technology, and directed study linked to required reading.

Assessment Procedure

Coursework: 60%

Examination: 40%

L/O 1 & 2, 5 Examination x 1,000-1,500 words (40%)

L/O 3, 4 & 6 Seminar presentation on website x 1,500 words (60%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Ward, M. (2002), Journalism Online, Focal Press.

Additional Reading

Aitchison, J. and Lewis, D. (Eds) (2003), New Media Language, Routledge.

Bell, E. and Alden, C. (2003), Media Guardian: Media Directory 2004, Guardian Books.

Dorner, J. (2002), Writing for the Internet, Oxford University Press.

Flew, T. (2002), New Media: An Introduction, Oxford University Press.

Hall, J. (2001), Online Journalism: A Critical Primer, Pluto Press.

Harcup, T. (2004,) Journalism Principles and Practice, SAGE Publications.

Lister, M. Kelly, K. Dovey, J. Giddings, S. and Grant, I. (2003), New Media: A Critical Introduction, Routledge.

Randall, D. (2000), The Universal Journalist, 2nd Ed, Pluto Press.

Reports

Press Gazette

British Journalism Review

Journalism Studies

Useful Website addresses

www.holdthefrontpage.co.uk

www.journalismuk.co.uk

www.journalism.co.uk

mediaguardian.co.uk

www.ukaop.org.uk

www.bbc.co.uk/news

BA Journalism

Module Title: Applied Ethics for Journalists

Level: 3

Credit value: 20

Core/Option: Core

Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 50 hours will be organised class contact and a minimum of 150 hours will be assessment, directed and independent study
Module Co-ordinator:	Amanda Geary

Rationale

To provide the students with an applied knowledge of ethical issues and standards of professionalism affecting journalism and an ability to consider and evaluate their own work in relation to these issues.

Learning Outcomes

On completion of this module, students will be able to:-

1. Critically evaluate the development of the regulation of the Press in the UK.
2. Analyse the structures in place for regulating the Press in context with the rest of the media and scrutinize the issues surrounding both self-regulation and statutory regulation.
3. Demonstrate a comparative knowledge of the codes of conduct used by regulatory bodies such as the PCC, the NUJ and Ofcom, and apply them to practical situations.
4. Examine the professional responsibility required by journalists both to their readers and their publication.
5. Analyse a range of situations which present ethical problems for journalists on an individual level.
6. Scrutinize a range of case studies of issues involving ethics and journalism.

Module Outline

The history of regulation of the Press in the UK. The development of standards as imposed by government, society and the law.

Regulatory systems in the UK and the codes of conduct and good practice.

Ethics and the Journalist – the Individual’s Professional Perspective. An analysis of a range of situations which present ethical problems for the journalist (dealing with the public; handling complaints effectively; chequebook journalism; dealing with grief; victims of crime; interviewing children; protection of sources; payment for stories; privacy; accuracy; publishing names and addresses; plagiarism).

Applying ethical issues in practice through an examination of a range of case studies.

Teaching and Learning Approaches

Lectures, tutorials, group exercises using appropriate learning technology, and directed study linked to required reading.

Assessment Procedure

Coursework: 60%

Examination: 40%

L/O 1 & 2	Essay x 1,000 words (20%)
L/O 6	Extended Essay x 2,500-3,000 words (40%)
L/O 3, 4, & 5	Final Examination – Closed book (40%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Sanders, K. (2003), Ethics and Journalism, Sage Publications.

Additional Reading

Belsey, A. and Chadwick, R. (Eds) (2003), Ethical Issues in Journalism and the Media, Routledge.

Frost, C. (2000), Media Ethics and Self-Regulation, Pearson.

Harcup, T. (2004), Journalism Principles and Practice, SAGE Publications.

Harris, G. and Spark, D. (2000), Practical Newspaper Reporting, 3rd Ed, Focal Press.

Hodgson, F.W. (1996), Modern Newspaper Practice: A Primer on the Press, 4th Ed. Focal Press.

Keeble, R. (2001), Ethics for Journalists, Routledge.

Kieran, M. (Ed) (1998), Media Ethics, Routledge.

Randall, D. (2000), The Universal Journalist, 2nd Ed, Pluto Press.

Reports

Ethical Space: The International Journal of Communication Ethics

Press Gazette

British Journalism Review

Journalism Studies

Useful Website addresses

www.holdthefrontpage.co.uk

www.journalismuk.co.uk

www.journalism.co.uk

mediaguardian.co.uk

www.pcc.org.uk

www.nuj.org.uk

ww.presswise.org.uk

www.newspapersoc.org.uk

BA Journalism

Module Title:	Workplace experience
Level:	3
Credit Value:	10
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study
Module Co-ordinator:	Margaret Hughes

Rationale

To provide students with experience of work within news organisations and an understanding of the relationship between journalism theory and practical application.

Learning Outcomes

On completion of this module, students will be able to:-

1. Display an interdisciplinary approach to decision making within the workplace.
2. Write a range of copy that adheres to the appropriate style and presentation of the work placement.
3. Critically evaluate professional issues relevant to journalism in the work environment.
4. Critically reflect on personal skills and effectiveness in the workplace.

Module Outline

Introduction to the workplace in relation to the news media.

Individual guidance and assessment of work to be carried out during the placement, in agreement with the placement provider. Discussion of student's responsibilities in managing their learning in the work environment. Identification of the College's and employer's role in relations to the placement and learning experience.

Development of placement log book and methods of recording the student's progress.

Details of learning and research required during student's placement, discussion of placement expectations and opportunities.

Teaching and Learning Approaches

Lectures, group tutorials, individual guidance and mentoring, directed research. Observation of, and participation in, work activities.

Assessment Procedure

Coursework -100%.

- L/O 1 & 2 Portfolio of work & report (1,000 words – 60%). Provide copy from three of the following:- Face-to-face Interviewing; Diary news story, Off-diary news story; Feature; Sub-editing. Written report detailing procedures followed in the producing each piece of copy.
- L/O 3 Learning Journal (800 words - 25%). To include completion of a log book of duties carried out, including a summary of knowledge and skills gained and critical self-evaluation of performance.
- L/O 4 Seminar presentation & report (500 words - 15%). Analysis of an issue/topic agreed by work-based supervisor, academic tutor and student. The report should focus on issues relevant to the workplace.

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Bell, E. (2003), Media Guardian: Media Directory 2004, Guardian Books.

Moon, J. (2002), Learning Journals: A Handbook for Academics, Students and Professional Development, Kogan Page.

Journals

Press Gazette British Journalism Review Willings Press Guide 2004

Websites

www.holdthefrontpage.co.uk

www.pressgazette.co.uk

www.guardianunlimited.co.uk

BA Journalism

Module Title:	Research Project
Level:	3
Credit Value:	10
Core/Option:	Core (if Workplace Experience not chosen)
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study
Module Co-ordinator:	Margaret Hughes

Rationale

To enable students to demonstrate they can undertake an investigation into a specific issue related to journalism and the news media.

Learning Outcomes

On completion of this module, students will be able to:-

1. Critically analyse and evaluate an issue relevant to journalism and the news media.
2. Critically reflect in a learning journal the multi-disciplinary approach taken to researching, analysing and evaluating the subject of the research project.
3. Carry out a literature search into the specific issue investigated in the research project.

Module Outline

Development of learning journal and methods of recording the student's progress.

Research design and methodology.

Teaching and Learning Approaches

Lectures using appropriate learning technology, group tutorials, individual guidance and mentoring, directed and independent research.

Assessment Procedure

Coursework -100%.

- L/O 1 & 3 Seminar presentation & report (2,500 words - 75%). Analysis of an issue/topic. The report should focus on issues relevant to the workplace.
- L/O 2 Learning Journal (800 words - 25%). To include completion of a log book of tasks carried out, including a summary of knowledge and skills gained and critical self-evaluation of performance.

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

- Bell, E. (2003), Media Guardian: Media Directory 2004, Guardian Books.
- Moon, J. (2002), Learning Journals: A Handbook for Academics, Students and Professional Development, Kogan Page.
- Bausell, R. Barker (1991), Advanced Research Methodology: An Annotated Guide To Sources, Scarecrow Press.
- Brannen, J and Edwards, R (2004), Social Research Methodology, Theory and Practice, Taylor and Francis.

Journals

Press Gazette British Journalism Review

Websites

www.holdthefrontpage.co.uk
www.pressgazette.co.uk
www.guardianunlimited.co.uk

BA Journalism

Module Title: Cultural Studies

Level: 2

Credit value: 20 credits

Core/Option: Core

Pre-requisites: None

Time Allocation: 200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study

Module Co-ordinator: Lynn Sinclair

Rationale

This module will introduce students to a range of key theoretical perspectives and topics within cultural studies. It will encourage the students to fully engage with the topics and form a deeper learning especially within their directed study time.

Learning Outcomes

On completion of this module, students will have a theoretical underpinning necessary to study communication and media. It will also provide the student with a historical context for analysing texts and other aspects of modern society.

1. Identify and analyse the key concepts in cultural theories.
2. Evaluate the concepts of postmodernism and feminism
3. An analysis of structuralism or semiology

Module Outline

Definition of and debates concerning culture will be explored

Mass Culture/popular culture
Americanisation of popular culture
Cultural modernism and social change

Key concepts in the critical analysis of culture: reception theory

Ideology – Althusser
Hegemony – Gramsci
Cultural identity and social status

Popular Television and Postmodernism

The Mass Media, culture and society

Consumption, style and meaning
Popular Culture, fragmentation and identity

Feminism and Popular Culture

Structuralism (Levi Strauss) – Semiology and popular culture
James Bond
Barthes

Teaching and Learning Approaches

Teacher-led exposition supported by visual material where theories and concepts are introduced and applications of knowledge are illustrated. Discussion and clarification of material with students is encouraged.

Seminars of small groups where feedback on lecture material is encouraged, areas of difficulty are identified and clarified. Also using seminar papers to consolidate learning on specified topics.

Directed study will be central to this unit. The students will be directed to material related to a topic to carry out independent research that will then form part of an assessment.

Assessment Procedure

Coursework: 100%

It is important that the student has time to digest and reflect on the cultural theories being introduced in this module. It is vital that they understand the context of these theories and the significance of using them in their studies. Therefore the assessment procedure should be open book based:

- | | |
|-------|---|
| L/O 1 | One open book examination x 2,500 words on cultural theories and key concepts in the analysis of culture. (40%) |
| L/O 2 | Two x 1,000 words seminar papers/presentations on postmodernism and feminism. (2 x 15%) |
| L/O 3 | One x 1,500 word project on either Structuralism or Semiology. (30%) |

Pass Criteria

A minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Storey, J. (2001), An Introduction to Cultural Theory and Popular Culture, 2nd Ed, University of Georgia Press.
Strinati, D. (1999), An Introduction to Theories of Popular Culture, Routledge.

Additional Reading

Hartley, J. (2002), Communication, Cultural and Media Studies: The Key Concepts, 3rd Ed, Routledge.

Gray, A. & McGuigan, J. (2002), Studying Culture: An Introductory Reader, 2nd Ed, Arnold.

Strinati, D. (2000), An Introduction to Studying Popular Culture, Routledge.

Holland, P. (2000), The Television Handbook, 2nd Ed, Routledge.

Websites

www.popcultures.com

www.culturalstudies.net

www.wsu.edu/~amerstu/pop/keysites.html

www.aber.ac.uk/media/Documents/marxism

www.theory.org.uk

BA Journalism

Module Title: Sports Reporting

Level: 3

Credit Value: 10

Core/Option: Option

Pre-requisites: None

Time Allocation: 100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study

Module Co-ordinator: Kenneth Pratt

Rationale

To offer a broad, practical perspective on sports reporting, especially football.

Learning Outcomes

On completion of this module, students will be able to:-

1. Critically evaluate media coverage of major sporting events.
2. Produce effectively a range of sports copy appropriate to a range of publications.
3. Cultivate a broad range of contacts within the sports industry.

Module Outline

Introduction to sports reporting with an emphasis on football reportage, match reports, insight pieces, analysis and interviews.

The methodology of repetitive contact networking, and the cultivation of effective sports desk connections.

Cultural perspectives on sport, including aspects of football sociology and national identity.

The psychology of interviewing, news angle, structure and legals as applied to sports coverage.

Teaching and Learning Approaches

Lectures, seminars, appropriate field trips, directed study linked to reading, sports desk simulation assignments.

Assessment Procedure

Coursework: 100%

L/O 1 Report and seminar presentation x 1,000 words (30%)

L/O 2 & 3 Portfolio of sports copy suitable for a range of publications x 2,000 words (70%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Boyle, R. and Haynes, R. (2000), Power Play, Sport, the Media & Popular Culture, Longman.

Rollin, R. and Rollin, G. (2003), The Sky Sports Football Yearbook 2003-4, Headline.

Additional Reading

Barnes, S. (Ed) (2003), News of The World Football Annual, Harper Collins Willow.

Hornby, N. (2000), Fever Pitch, Penguin Books.

Brimson, D. (2000), Barmy Army: The Changing Face of Football Violence, Headline.

Armstrong, G. (1998), Football Hooligans, Knowing the Score, Berg Publishers.

Websites

Sponsorship, The Media and Football Violence.com

Supportersites.com

Followfollow.com

BA Journalism

Module Title:	Investigative Reporting
Level:	3
Credit Value:	10
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study
Module Co-ordinator:	Kenneth Pratt

Rationale

To provide students with a working knowledge of the role of the investigative reporter and the practical skills of investigative news writing.

Learning Outcomes

On completion of this module, students will be able to:-

1. Explain the specific role of the investigative reporter.
2. Apply investigative techniques to routine news.
3. Cultivate and use off the record sources.
4. Critically evaluate detailed source material.
5. Write in-depth news investigations.

Module Outline

Introduction to investigative journalism with reference to major campaigns and current practice.

The fundamentals of freedom of information and how it applies to the investigative reporter.

Accessing official information and the application of Schedule 7A of the Local Government Act (Scotland).

Development of relevant interview techniques as they apply to investigative reporting.

Teaching and Learning Approaches

Lectures, tutorials, class workshops using appropriate learning technology, and directed study linked to required reading.

Assessment Procedure

Coursework: 100%

L/O 1 & 2	Essay x 1,00 words (40%)
L/O 3 & 4	Investigative assignment x 1,000 words (40%)
L/O 5	Industry project x 600 words (20%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Keeble, R. (1998), The Newspapers Handbook, 3rd Ed, Routledge.

Randall, D. (2000), The Universal Journalist, 2nd Ed, Pluto Press.

Houston, B. (2002). The Investigative Reporter's Handbook: A Guide to Documents, Databases and Techniques, St Martin's Press.

Additional Reading

Weinberg, S. (2000), The Reporter's Handbook: An Investigator's Guide to Documents and Techniques, St Martin's Press.

Palast, G. (2003), The Best Democracy Money Can Buy, Constable and Robinson.

Milan, R. (2003), Regime Unchanged, Pluto Press.

Napoleoni, L. (2003), Modern Jihad, Tracing the Dollars behind the Terror Networks, Pluto Press.

Miller, D. (Ed) (2003), Tell Me Lies: Propaganda and Media Distortion in the Attack on Iraq, Pluto Press.

Websites

reporter.org

journalismnet

www.freedomofinformation

international consortium of investigative journalists

BA Journalism

Module Title	Broadcast Journalism II
Level	3
Credits	10
Core/Option	Option
Pre-requisites	Students must pass a voice test in order to progress and a pass in Broadcast Journalism I
Time Allocation:	100 hours of notional student learning, of which a maximum of 30 hours will be organised class contact and a minimum of 70 hours will be assessment, directed and independent study
Module co-ordinator	Ronnie Bergman

Rationale

To offer a practical course in broadcast news feature production to those who have the skills acquired in Broadcast Journalism I module.

Learning Outcomes

On completion of this module, students should be able to:-

1. Research a feature for broadcast.
2. Write a script for a feature.
3. Produce and compile a feature using multiple sources.

Module outline

Practical production including research, scripting and presentation of feature for specified audience

Teaching and Learning Approaches

Practical demonstration and familiarisation with studio and on-screen production facilities

Short lectures illustrated with radio features and programmes

Assessment Procedure

Coursework: 100%

L/O 1 Research items for a news feature (20%)

- L/O 2 Write a script for a news feature (20%)
- L/O 3 Compile and present news feature (60%)

Pass Criteria

Minimum of 40 % of overall marks available.

Indicative Reading List

Core Texts

Boyd, A. (2000), Broadcast Journalism, Focal Press.

Chanter, P. and Stewart, P. (2003), Basic Radio Journalism, Focal Press.

Additional Reading

Gage, L. (1998), Commercial Radio Journalism, Focal Press.

Herbert, J. (1999), Journalism in the Digital Age, Focal Press.

Beaman, J. (2000), Interviewing for Radio, Routledge.

Emm, A. (2001), Researching for Television & Radio, Routledge.

Sergeant, J. (2002), Give Me Ten Seconds, Macmillan.

Simpson, J. (2003), News from No Man's Land, Macmillan.

Adie, K. (2003), Corsets to Camouflage, Hodder & Stoughton

Bell, M. (2003), Through the Gates of Fire, Weidenfeld & Nicholson.

Murrow, E. (1997), In Search of Light, De Capo.

Cox, G. (1995), Pioneering Television News, John Lipsey.

Field, M. (2003) Improve your WRITen EnGLISH, How to books

Bryson, B. (2003) Troublesome Words, Penguin

Website addresses

www.RAD10.com

www.bbc.co.uk/radio4

www.radioacademy.org

The BBC News Styleguide by John Allen - available online at
<http://learn.gateway.bbc.co.uk/documents/pdf/newsstyleguide.pdf>

The Channel 4 Compliance Manual, C4

The compliance manual can be found under the resources, guidelines section at
www.4producers.co.uk

www.irn.org

www.ofcom.org

www.bbc.co.uk/news

BA Journalism

Module Title: Language and Culture III

Level: 3

Credits: 20

Pre-requisites:	Successful completion of Language Foundation Levels A and B and Level II, or equivalent.
Time Allocation:	200 hours of notional student learning, of which a maximum of 50 hours will be organised class contact and a minimum of 150 hours will be assessment, directed and independent study
Module Co-ordinator:	Neal Sillars

Rationale

To equip the learner with communicative skills and competence to deal with a wide range of non-routine activities in the target language in general and some specialised business contexts. To further develop cultural empathy through an appreciation of contemporary issues in the society and economy of the country of the target language.

Learning Outcomes

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

1. Communicate (using summary, restatement and deduction) in specialised business contexts and participate in academic discussion.
2. Analyse the gist and interpret specific details from a range of reading material, including specialised business documents.
3. Demonstrate, through application, understanding of some advanced grammatical structures (use of the hypothetical and constructions with complex tenses) of the foreign language.
4. Demonstrate understanding and analysis of the significance of current economic, political and social events in the target country/ countries.
5. Demonstrate and derive conclusions from the content of a range of language at normal speed from authentic and business specific sources.
6. Compose written texts in a business formats.

Module Outline

The learning outcomes are achieved in work related and social contexts:

Understand and derive conclusions from the content of lectures on specialised issues in the target language.

Discuss and evaluate information from a range of business, media and academic sources.

Deal with problem resolution in a vocational context

Analyse media and cultural institutions in the target country.

E-content in Europe.

Teaching and Learning Approaches

Lecture, seminar, workshop, self-study

Assessment

Final Examination: 40%

Coursework 60% (Including a vocational project based on practices in the target country)

Pass Criteria

Minimum of 40% of overall marks available.

L/O 1, 3 & 4	Coursework 1 (oral)
L/O 2 & 4	Coursework 2 (reading comprehension)
L/O 5	Coursework 3 (listening)
L/O 3 & 6	Final examination

Indicative Reading List:

German

Bolten & Gehrke, (1997) Marktchance Wirtschaftsdeutsch, Klett

Buhlmann, Fearn, Leimbach (1995) Wirtschaftsdeutsch von A bis Z, Langenscheidt,

Hegyés, Horfelder, Verlag für Deutsch

Johnson, (2000) Exploring the German Language, Arnold

Spencer & McCrorie, (2000) Help Yourself to Advanced German Grammar, Longman

Meyn Ed, (1996) Massenmedien in der Bundesrepublik Deutschland, Colloquium

Luscher, (1997) Deutschland nach der Wende, Verlag für Deutsch

Hall, (2001) Living and working in Germany, How-to-Books

www.diewelt.de

www.wirtschaftsdeutsch.de

Dictionary of Legal, Political and Commercial Terms, Verlag Beck 1990

Duden Stilwoerterbuch

Duden Die Deutsche Rechtschreibung

Frankfurter Allgemeine Zeitung

Der Spiegel

Leipziger Nachrichten

Der Manager

Spanish

Castro, F., (2000), Uso de la Gramática Española – Intermedio, Edelsa.

Collin, P.H., (1997), Business Spanish Dictionary, Peter Collin Publishing

Gomez, J., (1997), Correspondencia Comercial en Español, SGEL

González, G. & Marcos, M., (1998), Técnicas de Conversación Telefónica, Edelsa

Kendris, C., (1996), 501 Spanish Verbs, Baron's educational Series Inc.

Palomino, M.A., (1997), Técnicas de Correo Comercial, Edelsa

Prada, M. & Bovet, M., (1998), Hablando de Negocios, Edelsa

Smith, C. (1997), Collins Spanish Dictionary, Harper Collins

Turk, P. & Zollo, M., (1998), Acción Gramática, Hodder & Stoughton

Turk, P., (1996), Palabra por Palabra, Hodder & Stoughton
Spanish Authentik, Trinity College, Dublin

Bajo, F., (1998), Historia de España, SGEL

Quesada, S., (1999), Curso de Civilización Española, SGEL

Ranzato, G., (1999), The Spanish Civil War, Windrush Press

Hooper, J., (1994), The New Spaniards, Penguin

Romero, F.J., (1999), Twentieth Century Spain, MacMillan Press

Russell, P.E., (1973), Spain, a Companion to Spanish Studies, Methuen & Co. Ltd.

Language Unit Materials Bank

CALL packages:

Sanchez, A., 450 Ejercicios Gramaticales, SGEL

CD Langue Espagnol, Level 4-I, 1993, Mediaconcept Technologies

Internet:

<http://es.yahoo.com/>

<http://www.dat.etsit.upm.es/~mmonjas/cursos.html>

<http://www.lingolex.com/spanish.htm>

<http://www.cervantes.es/>

<http://spanish.about.com/homework/spanish/?once=true&>

French

Collins French Dictionary

Routledge, (1996) French Dictionary of Business, Commerce and Finance , Routledge.

Kendris, C., (1996) 501 French Verbs, Barrons.

Descotes-Genon Ch., Morsel M.-H., Richou, C., (1997) L'exercisier, Paris: Flem.

Cantwell, D.,ed., Authentik, 1998,1999, 2000,Trinity College, Dublin

King, A., (1995) French Means Business, BBC.

Jubb M., Rouxville, A., (1998) French Grammar in Context, Arnold

Augé G., Le Ninan C., (1993) Le Français des Affaires (Video package), Les éditions Didier.

Zeldine, T, (1993) The French, Penguin

Ardagh J, (1995,) France Today, Penguin

Labrune, G., Nathan, G., (2000) La géographie de la France, Nathan

de Gunten, B., Martin A., Niogret M.,(1998) Les Institutions de la France, Nathan.

BulthezC., Bulthez D., (1998) Demarches quotidiennes, Nathan

Labrune & Toutain Ph., (1998), Histoire de France, Nathan.

Quellenec, M., (1997) L'industrie en France, Nathan

Grand Clement. O., (1997) Savoir vivre avec les francais, Hachette

Stroud, M., (1998), Tendances, Hodder & Stoughton

Le Nouvel Observateur magazine.

Call Package AURA LOG

Languages Unit Material Bank

Web sites :

www.campus.bt.com/campusWorld/pub/FranceALC/
www.lokace.fr
www.lemonde.fr
www.lexpansion.fr
www.lenouvelobservateur.fr
www.français-affaires.com
www.cadresonline.com
www.fle.fr

French Internet searching engines :

www.yahoo.fr,
www.wanadoo.fr,
www.urec.fr
<http://es.yahoo.com/>

BA Journalism

Module Title: Digital Video Production

Level: 2

Credit value: 20

Core/Option: Option

Pre-requisites: None

Time Allocation: 200 hours of notional student learning, of which a maximum of 70 hours will be organised class contact and a minimum of 130 hours will be assessment, directed and independent study

Module Co-ordinator: Alan McCusker-Thompson

Rationale

To develop digital video production skills.

Learning Outcomes

On completion of this module, students will be able to:

1. Script, shoot and edit a digital video production to meet the requirements of a given brief and deadline.

Module Outline

Shooting for editing.

The production portfolio.

The Brief.

Planning and scheduling.

Sound, lighting, camera and editing techniques and their technical standards.

Teaching & Learning Approaches

Lectures, practical workshops, independent study, tutorials and project work.

Assessment Procedures

Coursework: 100%

L/O 1 Project portfolio (100%)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Musburger, R. B. (2002), Single Camera Video Production, Focal Press.

Ward, P (2002), Picture Composition, Focal Press.

Millerson, G (2002), Lighting for TV and Film, Focal Press.

Irving, D. W. (2003), Producing and Directing the Short Film and Video, Focal Press.

Browne, S (2003), Nonlinear Editing Basics, Focal Press.

Katz, S (2003), Film Directing Shot by Shot, Focal Press.

Clark, B (2003), Guide to Post Production for Television and Film, Focal Press.

BA Journalism

Module Title:	Advanced Shorthand (120 wpm)
Level:	2
Credits:	10
Core/Option:	Option
Pre-Requisites:	Pass in Shorthand 110 wpm
Time Allocation:	100 hours of notional student learning, of which a maximum of 40 hours will be organised class contact and a minimum of 60 hours will be assessment, directed and independent study
Module Co-ordinator:	Sharon McGoldrick

Rationale

To use and develop the Teeline shorthand system to record and transcribe passages, relevant to journalists, dictated at 120 words per minute (wpm).

Learning Outcomes

On completion of this module, the student should be able to:

1. Record the spoken word accurately at 120 wpm, for journalism reporting, using the Teeline shorthand system.
2. Prepare and produce accurate, verbatim transcripts of shorthand notes using a word processor within time constraints.

Module Outline

Drill, develop and apply the use of special outlines, word groupings and advanced word grouping used in the Teeline shorthand system.

Record two-minute, journalistic passages dictated at 120 wpm using Teeline shorthand system.

Transcribe two-minute, journalistic passages dictated at 120 wpm using Teeline shorthand system.

Prepare and produce transcriptions of shorthand notes, to meet organisational standards, using a word processor within time constraints.

Teaching and Learning Approaches

Class and lab-based, practical, 'hands-on', student-centred approach to developing shorthand speed and skills.

Tutorials will be used throughout the delivery of this module to dictate numerous and varied journalism passages to facilitate shorthand speed-building and develop shorthand writing skills.

Assessment Procedure

Examination: 100%

Longhand is not permitted.

L/O 1 Accurately record 2 x two-minute passages, dictated at 120 wpm, of the spoken word used in a court of law, local council meetings, extended speeches or news item/stories using Teeline shorthand with an interval of 30 seconds between each passage.

L/O 2 Produce 2 x two-minute accurate, verbatim transcriptions from shorthand notes used in a court of law, local council meeting, extended speeches or news item/stories using a word processor or typewriter within 65 minutes.

Transcript is spell checked and produced to organisational standards.
Shorthand notes must be submitted from shorthand notebook.

Pass Criteria

L/O 2 Minimum of 97.5% accuracy at 120 wpm (2.5% error tolerance).

Indicative Reading List

Core Texts

Hall, et al. (1991), Teeline Gold Course Book, Heinemann Education Publishers.

Butler, H. (1991), Teeline Gold Workbook, Heinemann Educational Publishers.

Smith, M. and Tilly, A. (1992), Teeline Gold Word List, Heinemann Educational Publishers.

Bowers & Hall (1992), Teeline Speed Ladder Gold, Heinemann Education Publishers.

Hill & Bowers (1988), Teeline Word Groupings, Heinemann Education Publishers.

Supporting Resources

National Council for the Training of Journalists (NCTJ) Past Shorthand Exam Papers

National Council for the Training of Journalists (NCTJ) Speed Building Audio Tapes

Spencer, S. (2000), Teeline Gold: Shorthand Dictation Pack, Heinemann Educational Publishers.

College Intranet (Sharepoint)

www.ma-radio.gold.ac.uk/shorthand/graphic/htm

College library

BA Journalism

Module Title: **Sociology of the Mass Media**

Level: 3

Credit Value: 20

Core/Option: Option

Pre-requisites: None

Time Allocation: 200 hours of notional student learning, of which a maximum of 50 hours will be organised class contact and a minimum of 150 hours will be assessment, directed and independent study

Module Co-ordinator: Dr Ann McDowell

Rationale

To analyse relevant theoretical perspectives on the mass media, including an examination of media effects and consideration of the ideological role of the media.

Learning Outcomes

On completion of this module students will be able to:-

1. Critically evaluate sociological models, theories and perspectives on the role of the mass media.
2. Critically evaluate the relationship between ownership, control and output of the media.
3. Examine research studies of the effects of the media on attitudes and behaviour.
4. Apply sociological analysis to assess media representation of e.g., class, gender, ethnicity, the 'body' and fashion.
5. Analyse the role of the media in the amplification of moral panics.
6. Critically evaluate the construction of the 'news'.

Module Content

Defining the mass media and its relevance to sociological analysis.

Theoretical perspectives on the role of the media, eg, conflict theories, functionalism, Feminism, interactionism, the New Right.

The mass culture debate.

Effects of the media on attitudes and behaviour.

Media representation of class, gender and ethnicity.

The media and the 'body'.

The media and construction of moral panics.

Ownership, control and output of the media.

The social construction of news.

Teaching and Learning Approaches

Extended lectures supported by appropriate learning technology, seminars, tutorials, directed and independent study.

Assessment Procedure

Coursework: 60%

Examination: 40%

Assessment 1 Essay x 2,500 words

Assessment 2 Seminar presentation x 2,000 words

Closed book examination x 2 hours

(Note: The L/Os are each assessed in different ways in each academic session with the prior approval of the external examiner.)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Briggs, A. and Cobley, P. (eds) (2002), The Media: An Introduction, Longman.

Gauntlett, D. (1995), Moving Experiences: Understanding Television's Influences and Effects, John Libby.

Cohen, S. (1972), Folk Devils and Moral Panics, McGibbon & Kee.

Hall, S. (ed) (1997), Representation: Cultural Representations and Signifying Practices, Sage.

Hartley, J. (1989), Understanding News, Routledge.

Kidd, et al. (1998), Readings in Sociology, Heinemann.

Marsh, I. (1996), Sociology: Making Sense in Society, Prentice Hall.

McCullagh, C. (2002), Media Power: a sociological introduction, Palgrave.

McNair, B. (2003), News and Journalism in the UK, 4th Ed, Routledge.

O'Sullivan, T, Dutton, B. and Raynor, P. (1994), Studying the Media: An Introduction, Edward Arnold

BA Journalism

Module Title:	Crime and Society
Level:	3
Credit Value:	20
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 50 hours will be organised class contact and a minimum of 150 hours will be assessment, directed and independent study
Module Co-ordinator:	Kate Bates

Rationale

To examine the social, political and economic relationships between crime and society in the United Kingdom in general and in terms of specific types of crime.

Learning Outcomes

On completion of this module students will be able to:-

1. Analyse the main trends in crime in the UK.
2. Assess the relationships between crime and the social structure.
3. Demonstrate the relationship between crime and economic factors.
4. Discuss critically the role of crime in public policy and debate.
5. Analyse the key feature of specific types of crime.

Module Content

Crime trends: crime statistics, rates and patterns; regional variations; analysis of crime surveys.

Crime and social structure: social inequality and social deprivation; age, gender, race and ethnicity; victimisation.

Crime and the economy; the costs of crime.

The politics of law and order; the media and crime.

Specific types of crime: violence, property crime, sex crimes, drugs and crime, corporate crime, professional and organised crime.

Teaching and Learning Approaches

Extended lectures supported by appropriate learning technology, seminars, tutorials, cast studies/reporting-back sessions, directed and independent study.

Assessment Procedure

Coursework: 100%

Assessment 1 Essay x 2,500 words
Assessment 2 Case study x 2,000 words
Assessment 3 Project x 4,000 words

(Note: The L/Os are each assessed in different ways in each academic session with the prior approval of the external examiner.)

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Core Texts

Box, S. (1987), Recession, Crime and Punishment, Macmillan.

Coleman, C. and Moynihan, J. (1996), Understanding Crime Data, Open Univeristy Press.

Croall, H. (1997), Crime and Society in Britain, Longman.

Gelsthorpe, L. and Morris, A. [Editors] (1990), Feminist Perspectives in Criminology, Open University Press.

Maguire, M., Morgan, R., and Reiner, R. [Editors] (1996), The Problem of Crime, Sage.

Scottish Office Central Research Unit, Scottish Crime Surveys: Reports, HMSO.

BA Journalism

Module Title:	Health and Welfare Policies
Level:	3
Credit Value:	20
Core/Option:	Option
Pre-requisites:	None
Time Allocation:	200 hours of notional student learning, of which a maximum of 50 hours will be organised class contact and a minimum of 150 hours will be assessment, directed and independent study
Module Co-ordinator:	Dr Jack Geekie

Rationale

To enable students to understand and analyse the principles and practices of the Welfare State and the social policies of the Scottish Parliament and relevant policies of the Westminster Parliament.

Learning Outcomes

On completion of this module students will be able to:-

1. Identify, explain and assess the main social problems and disadvantaged groups in contemporary Scotland.
2. Evaluate the policies and institutions relevant to the health and welfare of contemporary Scotland.

Module Content

History of the Welfare State.

The Politics of Health and Welfare.

The National Health Service.

Poverty, Inequality and Social Exclusion.

Social Security.

Education.

Housing and homelessness.

Social Work.

Unemployment.

The elderly,

Disability.

Lone parenthood.

Ethnic minorities.

Children at risk.

Drugs.

AIDS.

Teaching and Learning Approaches

Extended lectures supported by appropriate learning technology, seminars, tutorials, small group discussion/reporting back, directed and independent study.

Assessment Procedure

Coursework: 60%

Examination: 40%

L/O 1	Project x 2,500 words
L/O 1	Case study x 2,000 words
L/O 1 and 2	Closed book examination x 2 hours

Pass Criteria

Minimum of 40% of overall marks available.

Indicative Reading List

Alcock, P. Social Policy in Britain, Macmillan.

English, J. Social Services in Scotland, Mercat Press.

APPENDIX A

BA Journalism (OUVS)

PROGRAMME DATA

Name of Institution:	Bell College		
Title of Award:	Bachelor of Arts Journalism		
Mode of Attendance:	Full-time		
Duration of Study:	3 years full-time		
Exit Qualifications:	Year 1	Certificate of Higher Education Journalism	
	Year 2	Diploma of Higher Education Journalism	
	Year 3	Bachelor of Arts Journalism	
Parent School:	School of Social Studies		
Validating Authority:	Open University Validation Services		
Programme Leader:	Margaret Hughes		
Proposed Starting Date:	September 2004		
Target enrolment:	2004-5	Year 1	25
		Year 3	10
	2005-6	Year 1	25
		Year 2	18
		Year 3	10
	2006-7	Year 1	25
		Year 2	18
		Year 3	14

1. NATURE OF THE PROGRAMME

1.1 Programme Title

The proposed programme will be titled Bachelor of Arts Journalism.

The programme will be offered on a full-time basis, it is vocational in nature and has been designed to meet the needs of students seeking careers as journalists in the newspaper, magazine and broadcast industries. Students will also be equipped for further study at Honours or postgraduate level.

The title of the degree reflects the focus of the programme content on providing students with the theoretical knowledge and practical skills to gain employment as journalists. It seeks to differentiate itself from the wide range of generic media degrees available and its design has been constructed so as to provide graduates with the core journalistic skills required by employers. The proposed title for this qualification reflects the strictly vocational nature of the course.

The title also reflects the progression from the existing HND Journalism award, which was established by Bell College ten years ago, and has been very successful. The proposed degree programme, and its title, will build on the existing good practice and reputation of the HND.

In developing the programme, reference was made to the QAA Benchmark Statement on Communication, film, media and cultural studies, although it is acknowledged that these are not intended to apply directly to ordinary degrees in Scotland, see **Appendix A**.

The programme is vocational in nature with the emphasis in the outcomes being oriented towards equipping students with the written, oral and journalistic communication skills that will enable them to make an early meaningful contribution in a newsroom environment.

Students will be provided with a range of practical skills as well as a knowledge and understanding of a breadth and depth necessary to underpin their education in relevant areas of journalism and to support their knowledge when applying these skills and know-how in future real-world environments.

The subject areas at the core of the programme provide a strong foundation in a range of specific journalistic disciplines as well as related areas such as law, ethics and politics. The option modules in the programme will allow for an additional element of specialism.

The subjects that comprise the degree programme will provide the key areas of knowledge, understanding and skills developed for employment in the news media. Furthermore, the overall aim of the course is to provide students with a comprehensive understanding of theories and practices relevant to journalism and the news media.

Students will develop the analytical and practical skills required to produce news and features material in a legal and ethical manner across a range of media.

Over the three years of the programme, students will develop their intellectual and cognitive abilities by investigating, critically analysing and applying concepts, models and theories from journalism and related areas.

As students progress through the course, the content of modules will enable them to move progressively through the cognitive processes of understanding, analysis, synthesis and evaluation.

Teaching, learning and assessment methods are based upon well-established methods and will require students to demonstrate deep learning. Students will be required to demonstrate the acquisition of key skills such as information gathering and handling, written, oral and visual presentation and collaborative working.

1.2 Rationale

1.2.1 Institutional Context

The introduction of the Bachelor of Arts Journalism degree is in line with the College Policy as outlined in the College Strategic Plan, 2002-2006.

The development of the degree was approved by the Academic Development Committee on behalf of Academic Council.

The BA Journalism is designed to contribute to the mission of Bell College to provide 'high quality education, training and advice at higher education levels...to cater for local, regional, national and international needs' by:-

- extending the availability and range of programmes at degree level in Lanarkshire;
- increasing the opportunity for students to study journalism at degree level.

At present no other institutions in Lanarkshire offer degree provision in journalism although two other HEIs in the west of Scotland have in the past two years introduced the study of journalism at undergraduate level. It should be noted that these programmes do not have Bell College's excellent reputation for providing students suitably qualified for entry into the industry.

1.2.2 Implications for existing provision

The degree programme will be offered instead of the current HND Journalism and is likely to positively affect recruitment to the journalism provision at Bell College.

Presently, HND Journalism applicants must achieve 156 UCAS points at Higher level, the majority of successful applicants meet this criteria and could choose to study non-vocational degrees at other institutions, but choose instead to study journalism at Bell College.

Recent research by the Universities and College Admissions Service reported that the number of undergraduates studying on journalism courses had increased by 13.8% in 2003.

It was therefore felt that the way forward for the College was to develop a degree programme.

1.2.3 Demand for Output

The School of Social Studies currently delivers the HND Journalism award, which continues to attract a steady number of students (2001-26, 2002-23, 2003-26).

An increasing number of our diplomates go on to study at degree level at other HEIs. Destination statistics from session 2001/2 illustrate that 21% of students (three students) went to Napier University to complete its journalism degree.

Market research carried out with current and former students indicates a significant number would choose to remain at Bell College if a degree programme in journalism was available, see **Appendix B**.

Responses to the market research carried out amongst employers was disappointing, only four replies were received from the 30 questionnaires distributed. But the responses did indicate a positive reaction to graduates from a vocationally-related degree, see **Appendix B**.

Graduate employment in the news media is increasing. In 2002 the *Journalists at Work Report*, carried out by the Journalism Forum, a group of academics, editors, trainers and trade unions, reported that 98% of journalists have degrees. In its foreword, Professor Ian Hargreaves, chair of Cardiff University's Department of Journalism, stated: "The research confirmed what has long been suspected, that journalism has become a graduate-only occupation, a good thing...".

An important feature of the course is the facility to enable students to secure their first jobs as well as to progress their careers for several years after completing the degree programme and to participate more fully in lifelong learning opportunities.

Research in the jobs market illustrates that many senior positions in the news media now require that applicants hold at least degree level qualifications. A sample of recent job advertisements is provided in **Appendix C** and demonstrates the demand for graduates in a range of journalism posts.

The programme reflects employers' needs and is designed with emphasis on these, one key area is practical experience, this is achieved in a number of modules where students will be producing

news and features copy for externally commissioned publications. Students will also undertake work placement in newspapers, magazines and/or broadcast organisations.

The programme will also take into account the need for graduates to be equipped with a range of key transferable skills in areas such as communication and IT, and the team working skills so relied upon in industry.

The new degree programme will also allow for more innovative approaches to teaching and assessment. These will include the inclusion of tutorials; a schedule of guest lecturers across a range of subject areas; the introduction of class-based workshops that replicate the workplace, such as the weekly production of a newspaper led by visiting editors and senior reporters; and visits to courts, councils and press conferences.

These methods will more effectively meet students' needs to be academically prepared for future study and vocationally prepared for employment, as well as meeting employers' demands for graduates who have the knowledge and practical skills required by the industry.

2 PROGRAMME AIMS & OUTCOMES

2.1 Programme Aims

2.1.1 General Aims

The programme aims and outcomes have been developed in accordance with the QAA Benchmark Statement for Communication, film, media and cultural studies and are detailed in the programme specification at **Appendix D**.

The main aims of the programme are to:-

- Provide students with a qualification specific to the needs of newspapers, magazines and broadcast organisations, thereby enhancing their employment prospects.
- Provide the underpinning knowledge and practical skills of journalism.
- Encourage students to adopt a positive attitude to further study and lifelong learning.
- Encourage a range of entrants, regardless of age, gender, background and race.
- Provide a choice of options for a range of career specialisms.
- Educate students with the knowledge of current practices within journalism, to equip them with relevant practical skills and the ability to apply this knowledge and these skills appropriately within a newsroom environment.
- Provide relevant, up-to-date IT skills.
- Prepare students for graduate employment by developing transferable and practical skills, including an appreciation and understanding of the demands of the workplace and the need to work co-operatively with others.

2.1.2 Specific Aims

The specific aims of the programme are to:-

- Develop an understanding of the roles and responsibilities of journalists and how news organisations operate, are organised and managed.
- Develop practical skills in core subjects such as news and feature writing, law, ethics and politics.
- Provide knowledge and practice in specialist areas where students' writing and practical skills can be applied, such as shorthand, sub-editing and broadcast journalism.
- Develop an understanding of ethics in the context of professional standards and practices and to promote a professional and responsible approach to ethical issues.
- Develop a knowledge and understanding of social and cultural issues in journalism.
- Support students' knowledge, learning and practical skills when applying these in assessment.
- Develop critical, analytical and creative approaches towards problem solving and independent thinking, encouraging critical reflection on knowledge and experience.
- Develop an understanding of the interdisciplinary nature of knowledge and skills in journalism.
- Support and motivate students in all aspects of their learning.

2.1.3 Specific Level Outcomes

Year One

At the end of Year 1 of the course students will be able to:

- Demonstrate basic skills of generating and structuring copy
- Demonstrate good use of the English language in terms of grammar and text handling
- Develop skills in gathering, organising and managing sources of information
- Demonstrate and attain skills of personal and inter-personal communication
- Demonstrate a basic knowledge of the law as it relates to journalism
- Demonstrate a capacity to study and learn at undergraduate level

- Work collaboratively with others
- Work independently

Year Two

At the end of Year 2 of the course students will be able to:

- Demonstrate an advanced knowledge of producing and structuring copy
- Acquire knowledge of software for designing pages for a range of publications
- Develop and maintain contacts
- Demonstrate knowledge and understanding of local, Scottish, UK, EU politics and international relations
- Develop knowledge and understanding of media law at a more advanced level than Level 1
- Begin to gain knowledge of some specialist areas of journalism associated with more specific vocational paths
- Gain an understanding of ethical issues concerning journalism
- Communicate the outcomes of their learning more effectively in written, oral and visual formats
- Engage effectively in group working and work independently

Year Three

At the end of Year 3 of the course students will be able to:

- Work collaboratively with others to produce publications both on paper and online
- Gain skills in applying ethical knowledge in practical scenarios and demonstrate awareness of professional codes of practice
- Acquire an understanding of cultural issues affecting the discipline
- Obtain experience of the discipline through a work placement within an editorial department
- Demonstrate skills of critical and analytical thinking through the process of producing research projects
- Gain and demonstrate further vocational skills within specialist fields of journalism
- Develop a greater capacity for independent study

2.2 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and qualities and other attributes in the following areas:

KNOWLEDGE AND UNDERSTANDING

Upon completion of the Bachelor of Arts Journalism students will have a knowledge and understanding of:-

- A1. The nature and operation of news organisations, including newspapers, magazines, radio, television and online news providers.
- A2. The procedures used in gathering news and features material.
- A3. The role of journalism and the media in society.
- A4. Key legislation that relates to the news media.
- A5. Professional standards and practices including the codes of conduct of regulatory bodies such as the Press Complaints Commission and Ofcom.
- A6. Political institutions and practices in Britain and the European Union and issues of international relations.
- A7. How the news media has evolved and the impact of new technologies.

INTELLECTUAL SKILLS

Upon completion of the BA Journalism students will be able to:-

- B1. Critically examine fundamental facts, theories, principles and concepts that relate to journalism and news media.
- B2. Apply problem solving techniques.
- B3. Integrate knowledge from a number of sources.
- B4. Develop reasoned arguments and challenge assumptions.
- B5. Analyse and interpret information from a range of sources.

PROFESSIONAL PRACTICAL SKILLS

Upon completion of the BA Journalism students will be able to:-

- C1. Accurately produce notes for inclusion in written and broadcast news and features pieces.
- C2. Write news and feature articles suitable for print, broadcast or online publications.
- C3. Design print and online publications using appropriate industry-standard desktop publishing software.
- C4. Write copy that adheres to the appropriate editorial house style.
- C5. Adopt appropriate research strategies using paper-based, electronic and online resources.
- C6. Conduct interviews adopting best professional practice.

TRANSFERABLE SKILLS

Upon completion of the BA Journalism students will be able to:-

- D1. Communicate effectively to a range of audiences using appropriate written, oral or visual means.
- D2. Gather, evaluate, analyse and present information, ideas, concepts and data from a wide range of sources.
- D3. Take responsibility by prioritising workload, managing time effectively and meeting deadlines when working alone or as part of a group.
- D4. Work effectively as part of a group.
- D5. Take responsibility for own study and develop strategies for further self-development.
- D6. Accurately interpret working briefs.
- D7. Work effectively independently.
- D8. Transfer newsgathering, interview and writing techniques from one specialised area of journalism to another.

The link between programme outcomes and individual modules are shown on the curriculum map, see **Appendix E**.

2.3 Academic Levels

The programme has been developed in line with the requirements of the SCQF for a Bachelor of Arts degree, which states that there should be a minimum of 360 SCQF credits with a minimum of 60 credits at SHE Level 3.

For the award of Bachelor of Arts Journalism students must achieve a minimum of 360 SCQF credits with a minimum of 70 credits at SHE Level 3.

For the award of Diploma of Higher Education students must achieve a minimum of 240 SCQF credits with a minimum of 90 credits at SHE Level 2 or higher.

For the award of Certificate of Higher Education students must achieve a minimum of 120 SCQF credits of which a minimum of 90 credits are at SHE Level 1 or higher.

3 PRINCIPLES OF PROGRAMME CURRICULUM

The programme curriculum has been developed to ensure that graduates will be suitably equipped to gain employment as journalists.

3.1 Programme Philosophy

The philosophy adopted by the course team in developing the programme has been to produce a degree that develops up-to-date practical journalistic skills underpinned by appropriate academic theory.

The programme has been developed to be vocationally relevant, student centred in approach, providing a range of transferable skills and seeking to develop and encourage methods of study and learning appropriate to degree level.

This philosophy is consistent with the endorsements of both the Dearing and Garrick Reports.

Consideration was also given to the QAA Benchmark Statement on Communication, media, film and cultural studies, see **Appendix A**. The benchmark statement is wide ranging but is indicative of the knowledge and skills required of graduates in the field of journalism. Specifically, the course team believes that the underlying philosophy of the course is in line with the benchmark statements that call for ‘graduates who have an informed, critical and creative approach to (both) understanding media in contemporary society’.

The course team believes that a central objective of the programme design is to produce graduates who are ready for the workplace, therefore professional and practical technical skills feature strongly in some modules. The team acknowledges the challenges of providing students with workplace environments and experiences within the college set-up but believes that with the modules chosen it will successfully allow students to integrate what they learn in college with what they will experience in industry.

3.2 Programme Design

The BA Journalism programme will be offered as a three-year, full-time course.

It is structured over three levels of full-time study, each valued at 120 credits.

Each academic session will be of two semesters.

A total of 360 credits are required to obtain the degree.

The design of the programme embodies a number of key principles:-

- It is academically coherent by focusing on the programme rationale, aims and outcomes at each level in a way that makes them specific and reinforces them continually;
- It is integrative in making explicit connections between the various disciplines and subjects in the programme;
- It is progressive in terms of the relationship between learning outcomes from one level of the curriculum to the next, the intellectual demands made upon students and the balance between supported and independent learning;
- It is based on modules of study of 10 or 20 credits in value. Values have been assigned to modules on the basis of the amount of material to be covered, degree of academic difficulty, and the teaching and learning methods to be used.
- It is designed to accommodate credit transfer of learning undertaken by students on other equivalent courses.
- The structure provides exit points whereby at the end of years one and two of the programme a qualification may be obtained that is valid in itself, or as a stepping-stone towards further Levels at a later time. In Year 1 the exit point is the award of a Certificate of Higher Education. In Year 2 the exit point is the award of a Diploma of Higher Education.

The curriculum design adopted on the BA Journalism combines core and option modules.

The balance between core and options at each level has been selected to provide a strong theoretical and practical foundation, while allowing students choice in a number of areas of specialism.

The core modules will provide a recognisable base of knowledge and practice in key areas such as news and features writing, page design, and the application of law relating to reporting. The course team believes successful completion of these core subjects is essential in enabling students to meet the demands and expectations of the industry.

Practical experience in news will be emphasised throughout the course. A calendar of lectures by editors and senior journalists, which will cover specific areas of both theoretical and practical importance, will be supplemented by appropriate industrial visits.

The Newsroom Practice module will seek to replicate the challenges and demands of the newsroom. The Workplace Experience module, which has been designed in line with the QAA's Code of Practice for Placement Learning, aims to provide students with the necessary insight and experience of the newsroom which is highly regarded by the industry. (For further information on this module see the relevant module descriptor and Workplace Experience Handbook, **Appendix F**.)

Additionally, where appropriate, students will be encouraged to seek work experience opportunities throughout the duration of the course.

The options have been chosen to provide a focus for specialist study and to provide students with a range of additional practical skills that will enhance both short- and long-term employment prospects.

The professional backgrounds of the journalism teaching team are well reflected in the course content. The experience of the teaching staff spans local, regional and national newspapers and magazines, as well as regional and national broadcasting. This experience will continue to provide students with the knowledge, practical skills and advice required to assist them in their learning and in securing employment.

4 PROGRAMME STRUCTURE

4.1 Introduction

The Bachelor of Arts Journalism degree will be offered on a full-time basis over three academic sessions. The curriculum will be structured at three levels of full-time study, each valued at 120 credits.

A total of 360 credits is required to achieve the award of the degree.

The structure of the degree programme is based upon the modular system in use within Bell College. It utilises a number of vocationally and academically relevant modules that have already been validated.

The degree programme consists of a number of modules, each having a weighting of either 10 or 20 credits, one credit being equal to 10 hours of notional student learning.

The currently validated modules, as indicated in 4.3, are delivered on a number of other courses within the School of Social Studies, in particular the Cert. HE/Dip. HE Communication. This allows class integration of lectures to larger groups of students and contextualisation is made through consultation between teaching staff in module team meetings, and in teaching through tutorials, visiting lecturers and extended reading lists.

The choice reflects subject areas that the team believes is relevant to a wider understanding and knowledge of the role of the news media in society, as well as providing students with the necessary academic study and research skills.

2. Core & Option Modules

The range of core and option modules in the degree programme is based upon the need to provide a balance of theoretical and practical components.

The core subjects have been selected with the aim of meeting the practical skills and knowledge and understanding requirements identified in the current QAA Benchmark Statement on Communication, media, film and cultural studies. Furthermore, the core subjects are representative of the areas of knowledge and practical skills demanded by industry.

The option modules have been chosen in subject areas that will provide students with a broader knowledge and understanding of journalism in a wider context, as well as in related subject areas. Additionally, the options provide a range of practical skills in specialist areas of journalism with the opportunity to focus on areas that will enable the students to meet future career aspirations, as well as in the acquisition of key skills such as shorthand.

The decision to include Shorthand as an option module, rather than a core module, was taken after investigations by the teaching team into the guidelines laid down by the Disability Discrimination Act. The teaching team, and the College, would in no way wish to restrict entry to any students on the grounds that disability which prevented them from being able to pass the Shorthand module may prevent them from successfully completing the BA Journalism degree.

It was agreed that the inclusion of Shorthand as a core could inhibit a student's chances of successfully attaining the degree, therefore the decision was taken to offer Shorthand as an option module, thereby widening access to the course.

However, the course team remain committed to Shorthand being a core skill in journalism and will encourage students, through guidance interviews, that if it is possible for them to acquire this valuable skill, then they will be advised to do so by selecting this option in Year 1.

The provision of languages in the degree programme is in line with the current School of Social Studies course development policy and will provide graduates with enhanced employment opportunities in their future careers. The study of languages will also enable students to participate in the College's Erasmus student exchange programme, see **Appendix P** for details of the ECTS value of all modules.

The number of options in the first year is restricted to 40 credits, this is to provide the students with a wider introduction to the core subject areas that will provide them with the foundation for further study in the programme.

In the second year, the core content accounts for 90 credits, with 30 optional credits available, this is to provide students with a deep knowledge and understanding of vocationally-relevant issues and practical skills that are industry specific. Optional credits provide an introduction to specialist areas of journalism as well as subject areas that will provide an introduction to related issues.

The third year of the programme requires students to complete 90 core credits and 30 optional credits. The core subjects reflect an increased emphasis on self-directed study and project work. The options provide the opportunity for students to focus on specific specialist areas of journalism, or related areas.

4.3 Curriculum

4.3.1 Year 1 – 120 credits (80 core and 40 options)

Core – 80 credits	Credit Points (SCQF)	SHE Level
News Reporting I	20	1
Newsgathering & Research Skills	10	1
Newspaper Sub-editing & Text Handling	10	1
Feature Writing	10	1
Introduction to Law for Journalists	10	1
Foundation Skills*	20	1
Options - 40 credits from:		
Shorthand	20	1
Media Organisations in the UK	10	1
History of News	10	1
Introduction to Philosophy*	20	1
Social Psychology*	10	1
Language & Culture I*	20	1
<i>Or</i> Languages Foundation A*	20	1
TOTAL		120

4.3.2 Year 2 – 120 credits (90 core and 30 options)

In order to proceed to Year 2 of the programme students must have obtained 100 credits at SHE Level 1.

Core - 90 credits	Credit Points (SCQF)	SHE Level
News Reporting II	20	2
Magazine Journalism	10	2
Layout & Design	10	2
Politics in the United Kingdom & International Relations	20	2
Introduction to Ethics for Journalists	10	2
Law for Journalists	20	2
Options – 30 credits from:		
Specialist Reporting	10	2
Broadcast Journalism I	10	2
Digital Video Techniques *	10	1
Advanced Shorthand (110 wpm)	10	2
Criminology*	20	2
Language & Culture II *	20	2
<i>Or</i> Languages Foundation B *	20	2

TOTAL 120

4.3.3 Year 3 – 120 credits (90 core and 30 options)

In order to proceed to Year 3 of the programme students must have obtained 120 credits at SHE Level 1 and 100 credits at SHE Level 2.

Core - 90 credits	Credit Points (SCQF)	SHE Level
Newsroom Practice	20	3
Freelance Journalism	10	3
Online Journalism	10	3
Applied Ethics for Journalists	20	3
Workplace Experience	10	3
<i>or</i> Research Project	10	3
Cultural Studies*	20	2

Options – 30 options from:

Sports Reporting	10	3
Investigative Reporting	10	3
Broadcast Journalism II	10	3
Language & Culture III*	20	3
Digital Video Production *	20	2
Advanced Shorthand (120 wpm)	10	2
Sociology of the Mass Media*	20	3
Crime & Society*	20	3
Health & Welfare Policies*	20	3
Language & Culture I*	20	1

TOTAL 120

CUMULATIVE TOTAL 360

(denotes previously validated modules)*

In order to achieve the BA Journalism students must complete 360 credits, of which a minimum of 70 credits must be at Level 3.

In order to achieve the BA Journalism with Distinction students must attain 120 credits in year 3 at first attempt, of which 100 credits, including all core classes, shall be obtained with marks of at least an average of 65% at first attempt.

4.4 Exit routes

Students who do not achieve the award of Bachelor of Arts Journalism may be eligible for the Certificate of Higher Education Journalism or the Diploma of Higher Education Journalism.

To receive the Certificate of Higher Education Journalism students must have achieved at least 120 credits, with at least 90 credits at SHE Level 1 or higher.

To receive the Diploma of Higher Education Journalism students must have achieved at least 240 credits, with at least 90 credits at SHE Level 2 or higher and have passed all core classes in Year 1 of the programme.

5. ADMISSION PROCEDURES

5.1 Programme Entrance Requirements

Applicants under 21 years of age offering UK school qualifications will normally be expected to have:-

- 156 UCAS points at Higher level (3 SQA Higher Grades at Bands BCC or above – including Higher English at Grade B). Applicants are also expected to obtain a formal qualification in mathematics or a numerical subject at any level.
- 108 points at Higher level (2 Higher Grades at Bands BC or above – including Higher English at Grade B) PLUS 77 points at Intermediate 2 (Two passes: Grade A and Grade B required). Applicants are also expected to obtain a formal qualification in mathematics or a numerical subject at any level.
- Three GCE A Levels at grades DDE or three GCE AS Levels at ABB.
- Mature students (aged 21 and over) will be considered on the basis of qualifications and relevant experience.

General Entrance Requirements are detailed in the Course Regulations, see **Appendix K**.

5.2 Admission Interviews

All applicants for the BA Journalism course will be invited for interview with the Course Leader and members of the teaching team. The purpose of the interview is to establish the applicant's educational standard, suitability for the course and capacity to benefit from the programme.

The admission interview will consist of written tests and an interview with two members of the teaching staff. It will provide the applicant with the opportunity to ensure that they understand the demands of both the programme and the industry and to assist them in ensuring that they are opting for a course that best suits their long-term career aspirations, see **Appendix G**.

5.3 Accreditation of Prior Learning/Experiential Learning

It may be possible for applicants who have completed or partially completed a higher or further education qualification to enter this course with credits. Admission will be in line with the College policies on APL/APEL.

Additionally, admission to the programme may also be given to applicants who have gained significant work experience in journalism, normally this will be entry into Year 1 and will be in line with College policies on APL/APEL.

5.4 Admission with Advanced Standing

Applicants who have completed a higher or further education qualification are eligible to enter the course with Advanced Standing.

Entry will be based on the Admission of Individual Students with Advanced Standing guidelines stated in the College policy on APL/APEL.

Applicants seeking entry to the BA Journalism from a previous course will be dealt with by scrutiny of results, receipt of a report on performance on their previous course and by an interview with the Course Leader and one other member of the teaching team.

The procedure will follow College policy on Assessing Using APL/APEL. It will seek evidence of the potential to cope with the course at the point of entry, of an appropriate level of attainment in the previous course and of passes in core subjects for those in the year prior to the year of entry.

In the case of applicants who hold an SQA HNC Journalism or equivalent, entry will normally be granted to Year 2, but this will be dependent on the previous course curriculum and student performance, as previously stated.

Applicants who hold the SQA HND Journalism or equivalent will normally be granted admission into Year 3 of the programme, dependent upon the choice of options in the HND programme, as previously stated.

All applicants will be required to complete the BA modules at Level 1 and/or Level 2 in any core subjects of the degree not passed in the previous curriculum, in order to be awarded the full 240 points obtainable at Levels 1 and 2.

All applicants seeking entry with Advanced Standing will be required to attend an interview with the Course Leader and one other member of the teaching team.

6 TEACHING & LEARNING

6.1 Teaching & Learning Strategy

Teaching and learning approaches will be selected to develop the knowledge and understanding and skills identified in the programme and module outcomes. These will include visiting lecturers, either editors, senior reporters or media specialists (including voice coaches for the Broadcast Journalism options), who come from all areas of the news media and will provide lecturing support in a number of subjects such as news reporting, feature writing, broadcast journalism, law and ethics. Visiting lecturers will also provide practical support in a range of classroom-based workshops across many of the modules.

Students are also encouraged to take an integrative approach to their learning and to illustrate their understanding, knowledge and practical skills in areas such as law, ethics, general reporting skills and design ability across a number of the modules.

For example, students who choose the Shorthand module will be expected to submit shorthand notes with every piece of coursework that has required that they undertake interviews. Students who do not opt for Shorthand will be expected to provide longhand notes or taped recordings of interviews.

Further details of the approaches adopted are detailed in the module descriptors, see section 11.

The approaches adopted are consistent with the Bell College Institutional Learning and Teaching Strategy.

In the strategy adopted, Level 1 will comprise a didactic, lecture-based learning approach, supported by tutorials. As students proceed through the course there will be a move away from the tutor-centred approach. At Levels 2 and 3, students will be encouraged to become more actively involved in their own learning, with an increase in directed and independent study.

Each module in Year 1 is set at SHE Level 1 (SCQF Level 7). All core modules in Year 2 are set at SHE Level 2 (SCQF Level 8), with one option module at SHE Level 1. All core modules in Year 3 are set at SHE Level 3 (SCQF Level 9), with the exception of one module which is at SHE Level 2 (SCQF Level 8), seven option modules are set at SHE Level 3, two are set at SHE Level 2 and one at SHE Level 1.

The teaching and learning strategy for each module is designed to take into account both the learning outcomes of the module at its designated level and those of the programme as a whole.

As detailed above, Level 1 modules will incorporate primarily lectures and be supported by tutorials and directed study, although students will be prepared for the demands for the next level of study with the use of short presentations and group exercises.

Level 2 modules will provide a wider range of learning formats such as discussion groups, practical exercises, seminars and presentations. As students progress through Levels 2 and 3, they will be encouraged, and supported, in a higher proportion of independent study.

The teaching and learning strategy is related to the changing objectives over the different levels and years of study of the programme.

6.2 Induction

An induction programme will be provided for first year students, it will include material on study skills and examination techniques.

It will also include an introduction to the news media. Visiting lecturers, either senior reporters or newspaper editors, will offer an insight into the industry. Former students will provide guidance on their own careers since leaving college, and class workshops will offer students the opportunity to produce a newspaper or a radio programme.

Students will also receive a general introduction to the college and student life with lectures and presentations from college student support services.

6.3 Bridging Arrangements

The course team recognises that students admitted into Year 2 and 3 of the programme will have individual bridging requirements and these will be assessed and accommodated as appropriate.

Direct entrants from HN programmes will complete a week-long bridging programme. This is designed to achieve the learning outcomes specified in the Advanced Study Skills module see **Appendix H**, facilitating transition into a culture of greater independent and self-directed study.

Entrants from other vocationally related degrees will attend a week-long bridging programme to illustrate their competency in skills such as news reporting, sub-editing and desktop publishing.

6.4 Module Co-ordination

Module Co-ordinators will be responsible for the following:-

- to co-ordinate the delivery and assessment of classes within and across the strands of the programme.
- to encourage integrative learning and team-teaching approaches wherever appropriate. This will include, where possible, integration of assessment.
- to provide a basis for internal sampling and cross-marking of assessments.
- to support and develop staff through the sharing of teaching approaches and experiences.

Formal meetings of Module Co-ordinators will be held at regular intervals.

9. Guidance

The provision of student guidance will adhere to the principles laid down in the Bell College policy on guidance and progress review in the Quality Procedures Manual.

Individual tutorials and guidance opportunities will be built into the course programme to assist students with academic progress and to advise on study techniques and assessment preparation.

Each student will be assigned an Academic Tutor with whom they will have a minimum of two individual meetings each session.

7. ASSESSMENT

7.1 Assessment Strategy

Regulations relating to assessment, progression and conditions of award are those currently laid down by the Open University.

The assessment approaches adopted are chosen to enable students to demonstrate knowledge, understanding, qualities, skills and other attributes identified in the programme outcomes. The assessment approaches used in each module are detailed in the module descriptors in Section 11 of this document.

The assessment strategy is in line with the QAA Subject Benchmark Statement on Communication, media, film and cultural studies. This states that assessment must be appropriate to the intended learning processes, the learning context and needs and stages of progression of the students. To ensure these requirements are met, assessment methods on the programme comprise a range of techniques.

Assessment methods will include group and individual projects, role-play and the production of individual and group portfolios of work, as well as individual and group presentations. Work assessed through presentations will be required to be video taped in order to allow for both internal and external moderation.

The assessment methods chosen will allow and require students to demonstrate not only their knowledge and understanding of the concepts and practices of journalism but also demonstrate the cognitive abilities and non-subject specific skills they have developed as part of their studies.

The strategy for each module will require that, in addition to summative assessment, a series of formative assessments be carried out throughout the academic session for each module in order to allow for students to monitor their own learning and to allow for feedback to be provided.

As a general principle, the programme of assessment will be divided between coursework and a final examination in each module. However, given the vocational nature of the degree, and the course team's belief that assessment of a range of practical skills and knowledge is not always best suited to an examination, in some modules assessment will be entirely through coursework.

Additionally, the percentage balance between assessed coursework and final examination may be different in a number of modules and will be different at each Level. Assessment details are provided in module descriptors.

These variations may be justified in terms of the nature of the module content, or of the teaching/learning approach adopted. The assessment procedure for each module will be agreed in advance with the external examiner.

Additionally, the assessment of the Learning Outcomes may be altered each academic session at the discretion of the lecturer to allow for different learning outcomes to be assessed in either class work or examination. This will be done with the approval of the external examiner and students will be informed in the schedule of assessments for that session and in the module handbook.

The Pass criteria for each module is as defined in the module descriptor. The College policy on compensation and condonement will be applied.

The general principle followed will be where a combination of final examination and coursework is used, a Pass will be defined as 40% of the overall marks available.

Where the student's learning is assessed by coursework only, or final examination only, a Pass will be defined as 40% or more of the overall marks available.

All coursework assessments for a module must be submitted or attempted in order to obtain a Pass in a module.

For final examinations, two examination diets will be offered in each academic year. A candidate who has deemed to have failed in a module solely assessed by coursework will have, in each academic year, the opportunity to be re-assessed on a similar basis or by other such means that the Board of Examiners deems appropriate. No re-assessment will be permitted to a candidate to improve upon a mark or grading above the Pass level required for a module assessment.

Candidates will be given a minimum of two full weeks' notice of coursework assessments.

Deadlines for submission will be strictly adhered to, except in circumstances where medical certification is produced or where an extension has been sought from the Module Co-ordinator because of personal circumstances.

In all cases, the coursework component of the assessment procedure for a module must be submitted before the commencement of the first diet of examinations in any academic session, and coursework that is re-assessed must be submitted before the commencement of the second diet of examinations.

Any mark gained as a result of resitting a module will be capped at the level of the minimum required for a pass, usually 40%.

Bell College has an established Late Submission Policy for cases of unauthorised late submission of coursework. It is:-

- One week, or part of the first week, after deadline – 10% of mark deducted.
- Two weeks, or part of two weeks, after deadline – 20% of mark deducted.
- Work submitted thereafter receives no mark but submission is noted.

Each candidate for the degree is required to attend regularly each module in the curriculum and to perform satisfactorily in the work of the class.

The College has put in place an attendance policy that ensures that students with poor attendance have it brought to their attention promptly and are given the opportunity to access any support and advice they might need.

If a candidate does not satisfy the requirements concerning attendance and performance then they will not be entitled to be examined in that module, they will be informed accordingly and will be reported to the Course Board.

A candidate who satisfies attendance and performance requirements in a module may be permitted a maximum of four attempts in the degree examination or other assessment procedure for that

module. Normally these attempts must be made within two years of the candidate's first admission to the class unless the Course Board grants an extension of time.

Every effort will be made to balance the load of coursework assessment over the course of the semester, see **Appendix I**.

Details of support for student learning are included in the Programme Specification, see **Appendix D**.

7.2 Assessment Criteria

Outline answers and marking schemes will be produced for every assessment and examination and they are moderated both internally and externally.

In addition, students will be issued with the assessment criteria to be used in marking each coursework assessment. This will be contained within individual module handbooks, which are given to students by module co-ordinators when teaching on that module begins.

The standard of performance required in this degree is defined by the following criteria, which will be the basis for the marking of examinations and coursework:-

Grade A: 70% or more: Exceptional work/ Pass

- Outstanding grasp of knowledge and information
- Evidence of extensive reading of relevant books and articles
- Evidence of thorough knowledge of conceptual issues involved
- Ability to analyse and evaluate evidence and argument at a high level
- Clear evidence of ability to develop arguments logically and consistently
- Ability to evaluate value positions and assumptions
- Demonstrates clear awareness of own value judgements and assumptions
- Clear evidence of self-directed study
- Correct and clear usage of language with very few imprecise statements

Grade B: 60 – 69%: Very good work/ Pass

Essentially the same kind of evidence as noted above, but where the performance is not as strong in relation to each category, or where the work is below those standards in several categories.

Grade C: 50 – 59%: Sound/ satisfactory work/ Pass

- Understanding of appropriate knowledge and information and its application
- Evidence of reading of key texts and articles

Evidence of satisfactory knowledge or relevant theory
Shows some ability to evaluate evidence and argument
Shows some understanding of the strengths and weaknesses of the arguments
Selection of relevant material and clear presentation of material
Some ability to expose own value judgements and those of others
Some evidence of self-directed study
Correct use of language, with few imprecise statements

Grade D: 40 – 49%: Acceptable work/ pass

Addresses the remit, though some areas developed at a minimal level
Lack of clarity of knowledge and information
Limited reading
Some demonstration of accurate knowledge
Tendency to use value judgements uncritically
Some knowledge of strengths and weaknesses of arguments
Generally selected relevant material, but not presented in the most logical form
Limited evidence of self-directed study
Generally correct use of language

Grade E: 30 – 39%: Poor work/ Fail

Work that attempts to address the remit, but does not meet sufficient of the criteria for an acceptable answer

Grade F: 29% and less: Very poor work/ Fail

Work that is negligible in content, seriously irrelevant in addressing the remit, largely copied direct from texts.

7.3 Assessment Schedules

Sample assessment schedules for each year of the course will be part of each module handbook. Every effort will be made to balance the number of assessments across the academic session as previously stated.

7.4 Plagiarism

Bell College takes the issue of plagiarism very seriously, particularly in light of the emergence of the internet and computer networking technology.

The Course Handbook and all coursework distributed to students will include a statement stressing that plagiarism will be severely dealt with in line with college policy, see **Appendix J**.

Students who are found to be plagiarising will be dealt with under the Bell College Student Discipline Code.

A copy of the Student Discipline Code will be included as part of the course handbook.

7.5 Appeals Procedure

If a student is dissatisfied with an academic decision then they can request an explanation. Appeals will be carried out in accordance with College policy, as outlined in the Academic Appeals Code.

8. CONDITIONS OF AWARD & PROGRESSION CRITERIA

8.1 Conditions of Awards

For the award of Bachelor of Arts Journalism a candidate must have achieved 360 credits, with a minimum of 70 credits at Level 3.

For the award of Certificate in Higher Education Journalism a candidate must have achieved a minimum of 120 credits of which a minimum of 90 credits are at SHE Level 1 or higher.

For the award of Diploma in Higher Education Journalism a candidate must have achieved a minimum of 240 credits of which a minimum of 90 credits are at Level 2 or higher.

The Board of Examiners may, in reviewing the overall performance of a candidate, recommend the award of the Pass degree of Bachelor of Arts Journalism with Distinction.

The criterion for such an award shall be the attainment of 120 credits in year 3 at first attempt, of which 100 credits, including all core classes, shall be obtained with marks of at least an average of 65% at first attempt. Awards will be made in accordance with the course regulations, see **Appendix K**.

8.2 Progression Criteria

Progression from each year of the programme to the next will be defined in terms of the achievement of a minimum number of credits, as follows:

Progression	Minimum Credits
Year 1 to Year 2	100 credits at Level 1
Year 2 to Year 3	120 credits at Level 1; 100 credits at Level 2

No candidate will be permitted to progress to any year of the programme when carrying more than 20 credits outstanding from the previous year, unless in exceptional circumstances agreed by the Board of Examiners.

A student who fails to obtain the minimum number of credits for progression may be:

- allowed to attend, subject to approval of the Course Board, those classes which have been failed; or
- suspended from attendance at classes until the required number of credits have been accumulated; or
- required to withdraw from the course.

A student who achieves fewer than 50 credits of those available at any level of the programme over an academic session will be required to withdraw from the course.

9. COURSE MANAGEMENT

The Bachelor of Arts Journalism will be administered under the terms of Bell College's quality procedures for course management and in agreement with the OUVS in the formal accreditation document.

The day-to-day management of the course will be the responsibility of the Course Board/Board of Examiners within the School of Social Studies.

Student representatives, usually the class representative, from each year of the programme will be members of the Course Board.

9.1 Quality Assurance

The Bell College Quality Procedures Manual specifies the remits of a number of committees that have responsibilities for monitoring and evaluating quality and standards, in particular:

- Course Boards
- Board of Examiners
- Staff-Student Liaison Committee
- Academic Standards Committee
- Teaching and Learning Committee

10. RESOURCES

10.1 Staffing Profile

Within the School of Social Studies there are three lecturers directly involved with the teaching of core print journalism subjects. Two lecturers from the School provide teaching on the broadcast elements of the course. Other lecturing staff from within the School and College, with expertise in a specific subject area, deliver modules within the programme as appropriate.

Prior to joining the College, all staff accumulated a wealth of experience from employment in the industry, this particularly applies to those who teach the practical journalism modules. The professional backgrounds of the journalism lecturers comprise local, regional and national newspapers and magazines, with each having held senior positions of responsibility.

Additionally, these members of staff continue to contribute to a range of newspapers and magazines as part of their own continuing professional development.

Every member of staff involved in the delivery of the programme holds a relevant degree and/or professional qualification. In addition, all staff are experienced lecturers and most hold a teaching qualification. **Appendix L** provides details of current staff CVs.

In addition to academic staff, there is an experienced administration and technical support team.

10.2 Staff Development

Bell College has a well-established staff development policy and career review scheme, and is nationally recognised as an Investor in People.

At School level, the staff development strategy exists within the parameters of the College policy, and was developed in consultation with School staff. Members of staff on the HE 2000 contract are entitled to a minimum of five days Continuous Professional Development each year. A summary of recent and current activities of staff on the programme team has been provided for reference in **Appendix M**.

10.3 Specialist Accommodation

The School has at its disposal classrooms and media labs in the Almada building several equipped with data projectors, as well as classrooms and PC labs in the Caird building.

The capacity of the rooms varies, providing accommodation for class sizes ranging from 15 to in excess of 30 students. The School also has a share of time available in the larger lecture theatres in both buildings.

Students on the journalism programme also have access to a suite of labs that are shared only with students studying on the Communications programmes within the College. This provides them with open access to equipment throughout the day.

The School has a dedicated edit lab that contains three digital workstations and a separate dedicated tape edit suite.

There is also a state of the art radio studio.

10.4 IT Resources

Students are taught practical journalism classes in labs that provide a range of technology that meets industry standards and are an important part of learning, teaching and assessment of journalism. In addition, the IT facilities enable teaching staff to create authentic newsroom environments, see **Appendix N**.

Newsroom facility

Networked iMacs with Internet Access, QuarkXpress DTP, Adobe Photoshop, PageMaker DTP and Microsoft Office

On Screen Digital editing programmes

Three black and white laser printers

One colour A3 inkjet printer

Telephones

Newsroom fax machines

Television for Ceefax and Oracle

Radio Facilities

The college has two fully equipped studios and a newsroom. Students have access to portable minidisc and Marantz cassette recorders.

Studio Equipment includes:

On-screen digital editing software on networked PCs

Soundcraft desk

Two Denon 'hotstart' minidisc recorders

Denon CD player

Marantz Cassettes

Tascam BR20 reel-to-reel tape machine

Presenter mic and two guest mics with Sonifex telephone balancing unit

ISDN link

Students also have access to computers in the library.

Sharepoint and Web CT on the Bell College website allows students to access lecture notes and links to useful, subject-related websites.

10.5 Library Resources

The College Library aims to provide a high quality service to all users. **Appendix O** lists the current resources.

APPENDIX B

BA (H) JOURNALISM

PROGRAMME DEVELOPMENT DOCUMENT 2008

BA (Hons) Journalism

**Programme Design and
Development Plan**

School of Media, Language and Music

Date of validation: February 27, 2008

STANDARD FRONT PAGE FOR PROGRAMME DESIGN & DEVELOPMENT PLAN
UNIVERSITY OF THE WEST OF SCOTLAND

Programme Title **Journalism**

Named Exit Awards: **BA (Hons) FT
BA FT
DipHE Journalism FT
CertHE Journalism FT**

School Responsible: **School of Media, Language and Music**

Campus for delivery: **Hamilton**

Other Contributing School: **N/A**

Programme Leader: **Margaret Hughes**

This version of programme commences: **September 2008**

Date of First Conferment **2010 BA
2011 BA (Hons)**

Anticipated First Intake **September 2008
Level 7, 9 and 10**

Previous version of programme concludes session: **The final cohort of the BA Journalism concludes May 2009**

Student Intake: **Max: 25 Min: 20**

Period of Registration (yrs): **Max: 7 Min: 1**

Relationship with Professional Body: **None**

Signature: **Date:**
(Programme Leader)

CONTENTS

1. Nature of the Programme	
1.1 Award Title	5
1.2 External Reference Points	5
1.3 Rationale	7
1.4 Intended Learning Outcomes	8
2. Principles of the Curriculum	
2.1 Course Philosophy	11
2.2 Delivery and design of the programme	12
2.3 Programme Structure	18
2.4 Transition year arrangements	19
2.5 Programme Specification	20
2.6 Mapping of modules onto QAA Benchmark Statement	42
2.7 Programme development	47
3. Learning & Teaching	
3.1 Learning & Teaching Strategy	49
4. Assessment	
4.1 Assessment Strategy	53
5. PDP & Employability	
5.1 PDP	56
5.1.1 Additional hours	
5.1.2 Additional hours: proposed modules	
5.1.3 Direct Entry Students	
5.2 Employability	60
5.3 Links with employers	60
5.4 Careers advice & guidance	62
6. Student Support	
6.1 Year co-ordinator and personal tutor system	64
6.2 Academic Guidance	64
6.3 Equality & Diversity	65
7. Programme Management	
7.1 Programme Administration	67
7.2 Student representation	68
7.3 Admissions procedures	69
7.3.1 Admissions Interview	
7.3.2 Accreditation of Prior Learning/Experiential Learning	
7.3.3 Admission with Advanced Standing	

8.	Resources	
	8.1 Academic Staff	72
	8.2 Specialist Accommodation	72
	8.3 IT Resources	73
	8.4 Library Resources	73
	APPENDICES	77
A	QAA Benchmark Statement	
B	BA Journalism programme structure	
C	Staff CVs	

1. Nature of the Programme

1.1 Award Title

The BA (Hons) Journalism is an extension to the BA Journalism degree that has recruited and performed successfully since 2004. The BA Journalism degree built on the very strong foundations laid by the HND Journalism programme that was offered by the institution for more than ten years.

The BA (Hons) Journalism is a four-year, full-time course of study leading to a classified Honours degree. The academic level of the programme equates to Level 10 of the Scottish Credit and Qualifications Framework (SCQF). The awards of Certificate of Higher Education, Diploma of Higher Education and the award of Degree are set at Levels 7, 8 and 9 respectively.

The philosophy adopted by the course team in developing the programme has been to design a degree that develops a range of graduate attributes and up-to-date practical journalistic skills.

The programme has been developed to be vocationally relevant, student centred in approach, providing a range of transferable skills and seeking to develop and encourage methods of study and learning appropriate to honours degree level. It is vocational in nature and has been designed to meet the needs of students seeking careers as journalists in the newspaper, magazine and broadcast industries.

The title of the degree reflects the focus of the programme content on providing students with the knowledge and skills to gain employment as journalists. It seeks to differentiate itself from the wide range of generic media degrees available and its design has been constructed so as to provide graduates with the core journalistic skills required by employers. Thus, the title for this qualification reflects the professional focus of the course.

1.2 External Reference Points

In developing the programme, close reference was made to the QAA Benchmark Statement on Communication, film, media and cultural studies, see **Appendix A**.

This is a wide-ranging statement that covers a diverse range of subject areas, and where appropriate the programme maps onto the Benchmark Statement and has been used to inform and develop Programme Learning Outcomes and the curriculum.

Alongside the Benchmark Statement, the SCQF descriptors Level 7 to 10 were used to ensure that academic aims and standards at both the Programme level and individual module level are appropriate.

To enable further strengthening of employability and embedding of core skills and PDP in all the modules in the programme and to ensure the programme meets the agendas of the Higher Education sector, National Enhancement themes and University policies and initiatives. A mapping exercise of SCQF levels against the HEA Employability profiles was also undertaken to inform module design and ensure skills building and development.

Comments made by the External Examiner, particularly in reports over the last three years, were also considered in the development of the programme as was the feedback from the successful QAA Subject Review in 2005.

The BA Journalism programme is well established and was designed with a good degree of industry input, as such the programme that is being presented for validation has taken into account latest industry developments and the views of working journalists. Extensive market research had been undertaken in designing the BA Journalism programme, this indicated quite clearly that the content met with industry expectations of graduates. The new programme has sought to build on the current provision and to take into account future developments in news production and presentation across a range of media. This is most explicit in the inclusion of modules that will prepare students for the demands of online news provision.

As well as seeking the advice of industry professionals, the team also sought the views of current and previous students in terms of the content and all comments have been favourable, particularly the addition of the honours year as graduates believe this is important for their future career and study options.

Furthermore, the development of the honours year means that the university now competes on the same level as its major competitors in Scotland who all offer journalism programmes to honours level.

1.3 Rationale

As part of the new Institution's portfolio review, and within the School of Media, Language and Music's strategic plan, the BA (Hons) Journalism degree is presented for validation as part of the School's portfolio of honours degree programmes.

The BA Journalism pass degree, validated by the Open University Validation Service and offered at the Hamilton campus, has been running successfully since September 2004 and the first cohort of students has recently graduated.

Portfolio review has provided an opportunity to assess the content and delivery of that programme, which has recruited well and performed strongly. In session 2007/8 the enrolment figures were:

Year 1	24
Year 2	16
Year 3	17

By referring to the former Bell College performance indicators, the progression rates, that is the *Student Achievement and Progression*, for 2006/7 were:

Year 1	81.8%
Year 2	84.6%
Year 3	88.9%

The Year 3 figure reflects that 16 out of 18 students enrolled on the programme gained the award of Pass degree, one other was awarded a Diploma in Higher Education and the remaining student gained a Certificate in Higher Education.

These statistics are indicative of a very successful degree programme and offer a strong basis for the honours programme proposal.

Demand for the programme is strong. Typically three students apply for each place that is offered although that figure is rising, for example, early data for session 2008/9 shows a significant increase in demand with applications up by around 150%. Anecdotal research undertaken at interviews suggests that applicants are attracted by the programme's content and its reputation for preparing students for the demands of the profession.

The honours year will build on this strong reputation and will provide students with the required knowledge, intellectual, practical and transferable skills that produces graduates who have the ability to adopt an informed, critical and creative understanding of the opportunities and challenges of working in the news media. In achieving these attributes, students will be able to pursue enhanced employment prospects or to undertake postgraduate study.

1.4 Intended Learning Outcomes

As well as set of generic aims for the programme, Intended Learning Outcomes were devised for each level of the programme. These ILOs are intended are progressive in nature and illustrate how students will develop a range of graduate skills as they move through the programme.

Year One

At the end of Year 1 students will be able to:

- Use basic skills of generating and structuring news and features copy
- Apply good use of the English language in terms of grammar and text handling
- Display skills in gathering, organising and managing sources of information
- Apply skills of personal and inter-personal communication
- Develop and maintain contacts appropriate to journalism research
- Use knowledge of software and the requisite practical skills for designing pages for a range of publications
- Exercise an historically informed knowledge of news organisations
- Demonstrate an understanding of how news organisations operate and are managed
- Show a capacity to study and learn at undergraduate level

- Exercise some initiative and ability to work independently and collaboratively with others.

Year Two

At the end of Year 2 students will be able to:

- Demonstrate an advanced level of proficiency in producing and structuring copy
- Display a broad knowledge and understanding of local, Scottish, UK, EU politics and international relations
- Apply knowledge and understanding of media law and regulatory and ethical frameworks to issues that affect news production, circulation and consumption
- Use a range of journalistic techniques and apply them to specialist areas associated with more specific vocational paths
- Undertake evaluation of a range of sources appropriate to journalistic research
- Use a range of skills, some advanced, to convey complex information to a range of audiences and for a range of purposes
- Take account of their own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

Year Three

At the end of Year 3 students will be able to:

- Work collaboratively with others in a range of professional contexts to produce publications both in print and online
- Deal with ethical and professional issues in accordance with current professional codes of practice
- Employ a critical understanding of a selection of the principal theories, principles, concepts and terminology of journalism and news production
- Show a critical understanding of the key processes relevant to news production informed by experience of the discipline gained through a work placement within an editorial department
- Employ critical analysis of professional problems and issues through the practice of applying routine methods of enquiry and research
- Demonstrate detailed knowledge of specialist fields of journalism

- Exercise an independent approach to their study enhanced by a range of methods of enquiry and research
- Produce work to a professional standard that shows competence in operational aspects of news production technologies, systems, techniques and practices.

Year Four

At the end of Year 4 students will be able to:

- Undertake various forms of research for essays, projects, practical journalism products and dissertations involving sustained independent enquiry
- Formulate appropriate research questions and employ appropriate methods and resources for both an academic and journalistic perspective
- Demonstrate detailed knowledge of different global, international, national and local cultural experience from a journalistic perspective
- Offer professional level insights and solutions to problems and issues, contextualised within relevant theoretical issues and debates
- Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.

2. Principles of the Curriculum

2.1 Course philosophy

The philosophy adopted by the course team in developing the programme has been to produce a degree that develops up-to-date practical journalistic skills underpinned by appropriate knowledge and understanding at graduate level.

The programme has been developed to be professionally relevant, student centred in approach, providing a range of graduate skills and seeking to develop and encourage methods of study and learning appropriate to Honours degree level.

Students will gain a critical understanding of current developments relevant to the news media and journalism and gain an awareness of how the changing nature of the sector demands graduates with the ability to identify and analyse issues and problems, as well as formulate, evaluate and apply evidence-based solutions, or arguments in a range of scenarios.

Students will develop originality and creativity in their assessment of complex issues and to make sound judgements based on critical evaluation of subjects and issues. Furthermore, they will be encouraged to develop a good understanding of the need for a high level of professional, ethical and social conduct.

Consideration was also given to the QAA Benchmark Statement on Communication, media, film and cultural studies, see **Appendix A**. The benchmark statement is wide ranging but is indicative of the knowledge and skills required of graduates in the field of journalism. Specifically, the course team believes that the underlying philosophy of the course is in line with the benchmark statement that calls for 'graduates who have an informed, critical and creative approach to understanding media in contemporary society'.

The teaching approach is student-centred with learning taking place in an active, supportive and participatory environment. Students will be given support to develop an autonomous approach to their learning as they progress through the Programme, with the balance between independent and directed learning remaining appropriate to the level of study.

Throughout the levels of the Programme, students will be encouraged to fully co-operate and reflect in their own learning, to accept responsibility for effective self-management and to engage in independent study. In doing so students will develop a strong set of graduate attributes that will equip them for the demands of future employment or study.

The course team believes that a central objective of the programme design is to produce graduates who are ready for the workplace, therefore professional skills feature strongly in some modules. The team acknowledges the challenges of providing students with workplace environments and experiences within an academic set-up but believes that, with the modules chosen, it will successfully allow students to integrate what they learn at university with what they will experience in industry.

The overall objective is to provide a programme of study that will produce employment-ready graduates with creative, problem-solving, professional and reflective practical skills who are adaptable and able to work in competitive and demanding newsroom environments.

10. Delivery and design of the programme

As part of the review process, some of the modules in the OUVS-validated programme have been replaced with new ones while some have been retained. The changes were made after careful reflection by the design team and following discussion and consultation with the External Examiner, employers, existing and previous students.

The programme is progressive in nature and is designed to develop a range of graduate skills from both an academic and professional perspective. Students' knowledge and understanding, as well as critical and analytical skills will be developed. Students will move towards being motivated, self-directed learners who will be aware of the need to meet the challenges of adapting to the changing knowledge, practices and demands of both the university and professional environment.

Many of the changes were to reflect the move to the 20-credit structure, previously the programme offered a mixture of 10 and 20-credit modules (see **Appendix B**), as detailed below:

Year 1

Newsgathering Techniques and *News Writing Techniques 1* were created out of the modules *Newsgathering & Research* and *News Reporting 1*. There was some overlap between the modules but there was clearly a need to create a module that focussed solely on the range of knowledge and skills required for newsgathering and one that devoted itself purely to the wide range of news writing skills that need to be developed. The creation of the two new modules also meant that assessments would not be duplicated and that they would be focussed on these very different, but also related, modules. *Newsgathering Techniques* is undertaken in semester 1 and is important preparation for the demands of *News Writing Techniques 2*.

Developing students' ability to write competent pieces of journalism hinges on their ability to use language effectively and this is achieved in *Language & Layout*, where students will be taught the importance of good writing style and furthermore will be taught how good writing translates onto newspaper and magazine pages, so students will also receive instruction in basic page design software. This module is a revision of the *Newspaper Subediting* and *Layout & Design* modules in the OUVS programme.

Issues in Journalism will introduce students to a whole range of issues that are relevant to journalists operating in the modern world but will also be used as part of the PDP strategy of the programme as it will develop students' research, writing and presentation skills.

The Business of News merges two 10-credit modules, *History of News and Media Organisations*, and will provide students with a knowledge and understanding of the history and organisation of the news media. This module will also develop skills in evaluating information resources and essay writing.

In line with university policy, students will take modules to the value of 100-credits and be able to choose an additional 20-credit option. *Digital Journalism Techniques* will provide students with a strong foundation in the role and use of technology and a range of software packages and will be contextualised specifically within the frame of journalism.

Shorthand is a key skill for any journalist and the decision was made to offer *Shorthand* as an option on the programme to enable students to present themselves to employers with

this level of competency. It is an invaluable skill that students will be expected to use throughout their time on the programme and when they enter professional employment, they will be strongly encouraged to consider this module as a key component of their employability profile.

Students may instead opt to choose a 20-credit module from a range on offer at the Hamilton Campus from the other programmes offered there, although this would be dependent on issues such as timetable arrangements.

Year 2

News Writing Techniques 2 builds on the first year module *News Writing Techniques 1* and will enhance and develop students' writing and newsgathering abilities and provide a strong foundation for the development of covering specialist areas of reporting, such as court and local government stories.

Feature Writing will also enable students to develop their writing and research skills and provide an opportunity to explore and investigate a range of different styles.

Magazine Journalism will introduce students to the growing market for magazines and the different styles of writing and design. This module will build on students' specialist writing and design skills.

UK and International Politics will provide students with the knowledge and understanding of how politics at local, national and international level and discuss how this is important in the gathering, reporting and presentation of news. This module will also allow for the ongoing development of students academic writing and research skills.

Law and Media Regulation will address how news organisations need to operate within the law and various regulatory frameworks and how this impacts on newsgathering and presentation. This module will also continue to develop a range of PDP skills in essay writing, exam preparation and evaluating a range of research sources.

Students will be invited to choose one additional 20-credit module as an option. Students may opt for *Introduction to Broadcast Journalism*. Broadcast journalism has been a popular option choice in the BA Journalism programme and anecdotal research with existing students supports its inclusion. Students will be taught how to present news in a broadcast format and prepare and present short pieces of news in preparation for a future where convergence of the print and broadcast news media will feature strongly.

Students may opt to choose a 20-credit module that is on offer at Hamilton campus from other programmes on offer.

Year 3

Much of the emphasis in Year 3 will be in allowing students to bring together the whole range of knowledge and skills they have gathered in the earlier years of the programme and to utilise it in a journalistic context, most notably in the modules *Newsroom Practice* and *Specialist Publications*. Each week the students will produce a newspaper and specialist supplements, including online editions of these.

These modules are very similar to existing Year 3 modules that are popular and successful as they represent the best opportunity to recreate the newsroom environment in the classroom setting. Students also learn to work effectively both independently and in groups, which makes these modules key in the ongoing development of PDP.

Online Journalism will equip the students for the growing demands of the news industry for graduates who have the knowledge and skills to operate in the online, digital environment.

Further development of students' research skills will be undertaken in *Applied Ethics* where students will use theories and case studies to examine how the news media grapples with the complex issue of professional ethics. This module will devote additional hours to prepare students for the demands of the dissertation module in Year 4.

Work Related Learning is a key module both in terms of how it informs students and contextualises much of what they have learned in the classroom but also in terms of how it prepares them for the workplace. This module replaces the existing Workplace Experience

module, which was very successful. Many of the students who undertook placements as part of this module went on to secure employment with the same employer due to their excellent performance when on placement.

Students who have chosen *Introduction to Broadcast Journalism* can choose to continue with this aspect of their learning and choose *Broadcast Feature Production*, which will further develop and enhance their skills and knowledge and enable them to produce and prepare longer pieces of broadcast news and features pieces.

Alternatively, students may opt to choose a 20-credit module that is on offer at Hamilton campus from other programmes on offer.

Year 4

The honours year is new to the programme and presents a fantastic opportunity for students to enhance and develop both their academic and professional, practical skills.

The *Journalism Dissertation* will form the backbone of the year and will allow students to investigate from an academic perspective a range of issues pertinent to journalism and news. Students will be supported through this process by the formal support of supervisors and given the opportunity to develop, consolidate and illustrate the range of skills and knowledge they have acquired over the course of the programme.

Journalism Portfolio will be an opportunity for students to create a portfolio of their own journalism that can be used as a showcase when seeking employment. Students will be given the opportunity to create original, diverse styles of work in a range of formats, for either print, broadcast or online news products.

News and Politics will provide an opportunity to study how the news media and political organisations have become inextricably linked and the impact this has on issues such as objectivity and the influence of the media on the democratic process. It will enable students to understand the effect that news can have on political decision-making and the role they may have to play in these matters in their future careers.

Journalism: Policy and Debate will focus on how journalists and news organisations are subject to changes in society, be these formal or regulatory ones. It will provide students with an opportunity to examine how the news media copes with and responds to change of this nature and in doing so prepare themselves for these challenges in their own careers.

Students will also have the opportunity to study journalism from a global perspective in *International Perspectives* where they will look at how the British press reports and comments on world events.

As with previous levels of the programme, students may also choose a 20-credit option module from one of the other programmes that is on offer at the Hamilton campus.

The modules chosen for the BA (Hons) Journalism programme reflect the range of skills and knowledge that is expected of graduates. The programme structure is outlined below. SCQF levels are detailed, as are core and option choices and the semesters in which modules will be delivered.

2.3 Programme structure

The proposed programme structure for session 2008/9 is detailed on page 18.

BA (Hons) Journalism: Framework 2008/2009

	Core	Core	Core	Options
Year 1 Level 7 Semester 1	Newsgathering Techniques	Language and Layout	Issues in Journalism	Shorthand
Semester 2	News Writing Techniques 1	The Business of News		Digital Journalism Techniques
Year 2 Level 8 Semester 1	News Writing Techniques 2	Law and Media Regulation	Feature Writing	
Semester 2	Magazine Journalism	UK & International Politics		Introduction to Broadcast Journalism
Year 3 Level 9 Semester 1	Newsroom Practice	Online Journalism		Broadcast Feature Production
Semester 2	Specialist Publications	Applied Ethics	Work Related Learning	
Year 4 Level 10 Semester 1	Research Project	Journalism Portfolio	News & Politics	
Semester 2	Research Project	Journalism: Policy and Debate		International Perspectives

2.4 Transition year arrangements

The first year of delivery of the honours year of the programme will be the session beginning September 2008 and will be available to students who have completed year 3 of the current pass degree. As year 4 is entirely new, none of the modules will have previously been undertaken by students, however, students will be prepared for the transition to honours level study with support during the university's Welcome, Welcome Back induction week and with one-to-one academic tutor support throughout the semester.

Furthermore, students currently in Year 3 will be invited to make their intentions to enter Year 4 known during the academic session 2007/8 and a range of interviews and workshops will be undertaken to provide necessary support and advice. The biggest concern will be students' preparedness for demands of the Journalism Dissertation module, this will be addressed with a series of lectures and interviews at the start of the academic semester and by ongoing supervisor support.

These transition arrangements will apply to the cohorts of students entering Year 4 in 2008 and 2009.

2.5 Programme Specification

See page 20.

UNIVERSITY OF THE WEST OF SCOTLAND

PROGRAMME SPECIFICATION TEMPLATE
UNDERGRADUATE PROGRAMMES

1. Programme Title:

2. Award Title for each award:
2b Single Major Minor Joint *(Please check all that apply)*

3. Date of validation:
4. Date of Subject Health Review
5. Date of last revision:
6. Date of Implementation:
7. Details of Cohorts Affected:

8.	Awarding Institution/Body	University of Paisley
9.	Teaching Institution	University of Paisley
10.	Language of Instruction & Examination	
11.	Award accredited by	
12.	SCQF Level of highest award	
13.	SCQF Credit Value of highest award	480
14.	UCAS Code	
15.	QAA Subject Benchmark Statement(s)	
16.	Minimum period of study <i>(Full time or equivalent Part time for Highest Level Award)</i>	
17.	Mode of Study <i>Please check all that apply and specify "other" if appropriate</i>	<input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Distance/On-Line <input type="checkbox"/> WBL <input type="checkbox"/> Other
18.	Campus <i>(Please check all that apply)</i>	<input type="checkbox"/> Paisley <input type="checkbox"/> Ayr <input type="checkbox"/> Crichton <input checked="" type="checkbox"/> Hamilton

19. **School**
19b. **LTC**

20. **Admission Criteria**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Section 6 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications

Grades BCC @ Higher including at least at standard grade.

or **GCE**

Grades CC @ A level including English at least at GCSE.

or **SQA National Qualifications/Edexcel Foundation**

An appropriate HNC/HND award with the level of entry and/or credit awarded being subject to the content of the HN programme.

Other Required Qualifications/Experience

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

21 Further desirable skills pre-application

22 Programme Overview (1)

23 Programme Overview (2) (*Employers*)

24 Programme Overview (3) (*students*)

25 Pointers to Further Study-Progression Routes

26 Teaching, Learning & Assessment Strategy

Level 7 24 hours: Newsgathering Techniques S1 and Issues in Journalism S1

Level 8 12 hours: Law & Media Regulation S 1

Level 9 24 hours: Newsroom Practice S1 and Applied Ethics S2

Level 10 8 hours: Research Project S1 and S2.

These extra hours will be used as appropriate for class delivery of generic competencies and tutorial support of individual PDP activities including discussions encouraging self awareness and reflection on personal learning and critical instances.

Generic PDP topics which will be presented include: communication, essay and report writing skills, presentations, study skills, group work, use of sources and referencing.

27 External & Internal Reference Points Used to Inform Programme Outcomes

28 Employability Skills & Personal Development Planning

29 Work Based Learning/Placement Details

30 Equality and Diversity

31 Programme structures and requirements, SCQF level, trimester, module name and code, credits and awards [\(Link to Regulation 5.2.9\)](#)

The structure for a Single Title Award is 5 core modules per session and one option. Recommended options are indicated. In addition, the core choice in trimester 1 is advised by staff (see section 22)

Students may choose through the exercise of options to study a Modern Language. In this case the entry level of study will be set by the students' prior qualification. Students entering without a prior language qualification at higher grade may be restricted in their choice of Language options in the honours year as they would only be able to reach level 9 credit within the framework of this programme.

(Students may choose to boost their language credit level by studying supplementary modules independently and at their own expense during the third trimester)

31A Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.

Knowledge and Understanding
<p>A1. Demonstrate an historically informed knowledge of news organisations</p> <p>A2. Demonstrate an understanding of how news organisations operate and are managed</p> <p>A3. Demonstrate an awareness of the role the news media has in society and key issues surrounding this.</p>
Practice – Applied Knowledge and Understanding
<p>B1. Demonstrate basic skills of generating and structuring news and features copy</p> <p>B2. Acquire knowledge of software and the requisite practical skills for designing pages for a range of publications</p> <p>B3. Develop and maintain contacts appropriate to journalism research</p> <p>B4. Produce work showing competence in the use of Teeline shorthand at 80 wpm</p>
Communication, ICT and Numeracy Skills
<p>C1. Demonstrate good use of the English language in terms of grammar and text handling</p> <p>C2. Demonstrate and attain skills of personal and inter-personal communication</p>
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1.
Autonomy, Accountability and Working With Others
E1.

SCQF level 7	Module code	Module name (Core modules)	credit	trimester
SCQF level 7		Optional modules		
		Digital Journalism Techniques		2
		Shorthand	20	1

Criteria for Progression and Award

Criteria for progression / award do not differ from the requirements of the University Regulatory Framework, please refer Regulation 7 for more detail.

Progression to Level 8 requires at least 120 credits of which a minimum of 100 is at SCQF level 7.

The Programme Panel may permit a student to progress with credit deficit in two modules but in no more than one module per trimester in order to enable progression to the next level of study, provided that: the student is required to be re-assessed in (or chooses to re-take) the modules while studying at the next level

Distinction is awarded to candidates who have met the following criteria at their first attempt:

- have taken a minimum of 120 credit points modules of study
- have a mean mark of 65% or above OR a mean mark of at least 62% and a majority of the modules in the highest level of study at grade B1 or better, with no module graded at C

The Certificate of Higher Education (CertHE) Journalism is typically offered as an exit award after successful completion of 120 credits of which a minimum of 100 are at least SCQF Level 7.

31B Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.

Knowledge and Understanding
<p>A1. Develop a detailed knowledge and understanding of media law and regulatory and ethical frameworks which affect news production, circulation and consumption</p> <p>A2. Demonstrate a broad knowledge and understanding of local, Scottish, UK, EU politics and international relations</p>
Practice – Applied Knowledge and Understanding
<p>B1. Demonstrate an advanced knowledge of producing and structuring copy</p> <p>B2. Demonstrate skills of generating and structuring news copy for broadcast news media</p>
Communication, ICT and Numeracy Skills
<p>C1. Develop knowledge of specialist areas of journalism associated with more specific vocational paths, for example, broadcast and online presentation of news</p> <p>C2. Communicate the outcomes of their learning more effectively in written, oral and visual formats</p>
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
<p>D1. Evaluate and draw upon a range of sources appropriate to journalistic research</p> <p>D2. Evaluate and draw upon a range of sources appropriate to academic research</p>
Autonomy, Accountability and Working With Others
<p>E1. Engage effectively in group working and work independently</p>

SCQF level 8	Module code	Module name (Core modules)	credit	trimester
		UK and International Politics		2
				1
		Magazine Journalism		
SCQF level 8		Optional modules		
		Introduction to		

Criteria for Progression and Award

Criteria for progression/ award do not differ from the requirements of the University

Regulatory Framework, please refer Regulation 7 for more detail.

Progression to Level 9 requires at least 240 credits of which a minimum of 100 is at SCQF level 8. The Programme Panel may permit a student to progress with credit deficit in two modules but in no more than one module per trimester in order to enable progression to the next level of study, provided that: the student is required to be re-assessed in (or chooses to re-take) the modules while studying at the next level.

Distinction is awarded to candidates who have met the following criteria at their first attempt:

- have taken a minimum of 120 credit points modules of study
- have a mean mark of 65% or above OR a mean mark of at least 62% and a majority of the modules in the highest level of study at grade B1 or better, with no module graded at C

The Diploma of Higher Education (DipHE) Journalism is typically offered as an exit award after successful completion of 240 credits of which a minimum of 100 are at least SCQF Level 8.

31C Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.

Knowledge and Understanding	
A1. Develop a critical understanding of a selection of the principal theories, principles, concepts and terminology of journalism and news production.	
Practice – Applied Knowledge and Understanding	
B1. Develop knowledge and gain skills in applying ethical knowledge in practical scenarios and demonstrate awareness of professional codes of practice	
B2. Develop an understanding of key production processes relevant to news production and obtain experience of the discipline through a work placement within an editorial department	
B3. Gain and demonstrate further vocational skills within specialist fields of journalism	
B4. Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices	
Communication, ICT and Numeracy Skills	
C1. Make formal presentations about specialised topics to informed audiences.	
C2. Communicate effectively with professional level peers, senior colleagues and specialists.	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1. Demonstrate skills of critical and analytical thinking through the process of applying research techniques	
D2. Develop a greater capacity for independent study and utilise enhanced methods of enquiry and research	
Autonomy, Accountability and Working With Others	
E1. Work collaboratively with others to produce publications both on paper and online publications	
E2. Demonstrate the ability to monitor and evaluate the progress of their own and others' contributions in carrying out defined tasks	
E3. Practice in a range of professional level contexts which include a degree of unpredictability and/or specialism	
E4. Demonstrate some originality and creativity in dealing with professional news scenarios	
E5. Demonstrate an awareness and understanding of how to effectively and professionally respond to the key ethical and practical issues of project management in accordance with professional codes of practice	

SCQF	Module	Module name	credit	trimester
------	--------	-------------	--------	-----------

level 9	code	(Core modules)		
		Work related Learning	20	2
SCQF level 9		Optional modules		
		Broadcast Feature Production		1

Criteria for Progression and Award

Criteria for progression/ award do not differ from the requirements of the University Regulatory Framework, please refer Regulation 7 for more detail.

Progression to Level 10 requires 360 credits of which a minimum of 120 is at SCQF level 9 and an overall aggregate mark of 40% or above. Students will not normally be eligible for progression with less than 360 credits i.e. Progression with credit deficit from SCQF level 9 to level 10 is not normally permitted.

Distinction is awarded to candidates who have met the following criteria at their first attempt:

- have taken a minimum of 120 credit points modules of study
- have a mean mark of 65% or above OR a mean mark of at least 62% and a majority of the modules in the highest level of study at grade B1 or better, with no module graded at C

The Bachelor of Arts (BA) Journalism is typically offered as an exit award after successful completion of 360 credits with 200 in the subject area, of which a minimum of 100 are at least SCQF Level 9.

31D Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.

Knowledge and Understanding
<p>A1. Develop an informed insight into different global, international, national and local issues from a journalistic perspective</p> <p>A2. Critically appraise issues and debates relevant to the mechanics of news and the influence of political institutions, organisations and public opinion.</p>
Practice – Applied Knowledge and Understanding
<p>B1. Produce work which is informed by, and contextualised within, relevant theoretical issues and debates</p> <p>B2. Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices</p>
Communication, ICT and Numeracy Skills
<p>C1. Make formal presentations in a professional manner about specialised topics to informed audiences</p> <p>C2. Communicate effectively with professional peers, senior colleagues and specialists</p>
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
<p>D1. Undertake various forms of research for essays, projects, practical journalism products and dissertations involving sustained independent enquiry</p> <p>D2. Formulate appropriate research questions and employ appropriate methods and resources for both an academic and journalistic perspective</p>
Autonomy, Accountability and Working With Others
<p>E1. Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms</p> <p>E2. Take significant responsibility for own work as well as that of others and others' role and responsibilities</p>

SCQF level 10	Module code	Module name (Core modules)	credit	trimester
		Journalism Dissertation		
				2
		News and Politics		1
SCQF		Optional modules		

level 10				
		International Perspectives		

Criteria for Award

Criteria for progression/ award do not differ from the requirements of the University Regulatory Framework, please refer Regulation 7 for more detail.

The award of BA (Hons) Journalism is awarded to students who have at least 480 credits of which a minimum of 200 points are at SCQF Levels 9 and 10, and of which a minimum of 100 are at SCQF Level 10. Please refer to Regulation 7 for Honours Classifications.

32 Regulations of assessment

Candidates will be bound by the general assessment regulations of the University as specified in section 7 of the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Section 7 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in [Section 3 of the Regulatory Framework](#).

[\(Regulation 7\)](#)

[\(Assessment Policy\)](#)

33 Methods of evaluating and improving the quality and standards of teaching and learning

The University's approach to quality assumes that the process must be owned by those directly responsible for teaching. This gives a critical position to Module Coordinators who are responsible for the quality of delivery of their specific module, the organisation and effective use of student feedback on modules, enhancement of the learning content of the module and the appropriate level and character of student assessment.

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards.

- Subject Health Review every 6 years
- Validation of new programmes by a panel including external experts
- Centrally compiled statistics on student progression and pass rates
- External examiners' reports
- Annual Monitoring event in Schools and University wide
- Student Feedback Mechanisms

Each module is attached to a Learning and Teaching Committee (LTC) which has the responsibility for the quality management of all modules within its subject area. LTC chairs are responsible for ensuring corrective action, where this has not already been taken by Module Coordinators in reaction to student feedback, module success rates, External Examiner comments and comments from Programme Leaders. Amendments to existing modules are approved by LTCs. New modules are recommended to School Boards by LTCs. Programme Leaders are responsible for disseminating External Examiner reports to LTCs and for responding to External Examiner reports.

Committees with responsibility for monitoring and evaluating quality and standards:

- Learning & Teaching Committees (LTC) within Schools

- School Board
- University Learning & Teaching Board and its subcommittees

Methods for gaining student feedback on the quality of the teaching and learning experience

- Students Representatives at LTCs
- Staff/Student Liaison Committee
- Student Experience Questionnaire issued to all level 9 students, towards the end of each session, covering all aspects of the student experience.
- Module questionnaires issued to all students at module level at the end of each semester

Staff Development priorities include:

Full guidance on quality assurance is contained in the University's Quality Assurance & Enhancement Handbook and the Regulatory Framework.

34 Useful Links

[Programme Student Handbook](#)
[University Student Handbook](#)
[Module Descriptors](#)

35 Changes

36 Version Number:

(Please update this number whenever changes of any kind are made.)

2.6 Mapping modules to QAA Benchmark Statement

Reference to the QAA Benchmark statement was undertaken for each module, as were the intended learning outcomes of the programme. The following grid illustrates this mapping exercise.

All modules were also mapped against the relevant SCQF levels and these are detailed more fully in each individual module descriptors.

BA (Hons) JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 7

Module Code	Module Title	Knowledge and Understanding			Practice – Applied Knowledge & Understanding				Communication, ICT and Numeracy Skills		Generic cognitive skills			Autonomy, accountability & teamwork
		A1	A2	A3	B1	B2	B3	B4	C1	C2	D1	D2		E1
	Newsgathering Techniques				X		X		X	X	X	X		X
	Language and Layout				X	X			X	X		X		X
	Issues in Journalism		X	X					X	X	X	X		X
	News Writing Techniques 1		X		X		X		X	X	X	X		X
	The Business of News	X	X						X	X	X	X		X
	Shorthand							X	X	X		X		
	Digital Journalism Techniques						X			X	X	X		X

BA (Hons) JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 8

Module Code	Module Title	Knowledge and Understanding			Practice – Applied Knowledge & Understanding			Communication, ICT and Numeracy Skills		Generic cognitive skills			Autonomy, accountability & teamwork
		A1	A2		B1	B2	B3	C1	C2	D1	D2		
	News Writing Techniques 2	X	X		X	X		X	X	X			X
	Law and Media Regulation	X							X		X		X
	UK & International Politics		X						X		X		X
	Feature Writing				X			X	X				X
	Magazine Journalism	X			X			X	X	X			X
	Introduction to Broadcast Journalism	X					X	X	X	X			X

BA (Hons) JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 9

Module Code	Module Title	Knowledge and Understanding A1	Practice – Applied Knowledge & Understanding					Communication, ICT and Numeracy Skills		Generic cognitive skills		Autonomy, accountability & teamwork				
			B1	B2	B3	B4		C1	C2	D1	D2	E1	E2	E3	E4	E5
	Newsroom Practice	X			X	X			X			X	X	X	X	X
	Online Journalism	X			X	X		X	X	X	X	X	X	X	X	X
	Applied Ethics	X	X					X	X	X	X					X
	Specialist Publications	X	X		X	X			X			X	X	X	X	X
	Work Related Learning		X	X	X	X			X			X	X	X	X	X
	Broadcast Feature Production			X	X	X		X	X			X	X	X	X	X

BA (Hons) JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 10

Module Code	Module Title	Knowledge and Understanding		Practice – Applied Knowledge & Understanding		Communication, ICT and Numeracy Skills		Generic cognitive skills		Autonomy, accountability & teamwork	
		A1	A2	B1	B2	C1	C2	D1	D2	E1	E2
	Journalism Dissertation	X	X	X		X	X	X	X		X
	Journalism Portfolio			X	X		X		X	X	X
	Journalism: Policy & Debate	X		X		X	X	X	X	X	X
	Politics & News	X	X	X		X	X	X	X		X
	International Perspectives	X	X	X		X	X	X	X		X

2.7 Programme development

BA Journalism has been a successful programme and journalism has been offered on the site of the Hamilton campus for almost 15 years, the development of the honours level illustrates the School of Media, Language and Music's commitment to the programme and its students.

The provision of the programme allows the School to develop its offering to students with a dedicated, vocational pathway in journalism illustrates its ongoing commitment to the provision of journalism education at this level in the west of Scotland.

The five-year strategy for the programme will concentrate on the ongoing development of programme content and enhancement of the student experience and staff development required to achieve this.

The immediate strategy is to strengthen and develop the existing programme with the addition of the honours year, update the specialist IT requirements and provide the required staff development to enhance the university's provision in teaching journalism.

The strategy for programme development is:

2008-9

The team will be running two programmes – OUVS and UWS – it will therefore be important to ensure that everyone knows the different systems and that they are adhered to in terms of quality assurance systems and that the student experience is not affected in any way.

The Honours year will be introduced and the Journalism Dissertation will form a core part of the year. Students will receive tuition and ongoing supervision and individual supervisors, personal tutors and year co-ordinators to ascertain confidence and competence in fulfilling this significant element of the award will monitor the student experience.

In order to widen access, but also to exploit and fully utilise available VLEs a number of modules will be selected to experiment with a variety of forms of delivery, including Blackboard, block teaching, mixed delivery and directed learning.

The development of an industry forum to closely advise and support the programme will also be established.

2009-10

The team will closely reflect upon and monitor the delivery of the programme and individual modules within it, particularly responding to student experience, flexibility in mode of delivery and timetable, with a view to continuing to enhance the student experience.

Continued development will be made of VLEs and to their utilisation within the programme.

The team will also look at the possibility of, and potential in, gaining accreditation for the programme from the National Council for the Training of Journalists.

The university will be in a phase of re-structuring and the priority of the team will be to ensure smooth transition for both staff and students.

2010-11

With ongoing monitoring of the programme, the team will also begin to look at issues relevant to the re-validation of the programme and to future Subject Health Review.

As well as looking at the currency of the programme's content, it will continue to monitor resources such as ICT and staff.

2011-12

The team will continue to reflect upon and monitor the delivery and content of the programme, taking into account sector demands in terms of converging media and changes to news presentation and content. Similarly the team will focus on meeting the institutional agendas that impact on the student experience.

Journalism is well-established on the Hamilton campus, its strong reputation, good specialist accommodation, strong links with the industry and that it draws an increasing number of students from a wide geographical area is indicative of a strong future for the programme.

3. LEARNING & TEACHING

2.2 Learning & Teaching Strategy

Learning and teaching has been considered in line with the University's Strategy for Learning, Teaching and Assessment (SEQLTA) 2007-2011. The School's overall brand and related mission for all its provision across the three campuses across which it delivers seeks to enable students to develop the graduate skills that will enhance their employability and anticipate the skills needed to support converging creative and cultural industries in the West of Scotland. To that end, the approach to curriculum design and development is core to the longer term strategy of the School. It provides a model which is:

- Learner focussed
- Responsive to a demand-led skills agenda
- Fit for developing partnerships within the institution, with industry and the wider HE sector

And is based on the following principles:-

- The student learning experience should be consistent with University policy with respect to equality and diversity and in relation to students with disabilities.
- The student learning experience should include e-learning where appropriate. The school is implementing an e-portfolio system for students.
- The student learning experience should be designed to meet the needs of each individual student including those from different social and academic backgrounds, cultures and levels of ability

- The student learning experience should be appropriate for developing the specific knowledge, skills and competences required of each subject area as defined by the learning outcomes of the modules
- The degrees should continue to have strong emphasis on employability, PDP and transferable skills, in line with internal and external benchmarks, policies and initiatives

Learning and teaching approaches on the BA (Hons) Journalism programme are based upon well-established methods and will require students to demonstrate deep learning and meet professional standards in journalistic practices.

Students will be required to demonstrate the acquisition of key skills such as information gathering and handling, written, oral and visual presentation and collaborative working. As such, learning and teaching approaches will be selected to develop the knowledge and understanding and skills identified in the programme and module learning outcomes.

The learning and teaching strategy is designed to help students master the learning outcomes and also to allow them to demonstrate their highest level of competency.

Many of the module learning outcomes, particularly in core journalism modules, are practical in nature and a large proportion of class time is spent in writing and production workshops with students acquiring practical knowledge and understanding through a variety of activities that simulate workplace practices and procedures, for example, the weekly production of newspapers and other specialist publications. This promotes active learning and supports differing learning styles and allows students to apply both knowledge and practical skills at progressively higher levels throughout the programme. Indeed, this element of the programme has been developed over many years and is popular with students and industry professionals who participate in it by providing support and guidance to students.

The theoretical, historical and cultural aspects of the programme are developed through more traditional lecture and tutorial settings. This approach enables students to engage

with theories, concepts and principles in a critical and evaluative way and to develop their own critical, analytical and reflective skills as they progress through the levels of the programme.

The aim is to foster in students the range of graduate attributes that will prepare them for their future career and study options, therefore the focus is on developing a broad range of skills.

As well as the simulated newsroom scenarios that do successfully imitate the professional environment and therefore prepare the students for future industry demands and expectations, the programme also makes use of a range of teaching and learning methods suggested in the QAA benchmark statement which include:

- Tutor-led lectures
- Tutorials and seminars
- One to one interaction
- Practical workshops and exercises in a newsroom environment
- Small group teaching and group project work
- E-learning (Blackboard)
- Peer learning through discussion of colleagues work
- Independent learning
- External placements (work related learning)

Learning and teaching on the programme is supported by the high standard of ICT and library resources available to students. The ratio of students to computers is exceptionally good and the software available, for the most part, supports the curriculum and its short to medium-term development, particularly in respect of developing students' multi-media skills in preparation for future sector demands.

As well as access to the generic range of online information resources, students have access to online new wire services and 24-hour television news channels that support both learning and teaching and are invaluable tool in the production of up to the minute news copy for assessment purposes.

The library's growing stock of news and journalism-related books, journals and online resources also supports learning and teaching activities. The development of the curriculum is also heavily informed by staffs' own research interests, which do reflect some of the major themes in journalism today, for example, the role the news media plays in politics, how journalists and newspapers can access and utilise information under the Freedom of Information Act, how news is affected by changes in culture and society and how the role of journalists is changing as the news media converges. Key journals form essential reading and are frequently cited by staff, as is latest research on a range of issues pertinent to journalism and the study of it.

Students are given access to staff research and the research interests of staff enhance content in the programme. Students are also strongly encouraged to develop their own areas of interest and relevance and are pointed to the latest research findings to develop their own critical and evaluative approaches to undertaking research.

Research underpins learning and teaching from two perspectives. One is the journalistic approach, which is most explicit in the various newsgathering activities that students undertake, for example, desk research and interviews in the preparation of copy. The other element is the development of students' analytical, critical and evaluative approaches to research that is progressively developed throughout the programme and moves from instruction in the range and types of research methodologies, develops competence in research activities and culminates in the completion of the Journalism Dissertation, where students undertake their own substantial research project.

The learning and teaching approaches adopted are innovative, imaginative and wide-ranging and will continue to be closely monitored and evaluated by the team as the programme evolves.

4. Assessment

4.1 Assessment strategy

The assessment strategy is developed in line with the QAA Subject Benchmark Statement on Communication, media, film and cultural studies. This states that assessment must be appropriate to the intended learning processes, the learning context and needs and stages of progression of the students. As such, the opportunity has been taken to evaluate and rationalise the assessment methods used in the programme and ensure that a range of techniques is employed. The assessment strategy is also fully in line with the University SEQLTA and School policies on assessment.

A broad range of assessment methods are utilised, appropriate to the level and subject, and taking into account developments in the sector and technology. Assessments can be group based or individual and include: newsroom simulations; problem-based learning and assessment; production of news and features copy; production of print and online publications; presentations; essays; reports; case studies; debate & discussion; reflective learning logbooks etc.

A successful feature of the BA Journalism programme has been its innovative use of assessments that enable students to reflect their range of graduate and professional skills. For example, students illustrate a range of research and writing skills in the production of essays and seminar papers but also in the production of journalism portfolios, web-based publications and newspapers. It is the intention that assessment along these lines will continue to be developed.

Knowledge and understanding is assessed partly through coursework essays, seminar presentations and examinations and also by the structure it gives to practical work assignments and by reflective practice exercises. The applied knowledge and understanding will be obtained largely through practical work both individually and in groups, for example through the use of portfolios of news and features copy, newspaper and magazine production projects and online publications.

Students are expected to undertake independent study both to supplement and consolidate what is being taught in formal classes. Much of the teaching is supported by the Blackboard virtual learning environment and other online materials developed by staff. The framework provided to students for independent study develops as students become increasingly independent. In early years the students are expected to complete practical exercises the nature of which is well specified. As they progress through the course and develop increasing independence the nature of the tasks becomes more challenging. As such the content of modules will support and enable them to move progressively through the cognitive processes of understanding, analysis, synthesis and evaluation.

In terms of assessment students are encouraged to take an integrative approach to their learning and to illustrate their understanding, knowledge and practical and applied skills in subjects such as law, ethics, general reporting skills and production ability across a number of modules. For example, students who take the Shorthand (at 80wpm) module and will be expected to submit shorthand notes with every piece of practical journalism coursework, those who do not take shorthand will be expected to provide taped or written transcripts of interviews. Students will utilise production skills in modules such as Newsroom Practice, where they will also be required to understand the professional and practical application of the law and ethics in producing publications.

Assessment methods will include group and individual projects, role-play and the production of individual and group portfolios of work, as well as individual and group presentations. Work assessed through presentations will be required to be video taped in order to allow for both internal and external moderation.

The assessment methods chosen will allow and require students to demonstrate not only their knowledge and understanding of the concepts and practices of journalism but also demonstrate the cognitive abilities they have developed as part of their studies.

The strategy for each module will require that, in addition to summative assessment, a series of formative assessments be carried out throughout the academic session for each module in order to allow for students to monitor their own learning and to allow for feedback to be provided.

As a general principle, the programme of assessment will be divided between coursework and a final examination in each module. However, given the nature of the degree, and the course team's belief that assessment of a range of practical skills and knowledge is not always best suited to an examination, in some modules assessment will be entirely through coursework.

Additionally, the percentage balance between assessed coursework and final examination may be different in a number of modules and will be different at each Level. Assessment details are provided in module descriptors.

These variations may be justified in terms of the nature of the module content, or of the teaching/learning approach adopted. The assessment procedure for each module will be agreed in advance with the external examiner.

Students will receive written and oral feedback on all formative and summative assessments. Feedback will be provided within the four-week deadline set by the University but feedback will also be ongoing, particularly in the practical journalism workshops that will form a core part of the students' learning.

The nature of the programme ensures that the appropriate ICT skills are developed in most modules. Communication skills are developed through the use of reports, presentations etc. Numeric skills appear in many design and planning exercises. Practical work is a mix of individual and group work that develops the ability to work independently and as part of a group taking on different roles as required.

Personal development and employability skills will be embedded into programmes and incremental throughout the duration of the student experience. PDP may not necessarily be assessed but core and employability skills will be. Students will be encouraged to maintain a PDP portfolio of feedback, evidence, reflection and goals. Support will be available through tools for e-portfolio development (Blackboard VLE). Guidance by staff should be in the form of articulation of goals, support in actions to achieve goals, and encouragement to monitor and reflect on progress.

5. PDP & EMPLOYABILITY

5.1 PDP

The School of Media, Language and Music intends to further develop embedding of PDP into the curriculum at all levels. This will incorporate the use of a pedagogical module based on the ELF (Effective Learner Framework) model and in line with University policy and precepts to ensure it is an integral part of the learning process, enabling students to reflect and build on previous experience.

PDP is delivered in the additional hours allocation along with study and professional skills then built on in the other modules in the programmes. Additional hours are attached to core modules at each level of the programme, where it is proposed PDP will be supported by students being involved in reflection on key points or critical incidents in the programme.

Support and activities for PDP are incremental, with opportunities for the student to continuously build skills which will contribute to employability and life-long learning. As students progress, activities will be increasingly student centred to enhance autonomy, independence and depth of reflection and promote personalisation, responsibility and ownership of teaching, learning and development.

All students will be trained in development of e-Portfolio via the Blackboard VLE to ensure they have choice in terms of development of their portfolio. Use of e-Portfolio will help ensure students are competitive and prepared for the world of work, but other methods of portfolio creation will also be available if required.

The delivery of personal development planning will be based on the development of a student's personal e-Portfolio. The principles of PDP and e-Portfolios will be introduced within a core module during level 7 Trimester 1. Thereafter PDP will be embedded within the core modules of the programme. Although PDP will be linked to learning outcomes at every opportunity it will be predominantly formative but may also draw on assessed activities. The aim is not only to encourage students to develop skills such as numeracy,

language, study skills, employability and analytical thought but also to raise students self awareness and confidence through a process of critical reflection and planning.

PDP will not necessarily be assessed in all modules and it is the decision of the student how much or little they share with their peers/staff. More commonly, employability and core skills will be assessed and feedback and reflection on performance will be included in the portfolio, with goals for future development. Individual guidance will be provided in all these areas.

A toolkit is in development on a dedicated PDP Blackboard site, with templates and learning and teaching activities tailored to the context of the student.

Staff development requirements will be identified and offered to all staff in the School to help ensure equity of experience and support of students.

Engagement with the National Enhancement Themes and other professional bodies and activities will be continued to ensure development of good practice in line with sector requirements.

5.1.1 Additional Hours

The University's SEQLTA 2007-2011 was considered and has been implemented throughout curriculum development. The specific objective of 'Strengthening of the provision of study skills support through the curriculum, particularly for students entering higher education for the first time' will be addressed via the Welcome, Welcome Back and the Additional hours strategies:

5.1.2 Additional Hours: Proposed Modules

The models proposed for use of Additional hours is allocation to a core module(s) at each level of the programme. This will aid engagement and provide time for self and skills development and enable more depth of research, reflection and personal development planning. Although these modules are named, all the modules in the programme, both

horizontally and vertically, will have elements of reflection, PDP and skills development to support the student experience.

In addition to PDP related activities within all modules, additional contact hours will be provided at each year of the programme. These extra hours will be attached to specified core modules for management purposes.

Level 7 - 24 hours: Newsgathering Techniques (S1) and Issues in Journalism (S1)

Level 8 - 12 hours: Law & Media Regulation (S1)

Level 9 - 24 hours: Newsroom Practice (S1) and Applied Ethics (S2)

Level 10 - 8 hours: Research Project (S1) and (S2).

The additional hours will be student-centred to develop the independence, autonomy and employability. Level 7 will centre around activities such as:

- The communication process
- Essay and report writing
- Presentations
- Study skills including reading and writing for University
- Group work
- Research and information skills
- PDP and developing an e-Portfolio
- Use of sources and referencing

These skills will be built on in Level 8, where emphasis will be on:

- Applied knowledge and understanding
- Reflection on earlier achievement of goals
- Planning for future teaching and learning needs and support
- Future goal setting and action planning

Level 9 will develop these skills to a higher level and will include investigation, evaluation and synthesis of more complex systems and theories and will concentrate on development of research skills to support the transition to Level 10.

Level 10 will build all the preceding skills and attributes to a higher level, in accordance with SCQF Level 10 and Subject Benchmark statements and will emphasise career planning and CPD.

The Council for Industry and Higher Education (CIHE) has identified a range of employability competences which include: cognitive skills, Generic Competences, Personal Capabilities, Technical Ability, Business and organisational awareness, practical and professional elements. The Quality Assurance Agency has mapped these against the SCQF framework in its document “Benchmarking Employability” and this feeds into the PDP programme.

Therefore these extra hours will be used as appropriate for class delivery of these generic competencies and tutorial support of individual PDP activities including discussions encouraging self awareness and reflection on personal learning and critical instances.

More specifically academic writing and research skills will be introduced in Issues in Journalism in Year 1, this will continue to be developed in Year 2 in level 8 module Law & Media & Regulation through the provision of additional hours and in the level 9 module Applied Ethics in Year 3, with a focus on adequately preparing students for the Honours dissertation module at level 10.

Similarly, the development of relevant professional, practical skills will be developed in all core and option practical journalism modules but will be formally covered in Newsgathering Techniques in Year 1 and Newsroom Practice in Year 3.

5.1.3 Direct Entry Students

Direct Entry students will be allocated 6 hours in addition to the Additional Hours all students will receive. It is proposed that these hours are covered in a one day pre-Welcome, Welcome Back session, with further support provided in appropriate modules,

such as Journalism Portfolio and the Journalism Dissertation. Topics covered will include: the transition to Higher Education; Programme/subject specific skills; generic and transferable skills; development of PDP and e-Portfolio.

It is expected that the whole programme team will be involved in delivery and input will be context specific. The PDP Subject Leader will co-ordinate PDP activities but it is understood that input and support is the responsibility of the Programme team. To ensure equity of experience and a School-wide approach, a tool kit of teaching and learning materials will be developed by the PDP Subject Leader for delivery by the Programme Team

5.2 EMPLOYABILITY

Employability is embedded and developed throughout the programme. This commences at level 7 where students gain an insight into the various roles and responsibilities within news organisations and increases as students' understanding of the professional requirements grows. The knowledge developed through the programme is well focussed on the needs of industry and the skills and attributes acquired by the students are clearly linked to these.

Core to embedding employability is the formal and informal ways in which the range of the students' skills and achievements in areas such as data analysis, problem solving and effective communication, as well as self-reflection, decision-making, time management and effective learning and working behaviours are developed across both the academic and practical modules in the programme, all with the emphasis on preparing students for future employment, or indeed, study at higher levels.

5.3 LINKS WITH EMPLOYERS

Graduate employment in the news media is increasing. In 2002 the Journalists at Work Report, carried out by the Journalism Forum, a group of academics, editors, trainers and trade unions, reported that 98% of journalists had degrees. As such the programme reflects employers' needs and is designed with emphasis on these.

One key area is practical experience gained by students, this is achieved in a number of modules where students will be producing a range of news and features copy, as well as newspapers and magazines and meeting the challenges of producing news material for the online environment.

Students will be taught practical techniques in newsgathering, interviewing, shorthand and layout and design, as well as news and feature writing. There will be modules that will require that they draw together a range of skills, such as Newsroom Practice and Journalism Portfolio, to produce publications to a professional standard. Their professional, practical skills will be underpinned by the study of law, politics and ethics from a journalistic perspective.

Furthermore, students will also undertake work placement in newspapers, magazines and/or broadcast organisations that will further enhance their skills and their employability. In recent years students have undertaken placements at the Glasgow Herald, Sunday Herald, Evening Times, Daily Record, Sunday Mail, The Sun, News of the World, The Glaswegian, Hamilton Advertiser, Airdrie & Coatbridge Advertiser, Rutherglen Reformer, East Kilbride News, Wishaw Press, Paisley & Renfrewshire Gazette, Irvine Times, Cumnock Chronicle and Real Radio.

Procedures for work-based learning are fully in line with both the QAA Code of Conduct on Placement Learning and the University policy on Work Based Learning 2008.

The university undertakes to provide each third year student on the BA Journalism course with a work placement in a newspaper, magazine, with a broadcast news organisation, or other such suitable media organisation. Staff will be fully involved in the process of securing placements, as will students. The work placement will consist of at least 70 hours spent in the workplace.

Each student will receive at least one pre-placement and one post-placement guidance interview with a member of the lecturing staff. This will be supported by a series of lectures and tutorials with students to discuss expectations, explore opportunities and agree objectives.

During the work placement there will be contact with the guidance tutor to discuss progress with both workplace supervisor and student.

Each student will also receive feedback from the workplace supervisor and have an opportunity to discuss this feedback with their guidance tutor.

The programme will also take into account the need for graduates to be equipped with a range of key transferable skills in areas such as communication and IT, and the time management and team-working skills so relied upon in industry. Graduates of the BA (Hons) Journalism will have a range of practical journalistic skills supported by a range of key transferable skills.

Links with the industry are strong, as evidenced by the diary of guest lecture slots that provides students with the opportunity to meet editors and senior journalists from the newspaper industry. Newsroom Practice also provides the opportunity for students to work with editors and experienced reporters who spend the day with students in the production of their weekly newspapers. These guest lecturers are frequently former students of the programme and this helps to maintain strong links with industry practitioners who are very willing to lend support, advice and guidance to current students.

The development of the programme has also been influenced by discussion with employers and former and existing students to review the content and structure and this has been a useful process and the programme does reflect comments that have been made.

5.4 CAREERS ADVICE & GUIDANCE

The Futureskills Scotland report published in March 2006 showed that opportunities for graduates in Scotland are positive, with the following findings:

- Employment rates are higher for graduates in Scotland than non graduates

- Most graduates enter graduate level jobs
- Unemployment amongst graduates in Scotland is lower than it was 10 years ago
- Graduates earn approximately 50% more than their non graduate counterparts (on average)

Furthermore, graduate employment in the news media is increasing. In 2002 the *Journalists at Work Report* stated: “The research confirmed what has long been suspected, that journalism has become a graduate-only occupation, a good thing...”.

Careers advice and guidance is an important element of student support and students on the programme will have access to the full range of resources provided by the University Careers Service. Additionally, there will be opportunities for more industry-focussed advice and guidance provided by staff and by the strong support network of former students and employers who have long supported the programme.

In preparation for work placement and looking for employment, potential employers will visit students to discuss their expectations of journalism graduates and new recruits to the industry. Students will have also opportunities to undertake workshops in preparation of CVs and letters of application specifically tailored for the new media and this will be in addition to the support provided by the Careers Service.

6. STUDENT SUPPORT

The following represents the mechanisms already in place to support the students on the programme, both in terms of their learning and development as part of their overall welfare but also takes cognisance of the hugely important role that student supports plays in issues of retention and progression.

6.1 The Year Co-ordinator and Guidance Tutor System

Each year of the Course has a Year Co-ordinator who should be your first point of contact for all general matters (e.g. absence or illness notification; change of address; questions about course administration). The Year Co-ordinator will also be an Personal Tutor for some of the students in a year. Depending on the number of students in the year additional Personal Tutors will be appointed at the start of each academic session.

6.2 Academic Guidance

In terms of general academic guidance, Personal Tutors will provide an opportunity for an individual interview with students at least twice over the session. In addition, tutors will be available to see students by appointment, and at specified contact times indicated on the programme notice board.

The guidance system is used for a number of purposes:

- to provide information on students on their progress on the course
- to provide information and advice, if appropriate, regarding options and choices
- to provide a supportive framework in which difficulties which may affect students' progress can be raised and dealt with as the course proceeds
- to provide a point of contact for referral onwards, with students' approval, to specialist staff and services.

Students will also be directed to the various support networks that exist within the university and this will be done initially during the Welcome, Welcome Back induction process and through programme handbooks.

Problems of a non-academic nature will be directed towards the relevant student support services and information about this will be provided to students via induction and programme handbooks.

6.3 Equality & Diversity

The School is fully engaged with the University's commitment to Equality and Diversity, is proactive in its approach to promoting awareness of Equality and Diversity issues and implementing University policy. We respect diversity in all areas of our work and deal fairly with people irrespective of their age, background, disability, gender, political belief, race, religion and sexual orientation.

The Schools Special Needs Coordinators work effectively with staff to ensure that we support student learning. Staff development to raise awareness of issues and to develop skills and knowledge is actively encouraged. The accessibility of modules new and existing is scrutinised by coordinators and overseen by the LTC. In keeping with recommended practice, access to modules has been negotiated with students and module coordinators, with every reasonable step taken to remove barriers in the way of students with special needs and disabilities. An audit of school provision is ongoing, in respect of access to rooms and equipment and in respect of approaches to learning and teaching. Guidance for staff and students on procedures related to special educational needs and disabilities has been incorporated in all programme handbooks.

Monitoring and evaluation of support is ongoing to enable a proactive approach to responding to student needs.

Specific Support Measures

- Teaching and Learning materials in an accessible electronic format
- Provision of V.L.E (Virtual Learning Environment) sites for modules

- Additional time allowance (normally 25%) for submission deadlines, assessments and examinations
- Coursework and Examination scripts marked for content, not expression(e.g. with a dyslexic student)
- Negotiated alternative forms of assessment (e.g. oral rather than written assessment)
- Alternative format of course materials (e.g. large font)
- Teaching and Learning materials in advance
- Working with specialist help and services (e.g. scribe, reader, personal carer)
- Demonstrating flexibility where necessary in arrangements(e.g. timetabling, locations)
- Preparation of a personal Learning Support Plan for each student with an identified need

The above list is not exhaustive. The School will strive towards providing appropriate support measures which are responsive to new developments and which adopt a proactive approach to promoting inclusiveness

A school strategy for e-learning and blended learning has been initiated in order to support the development of innovative approaches to support student learning. A standard School format for module handbooks has been produced which takes account of accessibility guidance for print and electronic material.

7. PROGRAMME MANAGEMENT

7.1 Programme Administration

The BA (Hons) Journalism programme is regulated by the policies and regulations of the University and is assigned to the School of Media, Language and Music School Board, Learning & Teaching Committee and its sub-group Broadcasting, Communication & Journalism.

The School Board is responsible for driving the strategic development of the School and its portfolio of programmes. The Board oversees continuous improvement in the quality of teaching & learning and research & commercialisation within the School. As such its remit is wide-ranging and its responsibilities include the implementation of University policies and strategies, approval of new programmes and the monitoring of the student experience.

Learning and teaching throughout the School are managed through the Learning and Teaching Committees, which are responsible for a wide range of tasks including approving new modules and amendments to existing modules; the organisation of programmes; the implementation of University policies for learning and teaching; and the monitoring of standards. All academic staff in the School are involved in these committees. On a smaller scale, regular Programme meetings are held with teaching staff to deal with issues relating to each individual Programme.

Every six years, each subject area undergoes a process of Subject Health Review, in which the academic health of the total taught and research provision in the subject is reviewed by a team composed of external academics, industry professionals, and internal members of the University teaching and administrative staff. During this process, the School is required to identify and plan ways of enhancing subject provision.

External Examiners play an important role in ensuring that the quality and standard of learning, teaching and assessment is at the appropriate level, and have in the BA Journalism programme provided advice and guidance on issues related to curriculum development, teaching and learning issues.

Day-to-day running of the course is the responsibility of the Programme Leader in consultation with subject lecturers and other relevant staff within the School.

Decisions regarding the academic performance and progression of students are administered by the relevant programme and subject panel board.

Administrative support is provided both at Hamilton and Ayr campuses and IT support is provided both centrally and on the Hamilton campus.

7.2 Student Representation

Students play an important and active part in the development of the programme and this is done through formal meetings but also in an informal way on an everyday basis.

The views of students are also seen as an important tool in addressing the challenges of retention and progression and the programme team is of the view that student involvement in the programme sits at the very core of the robust nature and future direction of it.

The University is really keen to know what students think of their experiences on their Programmes, and has set up a number of systems to facilitate this.

University-wide questionnaires

The University uses a number of centrally produced questionnaires to obtain feedback from students. These include module questionnaires, end-of-year programme questionnaires and general student-experience questionnaires. Information gained from these is used along with other sources of student feedback to assist in the review and enhancement of learning and teaching.

Module questionnaires

At the end of each module, students are given the opportunity to complete a module evaluation questionnaire, where they can give feedback on their experience of the module: the quality of teaching, the resources, the assessment, etc. Comments on the

individual modules are welcomed and are used to feed into the Learning and Teaching Committees in order to evaluate the success of modules. Comments made on these questionnaires are also seen by the School's External Examiners and others who play a part in the 'quality assurance' of the School's programmes.

Student Year Representatives

Each year of each programme is encouraged to elect a number of student representatives to represent student views and concerns to programme managers, the School, and in wider forums. Student Reps are elected by the student body during the first semester. They should attend student-staff liaison meetings (at least one per semester) and generally to assist in the smooth flow of information between students and the staff who work on their programme. Training is provided jointly by the University and Student Association. Student Reps are an approachable way for students to make their views known to University staff.

Student / Staff Liaison Committees

These committees are programme-specific and consist of one or more members of staff from each programme – usually Programme Leaders and Year Tutors – together with student members. They meet regularly at least twice each session, to address issues of concern to students – anything from the availability of the labs for student use, to the cost of printing. Their aim is to involve students fully in consultation for improving the provision of modules and programmes.

Student Membership of LTC and School Board

The Learning and Teaching Committees and the School Board both have student members, who are usually the elected student representatives from the programme.

7.3 Admission procedures

7.3.1 Admissions Interview

All applicants for the BA (Hons) Journalism course will be invited for interview with the programme leader and members of the teaching team. The purpose of the interview is to establish the applicant's educational standard, suitability for the course and capacity to

benefit from the programme.

The admissions interview is also important when addressing issues of retention and progression. It is important that students know what to expect when making the decisions that are likely to shape their future careers and the programme team remains deeply committed to interviewing all applicants in the firm belief that when the students know what to expect they are less likely to leave the programme.

The admissions interview will consist of written tests and an interview with member of the teaching staff. It will provide the applicant with the opportunity to ensure that they understand the demands of both the programme and the industry and to assist them in ensuring that they are opting for a course that best suits their long-term career aspirations.

7.3.2 Accreditation of Prior Learning/Experiential Learning

It may be possible for applicants who have completed or partially completed a higher or further education qualification to enter this course with credits. Admission will be in line with the university policies on APL/APEL.

Additionally, admission to the programme may also be given to applicants who have gained significant work experience in journalism, normally this will be entry into Year 1 and will be in line with university policies on APL/APEL.

7.3.3 Admission with Advanced Standing

Applicants who have completed a higher or further education qualification may be eligible to enter the course with Advanced Standing.

Entry will be based on the Admission of Individual Students with Advanced Standing guidelines stated in the university policy on APL/APEL.

Applicants seeking entry to the BA (Hons) Journalism from a previous programme, will be dealt with by scrutiny of results, receipt of a report on performance on their previous

course and by an interview with the programme leader and one other member of the teaching team.

The procedure will follow university policy on Assessing Using APL/APEL. It will seek evidence of the potential to cope with the course at the point of entry, of an appropriate level of attainment in the previous course and of passes in core subjects for those in the year prior to the year of entry.

In the case of applicants who hold an SQA HNC Journalism or equivalent, entry may be granted to Year 2, but this will be dependent on the previous course curriculum and student performance, as previously stated.

Applicants who hold the SQA HND Journalism or equivalent may be granted admission into Year 3 of the programme, dependent upon the choice of options in the HND programme, as previously stated.

All applicants will be required to complete the BA modules at Level 7 and/or Level 8 in any core subjects of the degree not passed in the previous curriculum, in order to be awarded the full credits obtainable at Levels 7 and 8.

All applicants seeking entry with Advanced Standing will be required to attend an interview with the Course Leader and one other member of the teaching team.

8 RESOURCES

8.1 Academic staff

The programme development team responsible for this programme has been drawn from the School of Media, Language and Music.

The programme team comprises:

Margaret Hughes	Senior Lecturer & Programme Leader
Ronnie Bergman	Lecturer
Ewan Crawford	Lecturer
Amanda Geary	Lecturer
Kenneth Pratt	Lecturer

The professional backgrounds of the journalism teaching team are well reflected in the course content. The experience of the teaching staff spans local, regional and national newspapers and magazines, as well as regional and national broadcasting. This experience will continue to provide students with the knowledge, practical skills and advice required to assist them in their learning and in securing employment.

Every member of staff involved in the delivery of the programme holds a relevant degree and/or professional qualification. In addition, all staff are experienced lecturers and all but one holds a teaching qualification. Three members of the team possess Masters' degrees.

Staff development activities are predominantly centred around updating skills and knowledge and in the area of curriculum development. One member of staff is presently undertaking a PhD.

Appendix C provides details of current staff CVs.

8.2 IT & Specialist Accommodation

The School has at its disposal classrooms and Macintosh media labs on the Hamilton Campus, all equipped with data projectors. Students can also access the campus' PC labs.

The capacity of the rooms varies, the programme typically accesses accommodation for class sizes ranging from 15 to in excess of 30 students. The School also has a share of time available in the larger lecture theatres in both buildings on the campus, if required.

Students on the journalism programme have exclusive access to a suite of Mac labs. This provides them with open access to equipment throughout the day when teaching is not taking place in the labs.

Students who choose broadcast journalism options also have access to a state of the art radio studio and broadcast equipment.

8.3 IT Resources

Students are taught practical journalism classes in labs that provide a range of technology that meets industry standards and are an important part of learning, teaching and assessment of journalism. In addition, the IT facilities enable teaching staff to create authentic newsroom environments.

There are 56 networked iMacs across three teaching labs with internet access and appropriate word processing, page design, web design and on-screen digital editing software. There are lasers printers and colour ink jet printers in each of these labs.

Students also have access to telephones and online news resources.

8.4 Library Resources

The Library aims to provide a high quality service to users via an automated environment, the use of appropriate new technologies and an efficient and approachable staff.

Planned enlargement of the Library at Hamilton

This is planned for session 2007-08, when the Library will take over refurbished space on the ground floor once the current occupants (Engineering) move to a new-build area. It will result in an additional 800m², perhaps more, and will result in a Library on two levels. This will ameliorate the space difficulties of the Library, and result in a major improvement in service provision.

The details below relate to the Hamilton campus and its resources.

General Information

Area:	1100 m ²
Study places:	190
Staffing compliment:	5 professional staff, 8 support staff
Hours of opening (term time)	8.30 am - 9.00 pm Mon - Thurs 8.30 am - 4.30 pm Friday 9.00 am - 1.00 pm Saturday
Hours of opening (vacation)	8.30 am - 4.30 pm Mon, Thurs, Fri 8.30 am - 7.00 pm Tues, Wed No Saturday opening

Stock

Books	80,000
Serial titles	600
Government monographs	c 8,000
Government serials	475
Reference	5,000
British Standards	Hard copy and online access
Microfilms	750
Videos	800

There are smaller collections of other types of media, and the library also holds careers information, newspapers and archival material.

Library services

These are automated using Talis, and include public access, circulation, cataloguing, serials control, acquisitions and interlibrary loans. Integration of the catalogue has now taken place and the catalogue covers resources at all campuses.

Reader services at Hamilton include help with enquiries, Library tours, supply of computer consumables, photocopying, Inter Library loans, and support in developing new courses. Corporate membership of organisations such as CIRIA, ILAM, IPPR, CSPP, SLIC, SLIMS, MCI, ASLIB, BSI and RoSPA provides additional help. (This is being centralised across the Library service). The Library advises booksellers on texts required by students at the start of term, and a small retail outlet incorporates an on-campus bookshop.

Computer network

The library has 30 open access PCs operating with Windows 98 and Windows 2000, 10 of which are also used for short course training. All are protected by anti-virus software and linked to a network printer. Text and graphic scanners are available and all PCs have Internet and e-mail access. All are now linked to the Novell network. This provides more flexibility as students can access the software for their course from central servers, and can save their work to these, not the PCs. In addition an adjacent room has been renovated to form a WiFi area with 14 places, running as part of a pilot. Two new open-access computer labs on the second floor are in operation, which will handle any excess demand we may have.

The following software is available on PCs in the Library, but students have access to other specialist software via the servers.

Microsoft Office 2003 Professional comprising:

Word processor:	Word 2003
Spreadsheets:	Excel 2003
Database:	Access 2003
Presentation Creation:	Powerpoint 2003

Desktop Publishing and graphics: Pagemaker 6.5, Textbridge Pro 10, Picture Publisher 5, Omnipage Pro 9

Internet: MS Internet Explorer 6

Guidance is provided on the use of software and computer network facilities.

NB Two PCs are fitted with software for visually impaired users.

Electronic resources

The electronic resources available are those currently available at the Paisley campus. Work has been ongoing since merger to integrate the electronic resources and this is now almost complete. Access is via the University website, and resources are accessed using Athens authentication software. Useful sites are evaluated and added on a regular basis. Resources are mostly available across the whole institution except where a campus does not cover a particular discipline, eg Westlaw is available at the 2 campuses where it is taught (Paisley and Hamilton).

Links with other campuses

Resources of the Library are available across the institution and are not specific to one campus. Items will have a home site, but are available for loan across the institution. Since integrating the catalogues reservations are now possible across all campuses.

Links with other Libraries

The Library service is a long-standing member of SHINE (Scottish Health Information Network), which lends material between health libraries in Scotland. It is also a member of GALT (a grouping of HEIs and others in the greater Glasgow area), SCURL (Scottish Committee of University & Research Libraries) and SCONUL (Standing Committee of National & University Libraries). It also has membership of UKLP (UK Libraries Plus) which permits staff borrowing privileges at libraries elsewhere, and UK Research Plus. Finally, it has for many years had a policy of permitting borrowing access to Open University students.

Future developments

Ongoing integration is modifying some areas of work. These include centralising the purchase of electronic resources, streamlining memberships of professional bodies and closer working with colleagues at other campuses on a range of issues. The intention is to extend the hours of opening at Hamilton on a Saturday to include the afternoon (9.00am – 5.00 pm). This will take place early in the New Year, once additional staff are in place.

BA (H) JOURNALISM 2008**MODULE DESCRIPTORS**

BA (HONS) JOURNALISM

VALIDATION – FEBRUARY 27, 2008

MODULE DESCRIPTORS

**BA (Hons) JOURNALISM
2008/2009**

Module Title	Level	New/ Existing	Core/ Option	Module Co-ordinator	Page Number
YEAR ONE					
Newsgathering Techniques	7	New	Core	Amanda Geary	3
Language & Layout	7	New	Core	Kenneth Pratt	8
Issues in Journalism	7	New	Core	Margaret Hughes	13
The Business of News	7	New	Core	Margaret Hughes	18
News Writing Techniques	7	New	Core	Amanda Geary	23
Digital Journalism Techniques	7	New	Option	Amanda Geary	28
Shorthand (at 80wpm)	7	New	Core	Amanda Geary	33
YEAR TWO					
News Writing Techniques 2	8	New	Core	Amanda Geary	38
Law and Media Regulation	8	New	Core	Kenneth Pratt	43
UK & International Politics	8	New	Core	Kenneth Pratt	48
Feature Writing	8	New	Core	Margaret Hughes	53
Magazine Journalism	8	New	Option	Margaret Hughes	58
Introduction to Broadcast Journalism	8	New	Option	Ewan Crawford	63
YEAR 3					
Newsroom Practice	9	New	Core	Amanda Geary	68
Online Journalism	9	New	Core	Amanda Geary	74
Applied Ethics	9	New	Core	Amanda Geary	79
Specialist Publications	9	New	Core	Kenneth Pratt	85
Work Related Learning	9	New	Core	Fiona Milne	90
Broadcast Feature production	9	New	Option	Ronnie Bergman	95
YEAR 4					
Journalism Dissertation	10	New	Core	Margaret Hughes	102
Journalism Portfolio	10	New	Core	Margaret Hughes	108
Journalism: Policy & Debate	10	New	Core	Amanda Geary	113
News and Politics	10	New	Core	Margaret Hughes	118
International Perspectives	10	New	Option	Kenneth Pratt	123

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Newsgathering Techniques
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2.	Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	Amanda Geary		

5.	Summary of Module:			
	<p>The module provides students with an introduction to news and to the procedures involved in newsgathering.</p> <p>It involves consideration of the theories for defining and identifying news, as well as looking at issues of news values and news judgment. Students learn a range of approaches to researching news stories and identifying appropriate contacts, as well as practicing a range of interview techniques, for example face-to-face, phone and online methods of enquiry.</p> <p>It is a Level 7 module taught in Semester 1 of Year 1. It involves a series of theory-based lectures and tutorials, as well as class workshops where students have the opportunity to practice and hone their skills through practical exercises. An additional 12 hours of PDP will provided during the course of this module. These sessions will take the form of tutorials that focus on areas of the communication process such as essay and report writing, study skills including reading and writing for University, research skills and the use of sources and referencing.</p> <p>Assessment will be coursework-based and involves an essay and a report outlining a range of news story ideas, together with details of the relevant contacts.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Define 'news' and outline a range of popular theories relating to news values.</p> <p>L2. Present ideas for news stories and identify appropriate contacts.</p> <p>L3. Use a range of interview techniques to gather information suitable for publication.</p>			
7.	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:		

	<p>Knowledge and Understanding (K & U)</p> <p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p> <p>Autonomy, Accountability and Working with others</p>	<p>SCQF 7</p> <p>Understanding of how theories of 'news' have developed.</p> <p>Understanding what 'newsgathering' involves and how techniques can change depending on the nature of the task.</p> <p>Evaluating the effectiveness of a range of different interview techniques.</p> <p>SCQF 7</p> <p>Applying knowledge of a range of interview techniques appropriate to different situations.</p> <p>Understanding the requirements of journalists to produce ideas for producing copy.</p> <p>SCQF 7</p> <p>Bringing together information from a variety of sources in order to produce objective journalism.</p> <p>SCQF 7</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>Making effective use of information technology applications to present documents in an appropriate form.</p> <p>SCQF 7</p> <p>Exercise some initiative and independence in carrying out newsgathering tasks at a professional level.</p> <p>Work with others, including representatives of professional organisations and members of the public, in order to gather information for stories.</p>				
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td>n/a</td> </tr> </table>	Module Code:	Module Title:	Other:	n/a
Module Code:	Module Title:					
Other:	n/a					
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td></td> <td>n/a</td> </tr> </table>	Module Code:	Module Title:		n/a
Module Code:	Module Title:					
	n/a					
9.	Learning and Teaching:					
	<p>The delivery of the module involves a series of theory-based lectures, followed by practical class workshops whereby students practice and hone their newsgathering skills and interview techniques. There are regular tutorials held throughout the module, which will be used for short presentations, individual and group exercises, discussions and also for feedback on assessments. Extra tutorials are also set aside for developing students' communication skills. These focus on areas such as essay and report writing skills, presentations, study skills, group work, the use of sources and referencing. Study is supported by on-line materials available on the module's Blackboard site.</p>					
	Learning Activities/Categories: 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):				
	Lectures	18				
	Laboratory-based workshops	18				
	Tutorials (Including 12 hours PDP)	24				
	Distance learning	40				
	Preparation for coursework assignments	32				
	Independent study	80				
		212 Hours Total				

10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	Assessment will be coursework-based and include an essay worth 50% of the final mark and a report, outlining a range of news story ideas, together with relevant contacts, worth 50% of the final mark.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Hodgson, F.W. (1996), <u>Modern Newspaper Practice: A Primer on the Press</u>, 4th Ed, Focal Press.</p> <p>Harris, G. and Spark, D. (2000), <u>Practical Newspaper Reporting</u>, 3rd Ed, Focal Press.</p> <p>Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), <u>An Introduction to Journalism</u>, Sage Publications.</p> <p>Harcup, T. (2004), <u>Journalism Principles and Practice</u>, Sage Publications.</p> <p>Keeble, R. (Ed), (2006), <u>Print Journalism: A critical introduction</u>, Routledge.</p> <p>Manning, P. (2001), <u>News and News Sources: A Critical Introduction</u>, Sage Publications.</p> <p>McKane, A. (2006), <u>Newswriting</u>, Sage Publications.</p> <p>Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, Sage Publications.</p> <p>Venables, J. (2005), <u>Making Headlines: News Values and Risk Signals in Journalism</u>, Elm Publications.</p> <p>Journalism Practice Journalism Studies British Journalism Review Press Gazette</p>					
13.	Attendance Requirements					
	Normal University regulations apply. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					

08/09	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓			50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment		✓	✓	50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Language and Layout
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2.	Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	Ken Pratt		

5.	Summary of Module:			
	<p>This module introduces students to the art of newspaper subbing and design. It begins by examining a range of newspaper language and house styles, then focuses on layout and design methods.</p> <p>Students will produce to professional standard complete pages, write headlines, sub-headlines, picture captions, and edit stories using the latest publishing software.</p> <p>It will also introduce students to a range of other skills such as effective story and picture selection, as well as how to sharpen their presentation skills when discussing editorial issues.</p> <p>Assessment will be based around textual editing and page design. Students will produce their own pages and present a seminar paper on design and sub-editing issues to successfully complete the module.</p> <p>This is a Level 7 module offered in Semester 1 of year 1.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials, seminars and practical workshops.</p> <p>Assessment will be one presentation and one design portfolio.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Edit and design on-screen pages, words and images, to a specific editorial style.</p> <p>L2. Demonstrate proficiency to a professional standard in desktop publishing software.</p> <p>L3. Edit copy to conform to the house style and conventions of newspaper language.</p> <p>L4. Discuss a range of design and subbing issues and explain key stages in production process.</p>			
7.	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:		

	<p>Knowledge and Understanding (K & U)</p> <p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p> <p>Autonomy, Accountability and Working with others</p>	<p>SCQF 7</p> <p>Demonstrating a knowledge of key issues relevant to subbing and design.</p> <p>Understanding the linguistic conventions of sub-editing.</p> <p>SCQF 7</p> <p>Designing page layouts using a range of desktop publishing software.</p> <p>Subbing story material to a particular house-style.</p> <p>Demonstrating a knowledge of professional page design techniques.</p> <p>SCQF 7</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>Retrieving information from a range of sources.</p> <p>SCQF 7</p> <p>Exercise some initiative and independence in carrying out page design which satisfies professional objectives.</p>				
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title: N/A	Other:	
Module Code:	Module Title: N/A					
Other:						
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code:	Module Title: N/A		
Module Code:	Module Title: N/A					
9.	Learning and Teaching:					
	<p>The teaching methods will be centred around tutor-led lectures, tutorials, and workshops with students actively participating in seminars as the semester progresses.</p> <p>Case studies will be used to support the learning and teaching and students will be encouraged and supported when prioritising news and headlines.</p>					
	Learning Activities/Categories: 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):				
	Lectures	24				
	Tutorials	14				
	Seminars	12				
	Preparation for assessment	34				
	Workshops	50				
	Independent Study	66				
		200 Hours Total				
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of seminar paper discussions and instruction in news values and selection.</p> <p>The summative assessments will provide students with the opportunity to illustrate their ability to write effective headlines and produce page layouts to a professional standard.</p> <p>Assessment will be based on two pieces of coursework. There will be one presentation worth 30% (L/O 4) in week 5. The second piece of coursework will be a portfolio of page designs with,</p>					

	headlines and pictures worth 70% (L/Os 1,2 & 3) in week 12.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following three titles.</p> <p>Core Texts Evans, H. (1996), <i>Editing and Design: Newsman's English</i>, Butterworth Heinemann. Evans, H. (2000), <i>Essential English: For Journalists, Editors and Writers</i>, Pimlico. Frost, C. (2003), <i>Designing for Newspapers and Magazines</i>, Routledge.</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit)</i> .					
07/08						
08/09	Trimester 1 (Session 2008/09)	Yes	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate)

		No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

	Learning Outcome (Identified in Section 8) <small>(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)</small>	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
ASSESSMENT CATEGORY 2	Examination Formal Written							
	Examination Written Assignment							
	Written Assignment Presentation				√		30%	
	Assignment Presentation							
	Assignment Class Test							
	Class Test							
	Examination/Viva							
	Examination/Viva Practical Examination							
	Practical Examination Elements							
	Elements / WBL Elements							
	Laboratory Reports							
	Laboratory Reports Other, Please Specify:							
	Design Portfolio	√	√	√				70%
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Issues in Journalism
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2.	Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:		
	<p>This module introduces students to a range of current social, political and cultural issues that impact upon the study of journalism and the practice of producing and presenting news.</p> <p>The issues examined will provide an introduction to a range of relevant issues such as gender, race, objectivity in reporting, politics and media policy and globalization of news. The subjects studied will be focussed on the issues that journalists need to grapple with both in reporting the news and in covering the news. It will provide students with a greater understanding of the different demands on journalism and reporters and to recognise a range of social and political issues that can impact on them.</p> <p>This module will also formally embed a range of PDP skills, in line with university and School policy it will attract an additional 12 hours and focus on developing range of transferable and intellectual skills. Key among these will be developing research, essay writing and presentation skills. Students will be introduced to a range of research methodologies and resources.</p> <p>Teaching methods will be focussed around tutor-led lectures, seminars and workshops. Journal articles and books will be reviewed, as will relevant television and radio programmes.</p> <p>Assessment will be based around developing research skills and demonstrating an understanding of a range of issues. Students will undertake a literature review, present a seminar paper and submit an essay to successfully complete the module.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Discuss a range of key issues in journalism.</p> <p>L2. Discuss a range of research methodologies and explain key stages in the research process.</p> <p>L3. Conduct a literature search and review a journal article at a basic level.</p> <p>L4. Identify, evaluate and use paper, electronic and online resources.</p>		
7.	Employability Skills and Personal Development Planning (PDP) Skills		
	<table border="1"> <tr> <td>*SCQF Headings</td> <td>During completion of this module, there will be an opportunity to achieve core skills in:</td> </tr> </table>	*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:		

	<p>Knowledge and Understanding (K & U)</p> <p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p> <p>Autonomy, Accountability and Working with others</p>	<p>SCQF 7</p> <p>Demonstrating a knowledge of key issues relevant to journalism and the news media.</p> <p>Understanding how social, political and cultural issues impact upon journalism.</p> <p>SCQF 7</p> <p>Illustrating a knowledge and understanding of basic research methodologies.</p> <p>Demonstrating a knowledge of the key stages in the research process.</p> <p>Undertaking a basic literature review.</p> <p>SCQF 7</p> <p>Presenting and evaluating arguments, information and issues that are relevant to the role of journalism in society.</p> <p>Evaluating information from a range of resources.</p> <p>SCQF 7</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>Retrieving information from a range of sources.</p> <p>SCQF 7</p> <p>Working effectively both independently and in groups.</p> <p>Exercising some initiative and independence in carrying out research activities.</p> <p>Taking supervision when undertaking a small research project.</p>		
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code: Other:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code: Other:	Module Title: N/A
Module Code: Other:	Module Title: N/A			
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code:	Module Title: N/A
Module Code:	Module Title: N/A			
9.	Learning and Teaching:			
	<p>The teaching methods will be centred around tutor-led lectures and tutorials with students actively participating as the semester progresses via the use of seminars.</p> <p>Case studies will be used to support the learning and teaching and students will be encouraged and supported in their review and discussion of the issues studied and the range of skills that will be developed as part of PDP requirements.</p>			
	Learning Activities/Categories: 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):		
	Lectures	20		
	Tutorials	16		
	Seminars	24		
	Preparation for coursework assessments	60		
	Presentation assessment	1		
	Independent Study	89		
		212 Hours Total		

10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of seminar paper discussions and instruction in research methodologies.</p> <p>The summative assessments will provide students with the opportunity to illustrate their ability to fully discuss and evaluate the range of theories studied and to undertake small research projects that provide the opportunity to look at different research methodologies.</p> <p>Assessment will be based on two pieces of coursework. There will be one report in the form of a literature review worth 30% (L/O 3). The second piece of coursework will be an essay and presentation worth 70% (L/Os 1, 2 & 4).</p>					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Davies, M B (2007), <u>Doing a Successful Research Project</u>, Palgrave Kovach, B & Rosenthal, T (2001), <u>The Elements of Journalism: what newspeople should know and the public should expect</u>, Crown Publishers</p> <p>The following journals will be referred to in the module, with articles used from them and students will be encouraged to read them on a regular basis.</p> <p>JOURNALS Journalism Studies Journalism Practice British Journalism Review Media, Culture & Society</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						

16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit).</i>					
08/09	Trimester 1 (Session 2008/09)	Yes	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment			✓			30%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written & Presentation Assignment	✓	✓		✓		70%	
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify:							
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: The Business of News
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2.	Code:	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:			
	<p>This module will look at the evolution of the news media in the UK over the 20th and 21st centuries. It will discuss key events, technological developments, important figures and the business structure of the news industry. It will provide students with an introduction to the news media and how it operates and will provide them with an invaluable background and provide a foundation of knowledge that will be useful to students in their studies throughout the degree but also when looking for employment.</p> <p>It will be a level 7 module offered in semester 2 of Year 1. Predominant teaching will be tutor-led lectures, supported by tutorials and seminars, as well as use of visual materials, such as film and newspapers. Students will have the chance to look at earliest newspapers and at the influence of such key figures as Lord Northcliffe and Rupert Murdoch and the role of newspapers such as The Sun and the impact of the BBC.</p> <p>Assessments will follow a fairly traditional method. Assessment will be one coursework essay, which will further develop research skills, time management and essay writing. There will also be one examination.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Explain key events in the history of the news media in the UK.</p> <p>L2. Identify the contribution made by proprietors, editors and journalists to the evolution of news organisations.</p> <p>L3. Describe the structure and organization of the news media in the UK.</p> <p>L4. Identify, evaluate and use paper, electronic and online resources.</p>			
7.	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 & U)	<p>SCQF 7</p> <p>Demonstrate a knowledge and understanding of the development of the news media in a UK context.</p> <p>Develop an awareness of the economic and business aspects of the news media and how news organizations operate and are managed.</p>		

	Practice: Applied Knowledge and Understanding	SCQF 7 Undertake basic content analysis of newspapers and news programmes.		
	Generic Cognitive Skills	SCQF 7 Begin to analyse and evaluate information to form own opinions supported by factual evidence. Evaluate information from a range of resources.		
	Communication, ICT and Numeracy Skills	SCQF 7 Communicating effectively and appropriately in speech and writing. Retrieving information from a range of sources.		
	Autonomy, Accountability and Working with others	SCQF 7 Working effectively independently.		
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:		
		<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title: N/A
Module Code:	Module Title: N/A			
Other:				
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code:	Module Title: N/A
Module Code:	Module Title: N/A			
9.	<p>Learning and Teaching:</p> <p>The teaching methods will be centred on tutor-led lectures and tutorials with students actively participating as the semester progresses via the use of seminars.</p> <p>Students will have the opportunity to consult artefacts such as newspapers and television programmes that discuss issues relevant to the content of the module.</p>			
	<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>		
	Lectures	24		
	Tutorials	24		
	Preparation for coursework	40		
	Independent study and revision	110		
	Examination	2		
		200 Hours Total		
10.	<p>Assessment: (also refer to Assessment Outcomes Grids at end of document)</p> <p>Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of seminar paper discussions and instruction in research methodologies.</p> <p>The summative assessments will provide students with the opportunity to illustrate their ability to fully discuss and evaluate the range of theories studied and the case studies examined.</p> <p>Assessment will be based on two pieces of assessed work. There will be one report in the form of an essay worth 60% (L/O 1,2 & 4). There will be an examination worth 40% (L/O 3) during May examination diet.</p>			

11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Williams, K. (1998), Get me a murder a day!, Arnold Marr, A (2005), My Trade, Macmillan Gibson, J (2008), Media 08, Guardian Newspapers Greenslade, R. (2003), Press Gang: The true story of how papers make profits from propaganda, Macmillan</p> <p>The following journals will be referred to in the module, with articles used from them and students will be encouraged to read them on a regular basis:</p> <p>Journalism Studies Journalism British Review of Journalism</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	No)	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	✓	✓		✓		60%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable d Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination			✓			40%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: News Writing Techniques 1
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2.	Code:	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	Summary of Module:		
	<p>This module provides an introduction to basic news writing techniques, with the primary focus being on producing copy consistent with local newspaper standards.</p> <p>Students learn the rudiments of news writing, including the industry-accepted styles and formula for structuring copy: such as intro writing; the inverted pyramid; and the Five W's. The module covers a range of writing styles appropriate for a local newspaper, such as leads, off-leads, fillers, nibs and picture stories. It also covers a range of simple news writing tasks that can be expected of a district reporter, for example writing obituaries, vox pops and campaigns.</p> <p>It is a Level 7 module taught in Semester 2 of Year 1. It commences with a series of theory-based lectures, these are followed by practical class workshops whereby students practice and develop their writing skills, which are also supported by tutorials. Assessment will be through the production of practical news writing assignments and will be coursework-based.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Identify and write a range of news stories appropriate for local weekly and regional newspapers.</p> <p>L2. Write clear, concise and grammatically correct copy that conforms to industry standards in terms of structure (e.g. the inverted pyramid, the Five W's) and newspaper language.</p> <p>L3. Perform a series of basic news writing tasks consistent with the expectations of the duties of a district reporter.</p>		
7.	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 & U)	SCQF 7 Understanding the structure of news stories. Demonstrating an understanding of the relationship between news values and different approaches to news writing.	
	Practice: Applied Knowledge and Understanding	SCQF 7 Applying knowledge to produce copy that conforms to accepted professional practices in terms of structure and use of language. Understanding the demands and expectations in terms of generating copy that are made of a district news reporter.	
	Generic Cognitive Skills	SCQF 7	

		Presenting information that has been gathered from a variety of sources in an objective manner.	
	Communication, ICT and Numeracy Skills	SCQF 7 Using standard information technology applications in order to present copy in a manner appropriate for industry practices.	
	Autonomy, Accountability and Working with others	SCQF 7 Exercising some initiative and independence in carrying out defined tasks in a professional manner. Taking supervision to develop and improve their styles of news writing.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: n/a
	Other:		
	Co-requisites:	Module Code:	Module Title: n/a
9.	Learning and Teaching: The delivery of this module begins with theory-based lectures, before students can begin to develop their skills in classroom-based workshops. The tutorials will be used feedback on writing techniques, as well as for group discussions and also for feedback on assessments. The module has a Blackboard site containing online materials in order to support study.		
	Learning Activities/Categories: 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):
	Lectures		12
	Laboratory-based workshops		24
	Tutorials		12
	Distance learning		40
	Preparation for coursework assignments		32
	Independent study		80
			200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	Assessments will be based upon two pieces of coursework including a portfolio of a range of copy of different lengths that is suitable for a local newspaper, worth 50% of the final mark, and a portfolio of a range of styles of district news copy, worth 50% of the final mark.		
11.	Equality and Diversity		
	This module is appropriate for any student.		
12.	**Indicative Resources: (eg. Core text, journals, internet access)		
	The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes: Harris, G. and Spark, D. (2000), <u>Practical Newspaper Reporting</u> , 3 rd Ed, Oxford: Focal Press. Bagnall, N. (1993), <u>Newspaper Language</u> , Oxford: Focal Press. Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), <u>An Introduction to Journalism</u> , London: Sage Publications.		

	<p>Frost, C. (2002), <u>Reporting for Journalists</u>, Abingdon: Routledge. Harcup, T. (2004), <u>Journalism Principles and Practice</u>, London: Sage Publications. Hicks, W. (1998), <u>English for Journalists</u>, Abingdon: Routledge. Hicks, W. (1999), <u>Writing for Journalists</u>, Abingdon: Routledge. McKane, A. (2006), <u>Newswriting</u>, London: Sage Publications. Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, London: Sage Publications. Rudin, R. and Ibbotson, T. (2002), <u>An Introduction to Journalism</u>, Oxford: Focal Press. Sissons, H. (2006), <u>Practical Journalism: How to Write News</u>, London: Sage Publications.</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (% of Assessment Element)	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓	✓		50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (% of Assessment Element)	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment		✓	✓	50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Digital Journalism Techniques
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2.	Code:	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	Summary of Module:		
	<p>This module provides an introduction to the basic skills of digital journalism. The industry has seen a growing demand for journalists equipped with a range of multi-media skills as the traditional boundaries of the media have become blurred and it has moved towards convergence. The field of journalism has also had to adjust to the desire of consumers to be able to access the news media using the latest technology, for example through the internet or mobile phones.</p> <p>It covers the practical aspects of using digital equipment, including basic techniques for using digital cameras for producing both stills and moving images. During the course of the module students produce still photographs and learn to use digital editing software (e.g. Photoshop) in keeping with current professional practice. They also carry out interviews and produce short reports using video cameras, which are then edited using appropriate software (such as Final Cut and iMovie) in order that the material is suitable to be viewed online.</p> <p>It is a Level 7 module that is offered as an option in Semester 2 of Year 1. Teaching involves a series of introductory lectures, followed by practical workshops and is supported by tutorials. Assessment is coursework-based and involves a portfolio of digital still images, supported by a commentary, as well as a digital video project.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Identify journalistic material suitable for multi-media treatment.</p> <p>L2. Use digital cameras and image editing software in accordance with current professional practice.</p> <p>L3. Shoot and edit a digital video report to a given brief and deadline.</p>		
7.	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 & U)	<p>SCQF 7</p> <p>Understanding the requirements of multi-media techniques within journalism.</p> <p>Demonstrating an awareness of the evolving knowledge and expectations of digital journalism.</p>	
	Practice: Applied Knowledge and Understanding	<p>SCQF 7</p> <p>Using basic professional skills to identify material suitable for photographic</p>	

		<p>treatment.</p> <p>Understanding the demands and expectations of the media in terms of responsible use of images and editing software in keeping with current professional practice.</p>	
	Generic Cognitive Skills	<p>SCQF 7</p> <p>Using a range of approaches to identify material suitable for multi-media treatment.</p> <p>Presenting information in a clear, accurate and concise manner.</p>	
	Communication, ICT and Numeracy Skills	<p>SCQF 7</p> <p>Using a range of standard applications to edit and present digital material suitable for viewing by a range of audiences.</p>	
	Autonomy, Accountability and Working with others	<p>SCQF 7</p> <p>Exercising some initiative and independence in carrying out defined tasks in a professional manner.</p> <p>Taking supervision in less familiar areas of work.</p> <p>Working with others in support of current professional practice under guidance.</p>	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: Other:	Module Title: n/a
	Co-requisites:	Module Code:	Module Title: n/a
9.	<p>Learning and Teaching:</p> <p>The delivery of this module begins with theory-based lectures, before students begin to develop their practical skills in classroom-based workshops. The tutorials are used for providing feedback on digital techniques, as well as for group discussions and also for feedback on assessments. The module has a Blackboard site containing online materials in order to support study.</p>		
	<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>		<p>Student Learning Hours (Normally totalling 200 hours):</p>
	Lectures		12
	Laboratory-based workshops		24
	Tutorials		12
	Distance learning		40
	Preparation for coursework assignments		32
	Independent study		80
			200 Hours Total
10.	<p>Assessment: (also refer to Assessment Outcomes Grids at end of document)</p>		
	<p>Assessment involves two pieces of coursework including a portfolio of a range of digital still images suitable for publication that is supported by a commentary, worth 40% of the final mark, and a digital video project, worth 60% of the final mark.</p>		
11.	<p>Equality and Diversity</p>		
	<p>This module is appropriate for any student. Appropriate support can be provided where required.</p>		

12.	**Indicative Resources: (e.g. Core text, journals, internet access)					
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Evening, M. (2007) <u>Adobe Photoshop CS3 for Photographers: A Professional Image Editor's Guide to the Creative Use of Photoshop for the Macintosh and PC</u>, Oxford: Focal Press.</p> <p>Kobre K. (2008) <u>Photojournalism: The Professionals' Approach</u>, 6th ed. Oxford: Focal Press.</p> <p>Millerson, G. (1999) <u>Video Camera Techniques</u>, 2nd ed. Oxford: Focal Press.</p> <p>Morgan, V. (2006) <u>Practising Videojournalism: Theory into Practice</u>, Abingdon: Routledge.</p> <p>Musburger, R. B. (2005), <u>Single Camera Video Production</u>, 4th ed. Oxford: Focal Press.</p> <p>Pogue, D. (2006) <u>iMovie 6 and iDVD The Missing Manual</u>, Farnham: O' Reilly.</p> <p>Wenyard, D. (2007) <u>Final Cut Express 4</u>, Harlow: Peachpit Press.</p> <p>Press Gazette</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	

22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓	✓		40%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment					
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify: Video project	✓		✓	60%		
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Shorthand
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2.	Code:	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	<p>Summary of Module:</p> <p>The module provides knowledge, understanding and skill in the use of the Teeline shorthand system to record and transcribe passages, relevant to journalists, dictated at speeds of up to 80 words per minute (wpm).</p> <p>Students are provided with an understanding of the principles, rules, special outlines, words, word groupings and distinguishing outlines of the Teeline shorthand system. The students are then able to apply this knowledge to the theory in order to take accurate and verbatim notes of the spoken word, within specific time constraints, suitable for producing accurate copy. Many journalists working in the print industry view shorthand as a key skill, which can help to enhance employment prospects.</p> <p>It is a Level 7 module taught in Semester 1 of Year 1 and is offered to students as an option. Teaching is done through a series of introductory lectures that provide information and aid understanding of the theoretical concepts and terminology involved, these are supported by tutorials where students can focus on improving their technique and their speed.</p> <p>Formative assessment is extremely important in terms of the student's learning experience on this module as achieving speeds of 80wpm requires a level of commitment and discipline. These formative assessments involve regular speed tests in order to gauge the student's ability and help to facilitate their progress in this module. Summative assessment involves a practical examination set at 80wpm involving the dictation of two passages of two minutes each with an interval of 30 seconds and a transcription time of 35 minutes.</p>
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6.	<p>Learning Outcomes:</p> <p>At the end of this module the student will be able to:</p> <p>L1. Demonstrate knowledge of special outlines, words and word groupings in shorthand.</p> <p>L2. Use shorthand at 80wpm to accurately record the spoken word suitable for the purposes of producing copy.</p> <p>L3. Produce an accurate, verbatim transcript of shorthand notes, using a word processor within given time constraints.</p>
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7.	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 & U)	SCQF 7. Demonstrating a broad knowledge and understanding of Teeline theory through the accurate selection of a range of special outlines, words and word groupings. Demonstrating an awareness of the value of shorthand to produce accurate and effective copy.
	Practice: Applied Knowledge and Understanding	SCQF 7. Using Teeline shorthand to write down passages, relevant to journalists, dictated at 80wpm and transcribing them into word-processed longhand.
	Generic Cognitive Skills	SCQF 7. Evaluating shorthand notes and transcriptions in order to identify any errors.
	Communication, ICT and Numeracy Skills	SCQF 7. Using standard applications to produce accurate, verbatim, transcripts of material documented by using shorthand.
	Autonomy, Accountability and Working with others	SCQF 7. Exercising some initiative and independence in practicing Teeline shorthand in order to achieve speeds at professional levels of 80wpm.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following: Module Code: Module Title: n/a Other:
	Co-requisites:	Module Code: Module Title: n/a
9.	Learning and Teaching: Lectures are used to provide an introduction to the theory of the Teeline system of shorthand. Teaching for this module primarily involves tutorials due to the practical nature of the subject. These sessions are used for providing speed exercises, as well as for providing feedback on assessments. The module has a Blackboard site containing online materials in order to support study.	
	Learning Activities/Categories: 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):
	Lectures	12
	Tutorials	36
	Distance learning	52
	Independent study	100
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	Assessment is based on a practical examination consisting of the dictation of two passages of two minutes each with an interval of 30 seconds between them. Students are allowed a transcription time of 35 minutes, with 97.5% accuracy – the error margin	

	being 2.5% and each mistake counting as one error, worth 100% of the final mark.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (e.g. Core text, journals, internet access)					
	The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes: Clarkson, J. (1991) <u>The Teeline Gold: Coursebook</u> , Oxford: Heinemann Educational. Dix, A. (1990), <u>Teeline Fast</u> , Oxford: Heinemann Educational. Johnston, D. (2006), <u>Teeline for Journalists</u> , Oxford: Heinemann Educational. www.holdthefrontpage.co.uk					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate)

		Yes
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment					
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination	✓	✓	✓		1 hour
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: News Writing Techniques 2
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2.	Code:	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	Summary of Module:		
	<p>The module develops knowledge and understanding of news writing structures as well as providing a platform for gaining proficiency in producing diary and off-diary stories for an extensive range of markets. It builds upon the rudiments to news writing that students covered in News Writing Techniques 1.</p> <p>Students examine and learn to adopt more advanced styles of news writing, predominately for tabloid and quality publications. Alternative techniques for structuring copy are considered, including a variety of intro writing techniques such as the delayed drop and narrative styles of writing. Knowledge of the practices and procedures for covering diary events (for example press conferences, the courts and local government) are also covered. The module progresses to examine the roles of specialist correspondents and the techniques for producing specialist copy, such as: investigative; sports reporting; comment writing; news features, for example, backgrounders and colour pieces.</p> <p>It is a Level 8 module taught in Semester 1 of Year 2. Teaching involves a series of theory-based lectures and practical writing workshops, supported by tutorials. Assessment will involve the production of two coursework-based portfolios.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Demonstrate a range of approaches to gathering material suitable for covering diary events.</p> <p>L2. Demonstrate an advanced level of proficiency in writing accurate and legally sound copy that conforms to industry standards in terms of its structure and use of newspaper language.</p> <p>L3. Generate material for a range of specialist pieces of news copy suitable for publication in national quality and tabloid publications.</p>		
7.	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 & U)	<p>SCQF 8</p> <p>Understanding the procedures involved in covering diary events.</p> <p>Demonstrating a broad knowledge of the news values of tabloid and quality newspapers.</p>	

	Practice: Applied Knowledge and Understanding	SCQF 8 Using a range of techniques of gathering information in order to produce accurate and legally sound diary copy. Applying knowledge of a range of writing styles appropriate for different publications.	
	Generic Cognitive Skills	SCQF 8 Evaluating the appropriateness of material for different styles of treatment.	
	Communication, ICT and Numeracy Skills	SCQF 8 Using a range of styles of newsgathering techniques at an advanced level. Using information technology to convey complex material to a range of audiences and for a range of purposes.	
	Autonomy, Accountability and Working with others	SCQF 8 Exercising autonomy and initiative to gather and write copy in a professional manner. Taking the initiative for planning newsgathering processes in keeping with reasonable deadlines.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: n/a
	Other:		
	Co-requisites:	Module Code:	Module Title: n/a
9.	Learning and Teaching: Teaching for this module involves a combination of lectures, tutorials, and practical workshops. Lectures cover theoretical issues in News Reporting at an advanced level, while class-based workshops allow students to experiment and develop their own skills at implementing the styles of writing covered in lectures. These will be supported by tutorials that will be used for the use of short presentations; group exercises; discussions and also for providing feedback on copy and on assessments. The module has a Blackboard site containing online materials in order to support study.		
	Learning Activities/Categories: 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):	
	Lectures	12	
	Laboratory-based workshops	24	
	Tutorials	12	
	Distance Learning	40	
	Preparation for coursework assessments	32	
	Independent study	80	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	Assessment will be based on a portfolio of diary reporting, worth 50% of the final mark, and a portfolio of writing suitable for publication in tabloid and quality publications, worth 50% of the final mark.		
11.	Equality and Diversity		
	This module is appropriate for any student. Appropriate support can be provided where required.		

12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Keeble, R. (1998), <u>The Newspapers Handbook</u>, 3rd Ed, Abingdon: Routledge. Randall, D. (2000), <u>The Universal Journalist</u>, 2nd Ed, London: Pluto Press. Bloy, D. (2006), <u>Media Law</u>, London: Sage Publications. Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), <u>An Introduction to Journalism</u>, London: Sage Publications. Harrison, J. (2006), <u>News</u>, Abingdon: Routledge. Keeble, R. (Ed), (2006), <u>Print Journalism: A critical introduction</u>, Abingdon: Routledge. McKane, A. (2006), <u>News Writing</u>, London: Sage Publications. Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, London: Sage Publications. Phillips, A. (2007), <u>Good Writing for Journalists</u>, London: Sage Publications. Sissons, H. (2006), <u>Practical Journalism: How to Write News</u>, London: Sage Publications.</p> <p>Journalism Practice Journalism Studies British Journalism Review Press Gazette A range of national tabloid and quality newspapers</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
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18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓	✓		50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment		✓	✓	50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Law and Media Regulation
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module:
	<p>This module will develop the students' knowledge of the main areas of the law affecting journalists and build on their understanding of the ethos of the various regulatory bodies. It will provide a practical working knowledge of the application of these areas of law and regulation from a journalistic perspective.</p> <p>The issues examined will include the roles and functions of relevant regulatory bodies including the Press Complaints Commission, Ofcom and the National Union of Journalists. The principles of contempt of court, defamation, malicious falsehood and the responsibilities of the court reporter in both civil and criminal cases will also be examined.</p> <p>Assessment will be based around progressive insights into news journalism case studies and the impact of law and media regulation on their output. Students will critically evaluate a range of case studies in the context of the latest media regulation developments.</p> <p>This module is a Level 8 module offered in Semester 1 of Year 2</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars. Additional contact hours will be allocated to developing students' employability skills and in this module will focus on the continued development of research skills and essay writing skills.</p> <p>Students will submit an essay and sit an exam to successfully complete the module.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Describe and analyse the roles and functions of regulatory bodies relevant to journalism.</p> <p>L2 Discuss and review journalistic codes of conduct.</p> <p>L3. Discuss the principles of the law of contempt and defamation to specific circumstances.</p>

	L.4. Explain and analyse restrictions placed on the reporter in criminal and civil court cases.	
7.	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 & U)	LEVEL 8 Evaluating the effectiveness of regulatory bodies. Understanding the main aspects of the law as it affects journalists.
	Practice: Applied Knowledge and Understanding	LEVEL 8 Applying legal principles to a range of news contexts. Understanding the impact of regulation on news gathering and writing Using research skills to enhance knowledge.
	Generic Cognitive Skills	LEVEL 8 Evaluating arguments relevant to the relationship between journalists, the law, and regulatory bodies.
	Communication, ICT and Numeracy Skills	LEVEL 8 Communicating effectively in writing.
	Autonomy, Accountability and Working with others	LEVEL 8 Exercise some initiative and independence in developing arguments related to press and media regulation.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: N/A	Module Title: N/A
	Other:	
	Co-requisites:	Module Code: N/A
		Module Title: N/A
9.	Learning and Teaching:	
	The teaching methods will be centred around tutor-led lectures and tutorials with students actively participating as the semester progresses via the use of seminars. This will allow students to actively participate in examinations of the law as it applies to journalists and approaches to developing their own legal insights from a journalistic perspective.	
	Learning Activities/Categories: 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):
	Lectures	36
	Seminars	12
	Preparation for coursework	60
	PDP activities	12
	Examination	2
	Self-directed study	90
		212 Hours Total

10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Both formative and summative assessment methods will be used for this module. Formative assessments will examine the role of the various regulatory bodies and aspects of the law affecting journalists. Summative assessments will provide opportunities for students to illustrate their ability to handle the legal issues within copy.</p> <p>There will be two assessed pieces of work. An essay will form 50% of overall total and will assess LOs 2 & 3 and a two-hour examination which will assess LOs 1 & 4.</p>					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following title.</p> <p>CORE TEXT Bonnington, A. et alii, (2000), Scots Law for Journalists, 7th ed, W green & Son</p> <p>ADDITIONAL READING Crone, T, et alii (2002) Law and the Media, Focal press Marshall, E.A. (1999) General Principles of Scots Law, 7th Ed, W Green & Son. Robertson, G. and Nicol, A. (2002), Media Law, Penguin. Tapsall, S. (1998) Journalism Theory in Practice, Oxford University Press. Welsh, T. and Greenwood, W. (2003) McNae's Essential Law for Journalists, 17th Ed, Butterworths.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit).</i>					

08/09	Trimester 1 (Session 2008/09)	Yes	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No
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For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Ewan Crawford
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination						50%	
	Written Assignment		✓	✓				
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination	✓			✓		50%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: UK & International Politics
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2.	Code:	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module:			
	<p>This module will introduce students to the principles and practices of central and local government in Britain. It will evaluate the institutions and policies of the European Union and analyse international relations in the contemporary world.</p> <p>The issues examined will include devolution and local government in Scotland and the ongoing relationship between the UK government and the European Union.</p> <p>The module is a Level 8 module offered in semester 1 of Year 2.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars.</p> <p>Assessment will be one coursework essay and one examination.</p>			
6.	Learning Outcomes: (maximum of 5 statements)			
	<p>At the end of this module the student will be able to:</p> <p>L1. Explain the constitutional principles on which the British parliamentary system and its relationship with the European Union.</p> <p>L.2. Evaluate the different electoral systems used in the UK.</p> <p>L.3. Analyse and discuss devolution and local government in Scotland.</p> <p>L.4 Analyse and discuss international relations in the contemporary world.</p>			
7.	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 & U)	LEVEL 8 Evaluating the effectiveness of electoral systems.		
	Practice: Applied Knowledge and Understanding	LEVEL 8 Understanding political frameworks.		
	Generic Cognitive Skills	LEVEL 8		

	Communication, ICT and Numeracy Skills	Evaluating arguments relevant to civil liberties. Evaluating UK and international relations. LEVEL 8 Communicating effectively and appropriately in writing. Exercising autonomy and initiative in carrying out research activities at a professional level.		
	Autonomy, Accountability and Working with others	LEVEL 8 Exercise some initiative and independence in developing arguments related to Scottish, UK, and European politics and international relations.		
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:		
		<table border="1"> <tr> <td>Module Code: N/A</td> <td>Module Title: N/A</td> </tr> <tr> <td colspan="2">Other:</td> </tr> </table>	Module Code: N/A	Module Title: N/A
Module Code: N/A	Module Title: N/A			
Other:				
	Co-requisites:	<table border="1"> <tr> <td>Module Code: N/A</td> <td>Module Title: N/A</td> </tr> </table>	Module Code: N/A	Module Title: N/A
Module Code: N/A	Module Title: N/A			
9.	Learning and Teaching:			
	The teaching methods will be centred around tutor-led lectures, tutorials and seminars. Field trips will be included to local government meetings and the Scottish Parliament. Students will actively participate in seminars as the semester progresses.			
	Learning Activities/Categories: 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):		
	Lectures	24		
	Tutorials	4		
	Seminars	20		
	Preparation for coursework	60		
	Examination	2		
	Self-directed study	90		
		200 Hours Total		
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)			
	Assessment will be based on one coursework essay worth 50% each and one final exam worth 50%.			
11.	Equality and Diversity			
	This module is appropriate for any student. Appropriate support can be provided where required.			
12.	**Indicative Resources: (eg. Core text, journals, internet access)			
13.	Attendance Requirements			
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer			

	to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie. Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit)</i> .					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	Yes	Trimester 3 (Session 2008/09)	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Ewan Crawford
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	✓					50%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination		✓	✓	✓		50%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Feature Writing
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:		
	<p>Feature Writing will look at the role of features in newspapers and magazines and will develop students' feature writing skills providing them with the confidence and ability to write longer, more analytical pieces.</p> <p>It will focus on the structure of features, intros and endings, a range of writing techniques, interviewing and integration of quotes into copy. Students will learn how to write profiles, specialist features, colour pieces and analytical features.</p> <p>Students will also look at the importance of targeting features for particular audiences in newspapers and magazines and learn how to propose, research and write features material.</p> <p>This is a level 8 module and will be offered in Year 2 of the programme and will build on existing newsgathering, interviewing and news writing skills. The skills gained in the module will also support students in other practical and production modules as they progress through the programme and in their future careers.</p> <p>Teaching methods will be tutor-led lectures and practical writing workshops. As well as instruction in writing features, students will also have the opportunity to review different feature styles and develop appropriate research and interview skills.</p> <p>There will be individual project work and supervised independent learning aimed at developing appropriate skills and knowledge. Assessment will primarily be portfolio-based with students producing a range of features, as well as supporting materials such as features proposals.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Write features proposals that are appropriate to a range of targeted newspapers and magazines.</p> <p>L2. Write features for newspapers and magazines that are relevant to specific audiences and conform to industry standards in terms of writing style.</p> <p>L3. Gather information from a range of sources and devise appropriate research strategies.</p> <p>L4. Devise questions for interview purposes, identify appropriate contacts and arrange and conduct interviews and provide accurate reports of these.</p>		
7.	Employability Skills and Personal Development Planning (PDP) Skills		
	<table border="1"> <tr> <td>*SCQF Headings</td> <td>During completion of this module, there will be an opportunity to achieve</td> </tr> </table>	*SCQF Headings	During completion of this module, there will be an opportunity to achieve
*SCQF Headings	During completion of this module, there will be an opportunity to achieve		

		core skills in:	
	Knowledge and Understanding (K & U)	SCQF 8 Understanding the characteristics of feature writing for newspapers and magazines. Illustrating an understanding of different print media audiences.	
	Practice: Applied Knowledge and Understanding	SCQF 8 Initiating, developing and writing features materials to an appropriate professional standard for a range of audiences.	
	Generic Cognitive Skills	SCQF 8 Evaluating and drawing upon a range of information resources appropriate to journalism and feature writing.	
	Communication, ICT and Numeracy Skills	SCQF 8 Communicating effectively in writing features to an appropriate professional standard.	
	Autonomy, Accountability and Working with others	SCQF 8 Taking responsibility for the completion of own projects within specified deadlines. Exercise initiative and autonomy when developing features materials to professional standards.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: N/A
		Other:	
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching: Teaching methods will be centred around tutor-led lectures and workshops that will allow students to actively participate in examinations of feature writing styles and approaches and in developing their own practical writing skills		
	Learning Activities/Categories: 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):	
	Lectures	16	
	Practical workshops	24	
	Tutorials	8	
	Preparation for coursework	60	
	Independent study	92	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	Both formative and summative assessment methods will be used in this module. Formative assessments will examine different features styles and provide opportunities for students to illustrate their ability to appropriately write and structure features and undertake interviews and other relevant research. The summative assessments will provide students with the opportunity to illustrate their feature writing ability and their understanding of the demands of this style of writing.		

	Assessment 1 (L/O 1) will be a proposal document submitted that will illustrate students' understanding of the meeting the requirements of different audiences and different writing styles. It will be with 30% of the total mark. Assessment 2 (Los 2, 3 & 4) will be a features portfolio of around 4,500 words and worth 70% of total marks for the module. It will allow students to illustrate their feature writing skills and professional approach to researching and writing in this specialist format.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles: Pape, S and Featherstone, S (2006) <u>Feature Writing: A Practical Introduction</u> , Sage Publications, Hennessy, B (2005), <u>Writing Feature Articles</u> , Focal Press, 4th edition, Students will also be strongly encouraged to read features in newspapers and magazines.					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate)

		No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓				30%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify: Portfolio		✓	✓	✓		70%		
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Magazine Journalism
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2.	Code:	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	Margaret Hughes		

5.	Summary of Module:		
	<p>The magazine publishing industry in the UK is one of the fastest-growing sectors of the media with more than 8,000 titles published every year and new titles being launched on an almost weekly basis. This module will introduce students to the changing nature of this market, its production processes and the editorial demands of different magazine styles.</p> <p>Students will have the opportunity to develop the writing skills they have already acquired on the programme and use these skills to write for a range of different publication styles, for example, mainstream consumer, business or customer magazines.</p> <p>The main component of assessment in the module will be the production of a magazine to a professional standard, providing students with the opportunity to develop and enhance the design and layout skills they will have acquired in year 1. Students will also work in groups to produce this magazine and will develop their team working, time management and organisational skills.</p> <p>Students will also undertake an investigation of the market and produce a report discussing and reviewing the organization and operation of the sector.</p> <p>Teaching will include lectures, tutorials, seminars and practical workshops, with input from industry professionals who will offer advice and guidance on both content and design matters. These workshops will also be an opportunity for students to prepare for the newsroom environment that will be more fully developed in year 3 of the programme.</p> <p>This module will be offered as an option in semester 2 of year 2.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Critically review and discuss the organisation and operation of the magazine publishing sector.</p> <p>L2. Demonstrate an advanced level of proficiency in writing copy that meets the editorial criteria for a range of magazine publications.</p> <p>L3. Demonstrate proficiency in the design and production of magazines to a professional standard.</p>		
7.	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	SCQF 8	

	<p>Understanding (K & U)</p> <p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p> <p>Autonomy, Accountability and Working with others</p>	<p>Demonstrating a broad knowledge of the magazine publishing sector, its audiences and issues related to it.</p> <p>SCQF 8</p> <p>Using a range of techniques of gathering information in order to produce copy in a range of different styles.</p> <p>Applying knowledge of a range of writing styles appropriate for different publications.</p> <p>SCQF 8</p> <p>Evaluating the appropriateness of material for different styles of magazines.</p> <p>SCQF 8</p> <p>Using a range of styles of newsgathering, interviewing and writing techniques at an appropriate level.</p> <p>Using information technology to convey complex material to a range of audiences and for a range of purposes.</p> <p>SCQF 8</p> <p>Exercising autonomy and initiative to gather and write copy in a professional manner.</p> <p>Taking the initiative for planning and producing a finished publication and meeting reasonable deadlines.</p>															
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code: N/A</td> <td>Module Title: N/A</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>		Module Code: N/A	Module Title: N/A	Other:											
Module Code: N/A	Module Title: N/A																
Other:																	
	Co-requisites:	Module Code: N/A	Module Title: N/A														
9.	Learning and Teaching:																
	<p>Teaching will comprise a series of lectures, seminars and practical workshops. Students will receive some initial lectures discussing the market but the focus of the module will be on practical writing and production workshops.</p> <table border="1"> <thead> <tr> <th>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</th> <th>Student Learning Hours (Normally totalling 200 hours):</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>6</td> </tr> <tr> <td>Seminars</td> <td>6</td> </tr> <tr> <td>Lab-based practical workshops</td> <td>24</td> </tr> <tr> <td>Tutorials</td> <td>12</td> </tr> <tr> <td>Self-directed study</td> <td>152</td> </tr> <tr> <td></td> <td>200 Hours Total</td> </tr> </tbody> </table>			Learning Activities/Categories: 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):	Lectures	6	Seminars	6	Lab-based practical workshops	24	Tutorials	12	Self-directed study	152		200 Hours Total
Learning Activities/Categories: 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):																
Lectures	6																
Seminars	6																
Lab-based practical workshops	24																
Tutorials	12																
Self-directed study	152																
	200 Hours Total																
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)																
	<p>Assessment will comprise two pieces of coursework material. Assessment 1 will cover LO1 and be a report (c. 1,000) which will analyse the magazine journalism sector and be worth 15% of the total marks for the module.</p> <p>Assessment 2, which covers LOs 2 & 3, will be the production of a magazine for a specialist market. Students will need to research, write and design the publications</p>																

	working in small teams. This assessment will account for 85% of the total marks for the module.					
11.	Equality and Diversity					
	This module is appropriate for any student. Additional support will be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles: Frost, C. (2003), <u>Designing for Newspapers & Magazines</u> , Routledge Morrish, J. (2003), <u>Magazine Editing: How to develop and manage a successful publication</u> , Routledge McKay, J. (2000), <u>The Magazines Handbook</u> , Routledge Students will also be expected to be reading a wide range of consumer, customer and business magazines.					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit)</i> .					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	Yes	Trimester 3 (Session 2008/09)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
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18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No (delete as appropriate)
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓				15%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify: Portfolio		✓	✓			85%		
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Introduction to Broadcast Journalism
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Ewan Crawford</i>		

5.	Summary of Module:			
	<p>This module will introduce students to the operation and organisation of broadcast news providers. It will also provide students with the necessary skills to compile and deliver broadcast news items. The module will build on the skills that students have already developed in areas such as newsgathering and interviewing, and will develop their range of journalistic writing skills by providing them with instruction in writing for broadcast rather than print environments. Students will also be taught to record using portable and studio-based equipment and the range of skills required for broadcast news production and presentation.</p> <p>Teaching and learning methods will comprise some formal lecturing but will focus more closely on developing skills and knowledge in the studio environment. News bulletin production days will be included as part of the teaching and learning methods in this module.</p> <p>Assessment will be by a report on the operation and organisation of the broadcast news providers and students will also produce a portfolio of appropriate broadcast news items.</p> <p>This module will be offered as an option in year 2 of the programme.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Critically review and discuss the organisation and operation of broadcast news providers.</p> <p>L2. Demonstrate proficiency in newsgathering, interviewing and writing news stories for broadcast.</p> <p>L3. Demonstrate proficiency in presenting broadcast news stories and in operating appropriate studio and portable equipment.</p>			
7.	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 & U)	SCQF 8 Demonstrating a broad knowledge of broadcast journalism and its different audiences and news values.		
	Practice: Applied Knowledge and Understanding	SCQF 8 Understanding of the procedures involved in gathering information in order to produce accurate and legally sound broadcast news.		

	Generic Cognitive Skills	Initiating, developing and writing broadcast news to an appropriate professional standard for a range of audiences. SCQF 8	
	Communication, ICT and Numeracy Skills	Evaluating and drawing upon a range of information sources appropriate to broadcast news production. SCQF 8	
	Autonomy, Accountability and Working with others	Communicating effectively in written and oral forms to an appropriate professional standard. SCQF 8	
		Exercising autonomy and initiative in gathering news stories in a professional manner. Taking responsibility for completion of own projects within specified deadlines.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: N/A
	Other:		
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching:		
	Learning and teaching approaches will mix traditional lecturing but with greater emphasis on the acquisition of professional, practical skills in a broadcast newsroom studio.		
	Learning Activities/Categories: 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):	
	Lectures	4	
	Studio-based workshops	44	
	Preparation for assessment	40	
	Self-directed study	112	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	Both formative and summative assessment methods will be used in this module. Formative assessments will provide opportunities for students to illustrate their ability to appropriately research, undertake interviews, write and structure broadcast news copy. There will be a summative report that will illustrate students' knowledge and understanding of the role and operation of broadcast news organizations. The practical summative assessment will provide students with the opportunity to illustrate their ability to produce broadcast news stories and bulletins to a professional standard. Assessment 1 (L/O 1) will be a report of c. 1,000 words. It will be worth 20% of the total mark. Assessment 2 will be a broadcast news portfolio, it will be worth 80% of total marks for the module.		
11.	Equality and Diversity		
	This module is appropriate for any student. Appropriate support can be provided where required.		
12.	**Indicative Resources: (eg. Core text, journals, internet access)		

	The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles: Boyd, A (2003), Broadcast Journalism, Heineman Stewart, P (2003), Basic Radio Journalism, Focal Press Gage, L (1998), Commercial Radio Journalism, Focal Press					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit)</i> .					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	Yes	Trimester 3 (Session 2008/09)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Ronnie Bergman
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

(N.B. Please delete any Assessment Outcomes Grids that are not required)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	✓					20%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify: News Portfolio		✓	✓				80%	
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Newsroom Practice
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2.	Code:	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	Amanda Geary		

5.	Summary of Module:
	<p>This module has been designed to provide students with experience of working in a newsroom environment to produce a series of publications to deadline. It builds on many of the students' existing skills such as their ability to generate, research and write news and features. They will also be required to be effective in terms of text handling and headline and caption writing and in the design and layout of newspapers.</p> <p>Teamwork, professional newsgathering skills, as well as the ability to edit and write in a range of styles will play a central part. Students will be involved in a range of journalistic roles and will gain experience as news reporters, features writers, sub editors, chief sub editors and editors. They will be expected to write an overall reflective commentary on each of these roles and will write their own news and feature material as well as producing professionally subbed material from stories written by other members of the reporting team. The range of newspapers produced by students will be daily and weekly local and regional newspapers, typical of the sorts of newspapers where they will seek employment in the early stages of their careers.</p> <p>There will be weekly news days that will be supported by guest editors who will be working editors and reporters, providing students with an opportunity to work with industry professionals and meet their expectations. As such, the news days will reflect actual industry practice with morning conferences, reporters' deadlines, sub-editing deadlines and page production deadlines.</p> <p>This module provides students with core skills linked to PDP and employability and has been identified as the key module in this year that will attract an additional 12 hours.</p> <p>This module is a Level 9 module offered in semester 1 of Year 3.</p> <p>Teaching methods will comprise an introductory seminar, followed by the practical lab-based news days supported by tutorial sessions to reflect upon each week's efforts.</p> <p>Assessment will be a portfolio that evidences the students' work as they have undertaken each role and will include a reflective commentary on their experience and work.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Demonstrate well-developed skills in working in various roles as part of an editorial team.</p> <p>L2. Demonstrate proficiency in producing a range of news, features and editorials targeting specific geographical areas.</p> <p>L3. Demonstrate proficiency in advanced sub-editing and layout skills to produce professionally designed newspaper pages.</p>

	L4. Consider and evaluate their own work in a reflexive manner, with reference to professionals standards, issues and conventions.	
7.	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 & U)	SCQF 9 Demonstrating an ability to work as part of a team to tight deadlines. Knowledge of a range of writing and sub-editing styles and editorial roles.
	Practice: Applied Knowledge and Understanding	SCQF 9 Using journalistic techniques of writing, editing, and design and applying them to newspaper production. Practicing newspaper research methods including interviewing.
	Generic Cognitive Skills	SCQF 9 Undertaking critical analysis of a range of approaches to newspaper production
	Communication, ICT and Numeracy Skills	SCQF 9 Using specialized skills in IT to produce a newspaper. Communicating effectively and appropriately in speech and writing.
	Autonomy, Accountability and Working with others	SCQF 9 Exercising initiative to produce a publication at a professional level. Dealing with ethical and professional issues in producing a newspaper.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: Other:	Module Title: N/A
	Co-requisites:	Module Code: Module Title: N/A
9.	Learning and Teaching:	
	The teaching methods will be centred around workshops and practical production sessions where students will work as part of a team, not only under the guidance of the designated editor for a particular day but under the guidance of the tutor who will play the role of managing editor. Guest editors will also participate. Students will be encouraged and supported in post production discussions.	
	Learning Activities/Categories: 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):
	Seminars	2
	Practical workshops (news days)	40
	Independent study	164
	Tutorials	6

					200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will be done on an ongoing basis with students during the process of news days.</p> <p>The summative assessments will provide students with the opportunity to illustrate their writing and editing abilities as well as their understanding of the demands of each editorial role.</p> <p>A portfolio (6000 words) worth 100% will assess LO's 1, 2, 3 & 4. It will consist of evidence of the best examples of students' work when undertaking each of the roles throughout the trimester, this will be supported by a commentary (1,000 words) that evaluates their experience and their work.</p>					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following two titles.</p> <p>CORE TEXTS Frost, C (2003), <u>Designing for Newspapers and Magazines</u>, Routledge Keeble, R. (Ed) (2006) <u>Print Journalism: A Critical Introduction</u>, Routledge.</p> <p>ADDITIONAL READING</p> <p>Bonnington, A. McInnes, R. and McKain, B. (2000) <u>Scots Law for Journalists</u>, 7th Ed, W Green and Son. Conboy, M. (2004) <u>Journalism: A Critical History</u>, Sage Publications. Harris, G. and Spark, D. (2000) <u>Practical Newspaper Reporting</u>, 3rd Ed, Focal Press. Hicks, W. (1999) <u>Writing for Journalists</u>, Routledge. Keeble, R. (1998) <u>The Newspapers Handbook</u>, 3rd Ed, Routledge. Niblock, S. (1996), <u>Inside Journalism</u>, Chapman and hall. Sissons, H. (2006) <u>Practical Journalism: How to Write News</u>, Sage Publications.</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					

	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit)</i> .					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No
09/10	Trimester 1 (Session 2009/10)	No	Trimester 2 (Session 2009/10)	Yes	Trimester 3 (Session 2009/10)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Kenneth Pratt
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8) <small>(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)</small>	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
	Other, Please specify: Portfolio	✓	✓	✓	✓	100%	
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Online Journalism
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2.	Code:	SCQF Level: 9 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	Summary of Module:			
	<p>The module provides students with an insight into the background of the evolution of online journalism and its subsequent emergence as a key player in the media market. This is done through the study of its history and an examination of the factors that led to its rise within the media industry. Students investigate issues of convergence and journalism, citizen journalism, blogging and the 'blurring of boundaries' that has occurred within the industry in terms of the incorporation of podcasts, audio and video, into the online journalism environment. The module also encourages students to take a critical approach to comparing and contrasting various approaches to online journalism currently available.</p> <p>Students build on many of their existing journalistic skills, such as proficiency in writing and design, to develop practical skills in online journalism including the application of online research skills, techniques of writing for the web, and issues of web design and layout. Students study HTML and how to operate web authoring software, such as Dreamweaver, in order to produce an interactive publication.</p> <p>It is a Level 9 module taught in Semester 1 of Year 3. Teaching involves introductory lectures covering the theoretical aspects of the module, student-led seminars in order to provide a platform for debate and discussion on topical issues, and practical workshops where students can learn practical skills of writing and designing for the web.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Analyse the history and evolution of online journalism.</p> <p>L2. Evaluate a range of approaches to producing online journalism.</p> <p>L3. Demonstrate effectiveness in publishing journalism online using appropriate web authoring software.</p>			
7.	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 & U)	SCQF 9 Understanding of the background to the evolution of online journalism and key events that have inspired change. Knowledge of a range of styles of approach to producing online journalism. Critically understanding terminology associated with online journalism, such as 'blogging', 'citizen journalism' and 'convergence'.	
	Practice: Applied Knowledge and Understanding	SCQF 9 Using journalistic techniques of writing, editing, and design and applying them to a specialised online format. Practicing online research methods.	
	Generic Cognitive Skills	SCQF 9 Undertaking critical analysis of a range of approaches to web design. Identifying issues of transposing traditional forms of journalism into an online format.	
	Communication, ICT and Numeracy Skills	SCQF 9 Using specialised skills in IT in order to produce a website. Communicating effectively and appropriately in speech and writing	
	Autonomy, Accountability and Working with others	SCQF 9 Exercising initiative to produce a publication at a professional level. Dealing with ethical and professional issues in terms of producing a publication.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: n/a
	Co-requisites:	Module Code:	Module Title: n/a
9.	Learning and Teaching: Lectures provide a theoretical knowledge of the issues affecting the world of online journalism and these issues are developed during student-led discussions and presentations that take place during seminar sessions. Due to the practical nature of this module, class-based workshops also take place allowing students to develop and progress their practical skills in areas such as writing HTML and in using appropriate software, such as Dreamweaver. The module has a Blackboard site containing online materials in order to support study.		
	Learning Activities/Categories: 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):	
	Lectures	10	
	Seminars	10	
	Practical workshops	16	
	Distance learning	42	
	Preparation for presentation and coursework assignment	40	
	Independent study	82	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	Assessment will be based on an essay of 2,000 words worth 40% of the final mark, and a 10-minute presentation, worth 60% of the final mark, where the students demonstrate and discuss		

	the processes involved in its development, this is supported by a 500-word commentary.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Allan, S. (2006), <u>Online News: Journalism and the Internet</u>, Maidenhead: Open University Press.</p> <p>Hall, J. (2001), <u>Online Journalism: A Critical Primer</u>, London: Pluto Press.</p> <p>Lister, M. Kelly, K. Dovey, J. Giddings, S. and Grant, I. (2003), <u>New Media: A Critical Introduction</u>, Abingdon: Routledge.</p> <p>Ward, M. (2002), <u>Journalism Online</u>, Oxford: Focal Press.</p> <p>Whittaker, J. (2002), <u>Web Production for Writers and Journalists</u>, Abingdon: Routledge.</p> <p>British Journalism Review Journalism Journalism Practice Press Gazette</p> <p>www.journalism.co.uk www.holdthefrontpage.co.uk</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	No	Trimester 2	No	Trimester 3	No

Session 2008/09 Onwards	Trimester 1 (Session 2009/10)	Yes	Trimester 2 (Session 2009/10)	No	Trimester 3 (Session 2009/10)	No
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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓	✓		40%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment					
	Presentation Assignment			✓	60%	1 hour
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Applied Ethics
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2.	Code:	SCQF Level: 9 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	<p>Summary of Module:</p> <p>This module examines ethical issues and standards of professionalism as they apply to journalism. It aims to equip students with the ability to consider and evaluate their own journalistic practices – both in terms of newsgathering and writing techniques – in relation to legal, moral and regulatory issues.</p> <p>It also looks at examples of key case studies that reflect existing and potential ethical dilemmas. It covers professional responsibilities held by journalists, for example: their responsibility to society, to employers and the readership; the right to information - issues of censorship, freedom of expression, access to information and press freedom and the public interest; as well as providing a knowledge of ethical cases that have been controversial for journalists. It also evaluates situations that can present ethical problems for journalists, for example: dealing with the public; handling complaints effectively; chequebook journalism; dealing with grief; victims of crime; interviewing children; protection of sources; payment for stories; privacy; accuracy; publishing names and addresses; and plagiarism.</p> <p>It is a Level 9 module taught in Semester 1 of Year 3. Teaching is provided through a series of introductory lectures, student-led seminars and tutorials. Additional contact hours are allocated to developing the students' employability and Personal Development Planning (PDP) skills during this module. These tutorial sessions focus on developing the students' research methods, including selection and analysis of research material. The sessions also address the presentation of the students' academic work and how their research efforts can be enhanced by considering factors such as clarity of expression, structure and scholarly use of referencing.</p>
6.	<p>Learning Outcomes:</p> <p>At the end of this module the student will be able to:</p> <p>L1. Demonstrate an awareness and a critical understanding of the professional responsibilities held by journalists.</p> <p>L2. Identify and analyse areas of professional practice that can prove ethically challenging for journalists.</p>

	<p>L3. Discuss and evaluate a range of case studies that have proved controversial from a journalistic perspective.</p> <p>L4. Evaluate and draw upon a range of academic and non-academic sources for research purposes.</p>					
7.	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 & U)	<p>SCQF 9</p> <p>Understanding the scope of applied ethics and integrating it within the field of journalism.</p> <p>Demonstrating a critical understanding of regulatory, moral and legal principles as they apply to journalistic practices.</p>				
	Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>Using a range of professional techniques for sourcing information and producing copy appropriate for publication.</p> <p>Applying regulatory standards at a professional level to a range of scenarios.</p> <p>Practicing routine methods of enquiry and research.</p>				
	Generic Cognitive Skills	<p>SCQF 9</p> <p>Carrying out critical analysis of applied ethical issues.</p> <p>Investigating routine professional problems and issues for journalists.</p> <p>Drawing on a range of authoritative sources in making ethical judgments.</p>				
	Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Communicating effectively and appropriately in speech and writing</p> <p>Using a range of IT applications e.g. Microsoft Office to support and enhance work.</p>				
	Autonomy, Accountability and Working with others	<p>SCQF 9</p> <p>Exercising autonomy and initiative in carrying out research activities at a professional level.</p> <p>Considering the practice of journalism techniques in ways that take account of their own and others' roles and responsibilities.</p> <p>Dealing with ethical and professional issues in accordance with current professional codes of practice, seeking guidance where appropriate.</p>				
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code:</td> <td>Module Title: n/a</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title: n/a	Other:	
Module Code:	Module Title: n/a					
Other:						
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: n/a</td> </tr> </table>	Module Code:	Module Title: n/a		
Module Code:	Module Title: n/a					
9.	<p>Learning and Teaching: Teaching for this module involves a series of introductory lectures outlining key theoretical concepts, the seminars allow for group discussions and presentations to take place in order to debate the issues under consideration. Students are required to carry out a presentation on a given case study as part of a formative exercise in preparation for their extended essay. Tutorials are also used to discuss individual progress with the research for the essay as well as for providing feedback on assessments; these occur alongside tutorial sessions specifically set aside for focusing on developing the students' research techniques.</p> <p>The module has a Blackboard site containing online materials in order to support study.</p>					

	<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>
	Lectures	12
	Tutorials	6
	Seminars	18
	PDP activities	12
	Distance learning	30
	Preparation for presentation and coursework assignment	40
	Independent study and revision	92
	Examination	2
		212 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	Assessment will be based on an essay of 2,500 to 3,000 words, worth 50% of the final mark, and a closed book examination worth 50% of the final mark.	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Belsey, A. and Chadwick, R. (Eds) (2003), <u>Ethical Issues in Journalism and the Media</u>, Abingdon: Routledge. Frost, C. (2007), <u>Journalism Ethics and Regulation</u>, 2nd Ed, Harlow: Pearson Longman. Gopsill, T. and Neale, G. (2007), <u>Journalists: 100 Years of the NUJ</u>, London: Profile Books. Harcup, T. (2007), <u>The Ethical Journalist</u>, London: Sage Publications. Keeble, R. (2001), <u>Ethics for Journalists</u>, Abingdon: Routledge. Kieran, M. (Ed) (1998), <u>Media Ethics</u>, Abingdon: Routledge. Sanders, K. (2003), <u>Ethics and Journalism</u>, London: Sage Publications. Starkey, G. (2006), <u>Balance and Bias in Journalism: Reputation, Regulation and Democracy</u>, Basingstoke: Palgrave Macmillan.</p> <p>British Journalism Review Journalism Journalism Practice Journalism Studies Media Guardian Press Gazette</p>	
13.	Attendance Requirements	
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.	
14	Campus(s) for Module Delivery	

	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	No	Trimester 2	No	Trimester 3	No
Session 2009/10 Onwards	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Kenneth Pratt
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment		✓	✓	✓	50%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination	✓	✓	✓		50%	2 hours
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Specialist Publications
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2.	Code:	SCQF Level: 9 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module:		
	<p>The module has been designed to provide students with a working knowledge of newspaper and specialist supplement production. It builds on many of the students' existing skills, particularly those developed in the newsroom environment of Newroom Practice (offered in semester 1 of year 3), these include a high level of proficiency in writing and design to help produce a finished publications. This module will provide students with the opportunity to produce newspaper supplements of a 'traditional' nature in areas such as the art, travel, sports or health. However, it will also introduce students to the fast growing field of specialist, often corporate, newspaper and magazine products. It will illustrate to students the huge fields of opportunity open to them and the wide range of markets and audiences that exist for a range of different writing styles and publications.</p> <p>This module is at Level 9 module and is offered in Semester 2 of year 3.</p> <p>Predominant teaching methods will be tutor-led production days supported by tutorials, and seminars.</p> <p>Assessment will be the production of two specialist supplements – one to be a newspaper supplement and the other to be a specialist business/consumer publication. The portfolio of work will also include a reflexive commentary on the production of these publications.</p>		
6.	Learning Outcomes:		
	<p>At the end of this module the student will be able to:</p> <p>L1. Competently generate material and design a range of newspaper supplements targeting distinct audiences and markets.</p> <p>L2. Competently generate material and design a range of specialist publications targeting distinct audiences and markets.</p> <p>L3. Consider and evaluate their own work in a reflexive manner, with reference to professionals standards, issues and conventions.</p>		
7.	Employability Skills and Personal Development Planning (PDP) Skills		
	<table border="1"> <tr> <td>*SCQF Headings</td> <td>During completion of this module, there will be an opportunity to achieve core skills in:</td> </tr> </table>	*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:		

	<p>Knowledge and Understanding (K & U)</p> <p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p> <p>Autonomy, Accountability and Working with others</p>	<p>SCQF 9</p> <p>Demonstrate detailed knowledge of a range of newspaper supplements styles and specialist publications.</p> <p>SCQF 9</p> <p>Using advanced journalistic techniques of writing, editing and design to create specialist publications for a range of specific readerships.</p> <p>SCQF 9</p> <p>Identifying and analysing ways of developing routine news and features for specialist publications.</p> <p>SCQF 9</p> <p>Exercising advanced page layout skills to produce specialist publications.</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>SCQF 9</p> <p>Exercising autonomy and initiative to produce a publication at a professional level.</p> <p>Dealing with the ethical and professional issues of producing a publication.</p>				
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title: N/A	Other:	
Module Code:	Module Title: N/A					
Other:						
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code:	Module Title: N/A		
Module Code:	Module Title: N/A					
9.	Learning and Teaching:					
	<p>The teaching methods will be centred around tutorials and production days. Students will actively participate in seminars as the semester progresses. The production days will adhere to strict deadlines with set print times.</p>					
	Learning Activities/Categories: 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):				
	Tutorials	4				
	Seminars	2				
	Practical workshops	30				
	Self-directed study	164				
		200 Hours Total				
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will examine different specialist supplement content and styles.</p> <p>The summative assessments will provide students with the opportunity to illustrate their specialist supplement writing and design skills as well as to reflect on their commentary.</p> <p>Assessment will be based on two portfolios worth 50% each, including a reflective commentary on the students' experience of creating this range of specialist publications.</p>					

11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following two titles.</p> <p><i>CORE TEXT</i> Frost, C. (2003) <i>Designing for Newspapers and magazines</i>, Routledge. Keeble, R, (2006), <i>Print Journalism: A critical introduction</i>, Routledge.</p> <p><i>ADDITIONAL READING</i> Hicks, W. and Holmes, T. (2002) <i>Subediting for Journalists</i>. Hicks, W. (1999) <i>Writing for Journalists</i>, Routledge. Keeble, R. (1998) <i>The Newspapers Handbook, 3rd Ed</i>, Routledge. Niblock, S. (1996) <i>Inside Journalism</i>, Chapman and Hall.</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis, as well as a range of specialist publications.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit).</i>					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No
09/10	Trimester 1 (Session 2009/10)	No	Trimester 2 (Session 2009/10)	Yes	Trimester 3 (Session 2009/10)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetable d Contact Hours	
ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8) <small>(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)</small>	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
	Written Assignment Formal Written Examination							
	Presentation Assignment							
	Class Test Presentation Assignment							
	Oral Examination/Viva Class Test							
	Practical Examination Oral Examination/Viva							
	Placement / WBL Practical Examination Elements							
	Placement / WBL Laboratory Reports							
	Portfolio Laboratory Reports	✓	✓	✓		50%		
	Other, Please specify: Portfolio	✓	✓	✓		50%		
	Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Work Related Learning
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2.	Code:	SCQF Level: 9	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Fiona Milne</i>		

5.	Summary of Module:
	<p>This module is offered across most programmes in the School of Media, Language and Music. Students will use a variety of skills in preparation for work-related learning, including researching the area in which they will be learning. It is closely linked with employability, graduate skills and the PDP process. The module encourages reflection on past experiences and future career plans to ensure the student obtains the most appropriate and relevant work related learning experience.</p> <p>Work-related learning can take the form of work-based learning (placement) or work experience (special projects; simulation; working to a business brief). Some WRL opportunities will be promoted by the School e.g. special projects in the community; the opportunity to undertake WRL in Canada; or students can find their own work related learning. WRL can be based in industry, the community, voluntary or paid, at home or abroad etc.</p> <p>Preparation for work related learning will involve teaching in the areas of CVs, applications and interviews, health and safety, legal and ethical issues and employability, goal setting, reflection and PDP. This will involve staff from the School and input from the University Careers Service.</p> <p>Pre-WRL, students will undertake research into the area of experience and will demonstrate understanding of the theory underpinning work related learning through an online assessment.</p> <p>Whilst undertaking the work-related learning, students will use various skills already learned throughout their University work for example, technical, practical and transferable skills.</p> <p>Pre-planning and development will be charted in a personal development portfolio that will continue to be built through out the module. The portfolio will focus on evaluation and reflection.</p>

6.	Learning Outcomes:	
	<p>At the end of this module the student will be able to:</p> <p>L1. Apply relevant theory to a particular work related learning context</p> <p>L2 Evaluate the values, operational methods and effectiveness of the work experience</p> <p>L3 Apply reflection, observation and evaluation skills</p> <p>L4 Apply self reflection and critical awareness, along with analytical, problem solving and transferable skills</p>	
7.	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 & U)	<p>SCQF 9</p> <p>One or more designated areas in the field of the programme of study</p> <p>A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in the creative industries</p> <p>A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of work related learning</p> <p>Knowledge of work and employability requirements relating to the creative industries</p> <p>Awareness of the economic forces which frame the media, cultural and creative industries and the role of such industries in specific areas of contemporary political and cultural life</p>
	Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>The application of the principal skills, techniques, practices and/or materials associated with the creative industries</p> <p>Observation, understanding, interpretation and manipulation of sound, image and/or the written word</p> <p>Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources.</p> <p>Practice in a range of professional level contexts which include a degree of unpredictability</p> <p>Understanding of the ways in which participatory access to the central sites of public culture and communication is distributed along axes of social division such as disability, class, ethnicity, gender, nationality and sexuality</p>
	Generic Cognitive Skills	<p>SCQF 9</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues</p> <p>Identify and analyse routine professional problems and issues</p> <p>Draw on a range of sources in making judgments</p> <p>The ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses</p>
	Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Make formal and informal presentations on standard/mainstream topics in the creative industries to a variety of audiences</p> <p>Use a range of IT applications to support and enhance work</p> <p>The ability to assimilate and synthesise complex information</p>

	Autonomy, Accountability and Working with others	<p>SCQF 9</p> <p>Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity</p> <p>Manage time, personnel and resources effectively, by drawing on planning and organizational skills</p> <p>An ability to react spontaneously, manage risk, and cope with the unexpected</p> <p>Work productively in a group or team</p> <p>Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.</p>	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: N/A	Module Title: N/A
	Co-requisites:	Module Code: N/A	Module Title: N/A
9.	Learning and Teaching:		
	<p>This module is student-centred and much of the Learning will be individual. Preparatory lectures will be provided early in level 9 to ensure all students registered on the module have their work related learning organized ready to commence in trimester 2. Support will be provided by the careers service in terms of the application process, along with support and guidance for PDP. The lectures will contain the theory pertinent to WRL, including health and safety, employers liability, writing and presentations; PDP and reflection; articulation of experience to the learning outcomes for the module and presentation of any WRL projects identified by the School.</p>		
	Learning Activities/Categories: 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):	
	Lectures	5	
	Seminars	10	
	Work related learning	40	
	Preparation for work-related learning	30	
	Reflection and PDP	30	
	Independent study and assessment	85	
		200 Hours Total	

10.	<p>Assessment: (also refer to Assessment Outcomes Grids at end of document)</p> <p>Assessment will be based on an online assessment prior to the work-related learning, to assess preparation for WRL and understanding of the underpinning theory related to the work experience (20%) and a reflective report of the work related learning (80%).</p> <p>The reflective report should include a reflective diary with goals for development and PDP (which may be in the form of an e-Portfolio) and an employers report.</p> <p>Formative assessment in the form of progress presentations will take place throughout the module, along with feedback on performance at critical points during the module.</p> <p>Students will not be able to undertake work-related learning if the preparatory requirements are not fulfilled.</p> <p>Student will be encouraged to maintain an e-Portfolio of the experience.</p>
11.	<p>Equality and Diversity</p> <p>This module is appropriate for any student. Appropriate support can be provided where required.</p>
12.	<p>**Indicative Resources: (eg. Core text, journals, internet access)</p> <p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Boud, D& Solomon, N (eds) (2001) <i>Work-based Learning: A new Higher Education?</i> Milton Keynes: Open University Press</p> <p>Douglas, A & O'Neill's (2000) <i>The Essential Work Experience Handbook</i>. London: Gill & McMillan</p> <p>Longson, S (1999) <i>Making Work Experience Count (How – to)</i> London: Reed</p> <p>QAA Scotland (2006). <i>Effective Learning Framework: supporting effective learning</i>. Glasgow: Quality Assurance Agency for Higher Education</p> <p>Scottish Funding Councils for Further and Higher Education (2006). <i>Learning to work</i>. Edinburgh: SFCFHE</p> <p>Ward, R & Richardson, H (2006). <i>Getting What You Want: e-Portfolios</i>. London: Careers Education Support Programme</p> <p>Yorke, M (2004). <i>Employability in higher education: what it is – and what it is not</i>. Learning and Teaching Support Network Generic Centre and ESECT</p>
13.	<p>Attendance Requirements</p> <p>In accordance with Regulation 5.7, the minimum attendance requirement is 75%</p>
14	<p>Campus(s) for Module Delivery</p> <p>The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)</p>

	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick	X	X		X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: (Provided viable student numbers permit).					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No
2009/10	Trimester 1 (Session 2009/10)	No	Trimester 2 (Session 2009/10)	Yes	Trimester 3 (Session 2009/10)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No (delete as appropriate)
19.	Subject Panel	PDP
20.	Moderator	Jane Robertson
21.	External Examiner	Dependent on the programme of study
22.	Accreditation Details	None
23.	Changes / Version Number	V1/08

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

Introductory Note(s):

(1) All module descriptors require **annual updating**. Please refer to top right of descriptor to ensure most recent version has been accessed.

(2) Please note that not all modules run every academic year.

1.	Title of Module: Broadcast Feature Production
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2.	Code:	SCQF Level: 9	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	Ronnie Bergman		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)
	<p>To give students an understanding of, and equip them with, the skills required to produce recorded feature packages of broadcast standard, demonstrating a range of journalistic and technical skills.</p> <p>Through a series of short lectures and demonstrations the student will be given the opportunity to learn the skills of professional radio feature production, which can also be used in long-form news production. Analysis of what makes a good (listenable) feature will be undertaken in tutorial and feedback sessions.</p> <p>The software skills along with portable recording interview techniques will be shown in workshops and in one-to-one feedback tutorials.</p> <p>Use of music and sound effects will be used during demonstrations in multi track mixing techniques.</p>
6.	Learning Outcomes: (maximum of 5 statements)
	<p>At the end of this module students will be able to:</p> <p>L1 develop original audio material using professional software packages</p> <p>L2 interview in a variety of styles to broadcast standards</p> <p>L3 edit and mix a selection of self generated material using professional standard software</p> <p>L4 accurately note take and log all material to a professional standard</p> <p>L5 write cue and narrative-links appropriate for professional standard features</p>

7.	Employability Skills and Personal Development Planning (PDP) Skills	
	*SCQF	During completion of this module, there will be an opportunity to

	Headings	achieve core skills in:	
	Knowledge and Understanding (K & U)	SCQF Level 9: the technical aspects and practical techniques of broadcasting; demonstrating some originality and creativity in audio production	
	Practice: Applied Knowledge and Understanding	SCQF Level 9: the dubbing, digitally editing and mixing of recorded material to a professional standard; interviewing and recording adhering to professional level practices using professional level equipment	
	Generic Cognitive Skills	SCQF Level 9: using a wide range of sources and making judgements; evaluating and critically reviewing their own output and that of others in a reflexive manner; defining analysing, critically evaluating and conceptualise professional level problems and issues	
	Communication, ICT and Numeracy Skills	SCQF Level 9: communicating using written and oral forms at a professional level to a range of audiences;. Communicating and working effectively in inter-personal settings	
	Autonomy, Accountability and Working with others	SCQF Level 9: organising and managing supervised, self-directed projects; work to a given brief, within a specified timescale; exercise autonomy and initiative and work independently.	
	<i>(N.B. *Refer to www.scqf.org.uk website for further details relating to the SCQF Level Descriptors)</i>		
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: None	Module Title: None
	Co-requisites:	Module Code: None	Module Title: None

9.	<p>Learning and Teaching:</p> <p>Professional practical skills will be acquired in projects, discussion groups and demonstrations. Knowledge and understanding will be acquired through lectures, tutorials, practical sessions and student-directed learning. Transferable and communication skills will be integrated throughout this module.</p>	
	<p>Learning Activities/Categories:</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
	Lectures and demonstration	20
	tutorials	16
	Self study (studio based and self directed)	164
		200 Hours Total
10.	<p>Assessment: (also refer to Assessment Outcomes Grids at end of document)</p>	
	<p>One course work portfolio, containing three broadcast standard features with a folder containing all script material; contacts' details; evaluative procedure and outline of projects.</p> <p><i>(N.B. (i) Three Assessment Outcomes Grids for the module (one for each main assessment category) can be found at the end of this descriptor which clearly demonstrate how the learning outcomes of the module will be assessed.</i></p> <p><i>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</i></p>	
11.	<p>Equality and Diversity</p>	
	<p>This module is appropriate for any student. Appropriate support can be provided where required.</p>	
12.	<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
	<p>Hudson, G. and Rowlands, S. (2007), The Broadcast Journalism Handbook, Harlow, Pearson</p>	

	<p>McLeish, Robert, (2003) Radio Production 4th ed., London, Focal Press.</p> <p>Beaman, J. (2000), Interviewing for Radio, London, Routledge</p> <p>Bonnington, A. et al, (2000) Scots Law for Journalists, 7th ed. Edinburgh, W. Green.</p> <p>BBC editorial guidelines: http://www.bbc.co.uk/guidelines/editorialguidelines/</p> <p>The Ofcom broadcasting code: http://www.ofcom.org.uk/tv/ifi/codes/bcode/</p> <p>Broadcast Journalism Training Council: www.bjtc.org.uk</p> <p><i>(**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)</i></p>
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13.	Attendance Requirements					
	In accordance with normal University Regulations, the minimum attendance requirement is 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie. Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				x		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s)/Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
08/09	Trimester 1 (Session 2008/09)	Yes	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	School of Media, Language and Music
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Ewan Crawford
21.	External Examiner	Helen Hutchinson
22.	Accreditation Details	None
23.	Changes / Version Number	V1/08

Assessment Outcomes Grids (referred to within Section 10)

(N.B. Please delete any Assessment Outcomes Grids that are not required)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify: Coursework	✓	✓	✓	✓	✓	100%		
Combined Total for All Assessment Categories							100%	

Note(s):

- (i) More than one assessment method can be used to assess individual learning outcomes.
- (ii) Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependant on Programmes &/or Professional requirements.

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Journalism Dissertation
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2.	Code:	SCQF Level: 10 (Scottish Credit and	Credit Points:	ECTS: 10 (European Credit
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		Qualifications Framework)	40	Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:
	<p>The BA (Hons) Journalism Dissertation provides students with the opportunity to undertake extended research into an area of journalism that will allow them to demonstrate critical engagement with their chosen topic and the related theoretical issues, principles and theories.</p> <p>Students will have developed a range of academic and journalistic research skills as they have progressed through the programme and this module will enable them to illustrate these in a scholarly piece of work.</p> <p>The Dissertation is a 40-credit module that will be offered across both trimesters of year four of the programme.</p> <p>There are a number of ways that the student will be able to undertake the dissertation. They may choose to critically analyse the literature and theoretical issues pertaining to a specific field of journalism, for example, how the internet has impacted on the way news is gathered, produced and presented. Alternatively, students may undertake some empirical research in journalism, for example, conduct a rigorous content analysis of how newspapers cover a specific issue like a general election campaign or particular high-profile politician, celebrity or court case. The choice of subjects to research is vast and support will be provided to all students in making their decision.</p> <p>In preparation for this module students will have received teaching and been assessed in research methods across the previous three years of the programme, however, a series of lectures and workshops at the start of the module will underline the methodological approaches and issues that students need to consider to successfully complete the Dissertation.</p> <p>Every student will be assigned a Dissertation supervisor with whom they will have regular meetings.</p> <p>As this module will operate over two trimesters, students will be expected by the end of trimester 1 to submit a research hypothesis, proposed methodology, a literature review and complete a seminar presentation on early findings. The completed Dissertation project, which will be 12,000 words in length, will be submitted by the end of trimester 2.</p> <p>In the execution and completion of this module students will be expected to work independently and to actively engage with their supervisor and with other professionals, if their research requires use of interviews as a way of collecting data. Students will also be expected to illustrate appropriate skills in data collection and analysis, undertaking literature reviews, conducting interviews, recognising existing knowledge in the field, understanding and critically analysing theories, concepts and principles and relating them to their chosen research topic and design. Originality of thought and expression will be expected, as will the very practical skills of presenting research in a well-organised and properly documented way.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Identify a clearly defined and appropriate research hypothesis and methodology.</p> <p>L2. Undertake appropriate independent research.</p>

	<p>L3. Critically analyse and evaluate theories, concepts and principles related to chosen research topic.</p> <p>L4. Exercise initiative and originality in the research and writing of the dissertation.</p> <p>L5. Critically evaluate, discuss and review information from a range of resources.</p>	
7.	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 & U)	<p>SCQF 10</p> <p>Recognising, understanding and critically evaluating existing knowledge, theories and concepts underpinning the chosen research topic.</p> <p>Critically evaluating appropriate research methods in chosen topic.</p>
	Practice: Applied Knowledge and Understanding	<p>SCQF 10</p> <p>Applying appropriate research methodology for chosen topic.</p> <p>Critically evaluating evidence acquired through research.</p>
	Generic Cognitive Skills	<p>SCQF 10</p> <p>Deriving judgements and conclusions with sound theoretical underpinning about the merits of competing schools of thought or evidence, within chosen topic.</p> <p>Demonstrating self-critical awareness, scholarship and originality in addressing the practical and ethical issues of research.</p>
	Communication, ICT and Numeracy Skills	<p>SCQF 10</p> <p>Selecting and using appropriate ICT applications and resources in the conduct of research and on the communication of detailed, complex information and evidence to a knowledgeable audience.</p>
	Autonomy, Accountability and Working with others	<p>SCQF 10</p> <p>Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary source materials as appropriate.</p> <p>Work effectively under guidance in a peer relationship with qualified practitioners to execute a research project at Honours level in accordance with University regulations and academic conventions.</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of research practice.</p>
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title:
	Other:	N/A
	Co-requisites:	Module Code:
		Module Title: N/A
9.	Learning and Teaching:	
	A series of lectures and workshops will be used to support students as they progress through this module. Before work gets underway on the dissertation, students will have the opportunity through a series of workshops to fine tune their research methods	

<p>knowledge and skills and will meet with lecturers on an individual basis to discuss topics of study. Throughout the course of the module students will meet regularly with supervisors to discuss the progress of their work and will, as far as possible, be paired with a lecturer who has undertaken similar research.</p> <p>This module will also be used to develop a range of PDP skills and therefore attracts an additional 8 hours.</p>					
<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>				
Lectures & workshops	18				
Individual tutorials	10				
Independent study	359				
Preparation for assessment	20				
Presentation of research proposal	1				
	408 Hours Total				
<p>10. Assessment: (also refer to Assessment Outcomes Grids at end of document)</p>					
<p>The major piece of assessed work will be the Dissertation, which will account for 90% of the marks and will be covered by LOs 2, 3, 4 & 5.</p> <p>Students will also submit a research hypothesis, research methodology and literature review, which will be presented in a seminar and will account for 10% of the total mark and is covered by LO 1.</p>					
<p>11. Equality and Diversity</p>					
<p>This module is appropriate for any student. Appropriate support can be provided where required.</p>					
<p>12. **Indicative Resources: (eg. Core text, journals, internet access)</p>					
<p>Students will be required to undertake a wide range of reading relevant to their chosen topic, however, the following titles will be useful as support tool in undertaking the research project:</p> <p>Murray, R (2002) <i>How to Write a Thesis</i>, Strathclyde University, Glasgow Rudestamm, K. and Newton, R. (2000) <i>Surviving Your Dissertation</i>, Sage, London</p>					
<p>13. Attendance Requirements</p>					
<p>It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.</p>					
<p>14 Campus(s) for Module Delivery</p>					
<p>The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply</p>					
Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
			X		
Tick					

15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: (Provided viable student numbers permit).					
08/09	Trimester 1 (Session 2008/09)	Yes	Trimester 2 (Session 2008/09)	Yes	Trimester 3 (Session 2008/09)	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	PDP
20.	Moderator	Dr Kathryn Burnett
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessme nt Element	Timetabl ed Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
ASSESSMENT CATEGORY 2	Examination Formal Written							
	Examination Written Assignment							
	Written Assignment Presentation	✓	✓	✓	✓	✓	80 10%	N/A 1 hour
	Assignment Presentation							
	Assignment Class Test							
	Class Test							
	Oral Examination/Viva							
	Oral Practical Examination Examination/Viva							
	Placement / WBL Practical Examination							
	Laboratory Reports Placement / WBL Other Please specify							
	Laboratory Reports							
	Other, Please specify:							
	Combined Total for All Assessment Categories							100%

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Journalism Portfolio
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2.	Code:	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:
	<p>This module will provide students with an opportunity to illustrate their range of journalistic abilities as they develop and produce a portfolio of news and features materials that will showcase their range of skills to future employers.</p> <p>Applying an in-depth knowledge of advanced newsgathering and writing skills, students will generate a range of professional standard copy that meets the demands of industry. Students will have the opportunity to produce work that seeks to investigate and develop their knowledge of either a specialist area or style of writing. They will also be required to show that they have a firm understanding of meeting the demands and challenges of what is required by the market, that is, commissioning editors.</p> <p>Students will develop a detailed proposal for the content of their portfolio and will agree this a member of the lecturing team. This proposal, which will be a reflective commentary, will then be presented in a seminar presentation at the completion of the portfolio to demonstrate that the student has reflected objectively and subjectively on the content and preparation involved in the production of the portfolio.</p> <p>This module will be offered in semester 1 of year 4 and will build on students' existing skills.</p> <p>The teaching method adopted will comprise practical workshops, tutorials and seminars with each student being given individual supervision by a member of staff.</p> <p>Assessment will comprise a portfolio of copy and a seminar presentation, that discusses the proposal and reflects on the students' work and activities in completing the project.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Initiate, develop and realise distinctive and creative journalism using various forms of writing and newsgathering techniques.</p> <p>L2. Demonstrate proficiency in professional newsgathering activities to produce a portfolio of work.</p>

	L3. Produce work to a professional standard, given length, format, brief and deadline.	
	L4. Consider and evaluate their own work in a reflexive manner, with reference to professional standards, issues and debates.	
7.	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 & U)	SCQF 10 Recognising, understanding and critically evaluating existing knowledge, theories and concepts underpinning the journalism portfolio. Critically evaluating established news values.
	Practice: Applied Knowledge and Understanding	SCQF 10 Applying appropriate advanced interview and newsgathering techniques. Critically evaluate information acquired during research.
	Generic Cognitive Skills	SCQF 10 Demonstrating self-critical awareness and originality in the creation of the journalism portfolio.
	Communication, ICT and Numeracy Skills	SCQF 10 Communicating detailed, complex information and evidence to a knowledgeable audience. Selecting and applying appropriate ICT applications during journalism portfolio research.
	Autonomy, Accountability and Working with others	SCQF 10 Work effectively under guidance with qualified practitioners to produce a journalism portfolio at Honours level and in conjunction with journalistic conventions. Exercise initiative and independence in carrying out defined activities at a professional level when working alone and with others.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: N/A	Module Title: N/A
	Other:	
	Co-requisites:	Module Code: N/A
		Module Title: N/A
9.	Learning and Teaching:	
	A series of tutorials and workshops will be used to support students as they progress through the module. Before work starts on the journalism portfolio students will have the opportunity through a series of workshops to critically evaluate their present knowledge about freelance techniques and to fine tune their target house styles, news values, and editors. Students will meet once per fortnight with their course tutor for individual sessions on portfolio progression.	
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated	Student Learning Hours (Normally totalling 200 hours):

	below:					
	Practical workshops	24				
	Preparation for coursework	72				
	Tutorials	4				
	Presentation seminar	2				
	Self directed study	98				
		200 Hours Total				
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>The major piece of assessed work will be the journalism portfolio, which will account for 90% of the marks and will be covered by LOs 1, 2 and 3.</p> <p>Students will conduct a seminar presentation and reflective commentary that will account for 10% of the total mark and is covered by LO 4.</p>					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>Students will be required to undertake a wide range of reading relevant to their chosen portfolio, however, the following titles will be useful as a support tool.</p> <p>Keeble, R. (2005) The Newspapers Handbook, Routledge, UK Spark, D. (2003) Investigative Reporting, Focal Press, UK Gibson, J. (2008), Media 08, Guardian Newspapers</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	<p>The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply</p>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick						
15.	Course Reference Numbers (CRNs) (if known)					

	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter				X		
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: <i>(Provided viable student numbers permit)</i> .					
08/09	Trimester 1 (Session 2008/09)	Yes	Trimester 2 (Session 2008/09)	No	Trimester 3 (Session 2008/09)	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No (delete as appropriate)
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
ASSESSMENT CATEGORY 2	Examination Formal Written							
	Examination Written & Presentation					✓	10%	
	Assignment Written Assignment							
	Class Test Presentation							
	Assignment Oral Examination/Viva							
	Class Test Practical Examination							
	Practical Examination / WBL Elements							
	Placement / WBL Other, Please Specify: Elements							
	Laboratory Reports							
	Other, Please specify: Portfolio	✓	✓	✓				90%
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Journalism: Policy and Debate
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2.	Code:	SCQF Level: 10 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	<p>Summary of Module:</p> <p>This module provides a platform for an in-depth examination of contemporary issues of policy and debate that have an impact upon the field of journalism and how journalists operate.</p> <p>The aim is to provide students with an opportunity to identify and investigate a wide range of topical matters in order to further their awareness of how journalism is prone to challenges, changes and influence from a wide variety of quarters. The topics examined by students will be relevant to journalism in one of two ways: either that they have an impact upon journalistic practices and procedures; or the coverage produced by journalists on particular issues is worthy of note and further scrutiny.</p> <p>Examples of issues covered in the module include: trends in media policy, for example, the impact of new technologies and moves towards convergence; the approach of governments, charities and quangos to handling journalists; and how journalism engages with different social and cultural groups, for example on issues of disability, gender, class and ethnicity.</p> <p>The module builds on advanced research and presentation skills developed elsewhere in the programme in order to present informed critical discussion and debate of topical, and sometimes controversial, issues that affect the practice of journalism.</p> <p>It is a Level 10 module taught in Semester 1 of Year 4. Teaching involves a short series of introductory lectures, followed by student-led seminars. These seminars are used for debate and discussion prompted by the students' research, as, well as for presentations on key issues relevant to the module. The tutorials are tutor-led and are used to facilitate further discussion, wider reading and also for providing feedback on assessments. Assessment involves a 10 - 15 minute presentation and an extended essay of around 3,000 words.</p>
6.	<p>Learning Outcomes:</p> <p>At the end of this module the student will be able to:</p> <p>L1. Engage critically with topical debates within the field of journalism.</p> <p>L2. Investigate, analyse and evaluate the impact of media policy on the field of journalism.</p> <p>L3. Demonstrate a critical understanding of how factors of disability, class, ethnicity, gender, nationality, sexuality, and other social groupings, are represented within journalism, and scrutinise the material generated by journalists themselves.</p>

	L4. Make effective use of a wide range of sources in order to generate information for carrying out independent research into topical issues.	
7.	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 & U)	SCQF 10 Critically understanding principal theories, concepts and principles of media policy. Demonstrating detailed knowledge in one or more specialist areas that are topical within journalism.
	Practice: Applied Knowledge and Understanding	SCQF 10 Executing an investigation into issues of topical debate within journalism. Interpreting and explaining complex policy issues relevant to the field of journalism. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources
	Generic Cognitive Skills	SCQF 10 Critically identifying and defining complex professional issues. Offering professional level insights and solutions into problems and issues that affect the field of journalism. Demonstrating some originality and creativity in dealing with controversial professional issues.
	Communication, ICT and Numeracy Skills	SCQF 10 Communicating effectively and appropriately in speech and writing. Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form.
	Autonomy, Accountability and Working with others	SCQF 10 Working effectively, together with others in groups or teams, taking a leadership role where appropriate. Dealing with complex issues in accordance with current professional practices.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title: n/a
	Other:	
	Co-requisites:	Module Code: Module Title: n/a
9.	Learning and Teaching: Teaching for this module involves a series of introductory lectures outlining the key concepts, while the seminars are the backbone of this module allowing for group discussions and presentations to take place in order to provide a platform for the students' research to be debated. Tutorials are used to discuss individual progress with the research for the essay as well as for providing feedback on assessments. The module has a Blackboard site containing online materials in order to support study.	
	Learning Activities/Categories: 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):
	Introductory Lectures	4

	Seminars	20				
	Tutorials	12				
	Distance learning	30				
	Preparation for presentation and coursework assignment	40				
	Independent study	94				
		200 Hours Total				
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	Assessment will be based on a presentation of 10 – 15 minutes, supported by a 1,000-word seminar paper, worth a total of 40% of the final mark, and an extended essay of around 3,000 words, worth 60% of the final mark.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bromley, M. and O'Malley, T. (1997) <u>A Journalism Reader</u> Abingdon: Routledge. Chakravartty, P. and Sarikakis, K. (2006) <u>Media Policy and Globalization</u> Edinburgh: Edinburgh University Press. Conboy, M. (2004) <u>Journalism: A Critical History</u> London: Sage. Franklin, B. (2006) <u>Local Journalism and Local Media</u> Abingdon: Routledge. Graber, D. (2006) <u>Mass Media and American Politics</u> 7th ed. Washington DC: CQ Press. Keeble, R. (Ed), (2006), <u>Print Journalism: A critical introduction</u>, Abingdon: Routledge. Oates, S. (2008) <u>Introduction to Media and Politics</u> London: Sage.</p> <p>British Journalism Review European Journal of Communication Journalism Journalism Practice Journalism Studies Media History Press Gazette</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		

15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
Session 2008/09 Onwards	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Kenneth Pratt
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

	Learning Outcome (Identified in Section 8) (Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours
ASSESSMENT CATEGORY 2	Examination Formal Written						
	Examination Written Assignment						
	Written Assignment Presentation	✓	✓	✓	✓	60%	1 hour
	Assignment Presentation						
	Assignment Class Test						
	Class Test						
	Examination/Viva						
	Examination/Viva						
	Practical Examination						
	Practical Examination Elements						
	Practical Examination Elements / WBL						
	Laboratory Reports						
	Laboratory Reports						
	Other, Please specify:						
	Other, Please specify:						
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: News and Politics
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2.	Code:	SCQF Level: 10 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:
	<p>This module will look at the role of the news media in politics and at how government, political institutions and political parties attempt to influence news.</p> <p>It will examine to what extent there are governmental controls on the news media, the role of spin doctors, how political parties communicate with the electorate via the news media and how far they seek to control the dissemination of political messages.</p> <p>It will also look more broadly at the effect the news media has on peoples' attitudes and behaviour, with specific focus on how it affects how people vote.</p> <p>It will also examine the notion of the news media as gatekeepers which set the agenda for public and political debate on a range of issues.</p> <p>This module is a Level 10 module offered in semester 2 of Year 4.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars as well as use of visual materials, such as film and newspapers. Students will look at a range of case studies related to election campaigns, the influence of the news media and proprietors and editors. Students will use content analysis to explore and discuss the dominant themes in this module.</p> <p>Assessment will be one coursework essay and one examination. The essay (LOs 2, 3 & 4) will encompass content analysis of both newspapers and broadcast news and assess the level of influence on the behaviour of journalists, politicians and the public. The examination (LO 1) will look at the key theories that underpin the study of media influence.</p>

6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Critically discuss the key concepts, theories and principles surrounding the influence of the news media on politics.</p> <p>L2. Critically evaluate and discuss the effect of political institutions and parties on newsgathering and the presentation of news.</p> <p>L3. Critically analyse by means of content analysis the role of the news media and its impact in relation to attitudes and behaviours of political organisations and the public.</p> <p>L4. Critically evaluate a range of information resources relevant to news and politics.</p>

7.	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 & U)	SCQF 10 Demonstrating a critical understanding of key theories, principles and concepts of media effects. Developing a detailed knowledge and understanding of the ways in which the news media influences politics and vice versa.
	Practice: Applied Knowledge and Understanding	SCQF 10 Undertaking content analysis of newspapers and news programmes.
	Generic Cognitive Skills	SCQF 10 Critically analysing and evaluating complex information to form own opinions supported by evidence. Critically evaluating information from a range of sources.
	Communication, ICT and Numeracy Skills	SCQF 10 Communicating effectively and appropriately in writing. Retrieving information from a range of sources.
	Autonomy, Accountability and Working with others	SCQF 10 Working effectively independently in order to meet deadlines. Taking supervision and being able to work independently when undertaking research projects.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title: N/A
	Other:	
	Co-requisites:	Module Code: Module Title: N/A
9.	Learning and Teaching:	
	The teaching methods will be centred around tutor-led lectures and tutorials with students actively participating as the semester progresses via the use of seminars. Content analysis and case studies will be used to support the learning and teaching and students will be encouraged and supported in their review and discussion of the theories studied and examples discussed.	
	Learning Activities/Categories: 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):
	Lectures	20
	Seminars	16
	Tutorials	8
	Preparation for coursework	64
	Examination	2
	Self-directed study	98
		200 Hours Total

10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of seminar paper discussions and exercises in content analysis. The summative assessments will provide students with the opportunity to illustrate their ability to fully discuss and evaluate the range of theories studied and the case studies examined.</p> <p>There will be two assessed pieces of work. An extended essay will form 50% of overall total and will assess LOs 2, 3 & 4 and a two-hour examination which will assess LO 1.</p>					
11.	Equality and Diversity					
	<p>This module is appropriate for any student. Appropriate support can be provided where required.</p> <p><i>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</i></p>					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>McNair, B. (2003) An Introduction to Political Communication, London: Routledge, 3rd edition* Oates, S (2008) Introduction to Media and Politics, London: Sage Publications McQuail, D. (2005) McQuail's Mass Communication Theory, London: Sage Publications</p> <p>The following journals will be referred to in the module, with articles used from them and students will be encouraged to read them on a regular basis .</p> <p>Journalism Studies Journalism Practice Media, Culture and Society Journalism Political Communication</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					

Session 2008/09 Onwards	Trimester 1	Yes	Trimester 2	No	Trimester 3	No
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For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓	✓	✓	50%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination				✓		50%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: International Perspectives
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2.	Code:	SCQF Level: 10 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module:			
	<p>This module begins with an examination of the British news media's coverage of international events. There is opportunity for discussion on both press and broadcast coverage of world news including areas such as international election coverage, events in Africa and The Middle East. It will also look at the framing of foreign news and agenda setting theory, in particular the ways in which the selection and presentation of foreign news impacts on readerships and viewers and how this influences public opinion. The seminars thereafter are based on presentations, discussion and debates about press and broadcast influence on foreign news coverage.</p> <p>Students will initially be expected to undertake content analysis of newspaper coverage of international stories before broadening their investigation to encompass one other story drawn from another foreign context as covered by television news.</p> <p>This module is a Level 10 module offered in semester 2 of Year 4.</p> <p>Teaching methods will consist of tutor-led lectures supported by tutorials and student-led seminars as well as use of visual materials such as TV news footage and newspapers. Students will look at a range of case studies related to the background of their chosen coverage and will combine this in-depth approach with detailed content analysis to explore the dominant themes in this module.</p> <p>Assessment will be one coursework essay and one examination.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Analyse and evaluate foreign reporting by the British Press and broadcasting institutions.</p> <p>L2. Critically evaluate a range of theories related to press and broadcast coverage.</p> <p>L3. Undertake content analysis of press and broadcasting coverage of foreign news.</p>			
7.	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 & U)	<p>LEVEL 10</p> <p>Critically understanding how foreign news is gathered and disseminated. Evaluating British Press and broadcast coverage of foreign affairs.</p>		

	Practice: Applied Knowledge and Understanding	LEVEL 10 Applying a range of detailed theories to the systematic evaluation of foreign news. Demonstrating originality in the creation of structured debate.		
	Generic Cognitive Skills	LEVEL 10 Critically analysing and evaluating detailed research results and academic findings.		
	Communication, ICT and Numeracy Skills	LEVEL 10 Communicating effectively and appropriately in writing. Interpreting and evaluating accurate information from a wide range of sources.		
	Autonomy, Accountability and Working with others	LEVEL 10 Applying personal research findings to professional outlook and development. Working independently with clarity of intellectual thought.		
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:		
		<table border="1"> <tr> <td>Module Code: N/A Other:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code: N/A Other:	Module Title: N/A
Module Code: N/A Other:	Module Title: N/A			
	Co-requisites:	<table border="1"> <tr> <td>Module Code: N/A</td> <td>Module Title: N/A</td> </tr> </table>	Module Code: N/A	Module Title: N/A
Module Code: N/A	Module Title: N/A			
9.	Learning and Teaching:			
	The teaching methods will be centred around tutor-led lectures and tutorials with students actively participating in seminars as the semester develops. Content analysis and case studies will be used to support the learning and teaching. Students will be encouraged and supported in their review and discussion of the theories and coverage studied.			
	Learning Activities/Categories: 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):		
	Lectures	12		
	Seminars	12		
	Tutorials	12		
	Preparation for coursework	72		
	Examination	2		
	Self-directed study	90		
		200 Hours Total		
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)			
	Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of seminar paper discussions and exercises in content analysis. The summative assessments will provide students with the opportunity to illustrate their ability to fully discuss and evaluate the range of theories and coverage studied and the case studies examined. There will be two assessed pieces of work. An essay will form 50% of overall total and will assess LO 3 and a two hour examination which will assess LOs1 & 2.			

11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles.</p> <p>Downing, J. (2004) <u>The Sage Handbook of Media Studies</u>, Sage UK. Pilger, J. (2004), <u>Tell Me No Lies</u>, Jonathan Cape. Pratt, D. (2007), <u>The Long Day of Rage</u>, Herald Books.</p> <p><i>Additional Reading:</i> Bell, M. (1996) <u>In Harm's Way: Reflections of War Zone Thug</u>, Penguin Berger, Bruce K. (2001) <u>Private Issues and Public Policy: Locating the Corporate Agenda in Agenda Setting Theory</u>, Verso. De Burgh (2005) <u>Making Journalists</u>, Routledge. Glasgow University Media Group (1999) <u>Really Bad News</u>. GU Publications. McNair, B. (2003) <u>News and Journalism in the UK</u>, Routledge. Morrison and Tumber (1988) <u>Journalism at War</u>, Sage Publications. Pilger, J. (2003) <u>The New Rulers of The World</u>, Verso. Seib, P. (2002) <u>The Global Journalist</u>, Rowman and Littlefield. Seib, P. (2004) <u>Beyond The Front Lines</u>, Macmillan. Simpson, J. (2001) <u>A Mad World, My Masters</u>, Pan Books. Smith, A. (2003) <u>Cultures At War</u>, Broadview Press. Tumber and Webster (2006), <u>Journalists Under Fire</u>, Sage Publications.</p> <p>The following journals will be referred to in the module, with articles used from them. Students will be encouraged to read them on a regular basis.</p> <p>Journalism Studies Journalism Practice British Journalism Review Media, Culture and Society Journalism</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)

Tick						
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter				X		
16.	Semester(s)/Trimester(s) for Module Delivery					
	Please indicate the semester(s) (for 07/08) or trimesters (for 08/09 onwards) when the module will normally be delivered: (Provided viable student numbers permit).					
08/09	Trimester 1 (Session 2008/09)	No	Trimester 2 (Session 2008/09)	Yes	Trimester 3 (Session 2008/09)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination	✓	✓	✓			50%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment			✓			50%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

School of Media, Language and Music
BA(Hons) Journalism
2008/2009

STUDENT HANDBOOK
(DRAFT)

This handbook is available in
large print

CONTENTS

SECTION 1: YOUR PROGRAMME

Introduction to the School of Media, Language and Music	5	
Welcome from Programme Leader, BA (Hons) Journalism	7	
Programme Content and Structure		7
BA (Hons) Journalism:Framework 2008/2009		9

SECTION 2: STUDYING AND ASSESSMENT

Choosing Your Modules		12	
Timetable			12
Study Hours		12	
Teaching Approaches		13	
Learning at University			13
Thinking about your own learning		14	
Organising Your Study			14
Study Skills		15	
Sources of Advice for Study		15	
Essay Writing		16	
Submission of Coursework		17	
Late submission and penalties		17	
Cheating and Plagiarism		18	
Discovery/suspicion of cheating or plagiarism		19	
Formal Examinations		19	
Coursework		21	
Use of Plagiarism Checking Software		22	
Techniques to avoid plagiarism		23	
Avoiding plagiarism – useful websites		23	
Referencing		25	
Assessment		26	
Types and purposes of assessment	26		
Coursework		26	
Examinations		27	
Feedback			27
How a ‘pass’ is calculated		27	
Anonymous Marking		28	
Attendance			28
Student Attendance Regulations		29	
Re-assessment		30	
Assessment – Useful Websites		30	
Regulations of Progression		31	
‘Carrying’ dependencies		31	
Appeals			32
Duration of the Programme		33	
Awards			33
Transfer to other programmes	34		
Honours Dissertation arrangements and requirements	34		
Work based learning		36	
Industry based		36	
Employment		36	

SECTION 3: COURSE MANAGEMENT AND QUALITY ASSURANCE		
Modules		37
Subject Panels	37	
Programme Panels	37	
External Examiners	38	
Learning and Teaching Committees	38	
School Board	38	
Subject Health Review		38
Student Feedback Mechanisms	39	
University-wide questionnaires	39	
Module questionnaires		39
Student Year Representatives	39	
Student / Staff Liaison Committees	40	
Student Membership of LTC and School Board	40	
SECTION 4: RESOURCES		
The Library		41
Sites		41
ICT Media Services	43	
Centre For Academic & Professional Development (CAPD)	44	
Study Skills	44	
John Smith's Bookshop	45	
Cross-campus delivery		45
IT Facilities		45
UCA Radio		45
Equipment (Hamilton)		46
Computer Labs		47
SECTION 5 STUDENT SUPPORT		
Contacting Student Services	48	
Special Needs and Disability Support	49	
Funding and Advice	50	
Spiritual Needs		51
International Student Issues	52	
Childcare		53
Counselling	54	
The Careers Service	55	
What do employers want?	57	
What support is available in the University?	58	
Students' Association	59	
SECTION 6 ADMINISTRATION AND STUDENT INFORMATION		
Part-time study and Flexible Learning	60	
The School Office	60	
Notice boards	60	
'Open Door' policy	61	
How to contact staff	61	
Blackboard		62
Year Tutors	62	

SECTION 7 WHAT IF?

Staff Contact Details

67

List of websites

68

SECTION 1: YOUR PROGRAMME

Introduction to the School of Media, Language and Music

On behalf of all School staff I am pleased to welcome you to the School of Media, Language and Music.

During the years ahead we hope that you will become an active part of the strong academic community that the School has established on the Ayr, Paisley and Hamilton Campuses. We expect you to both contribute to, and gain a great deal from, your studies.

Over recent years, the School of Media, Language and Music has developed into one of the largest and most comprehensively resourced media and creative arts departments in the UK. Our practice facilities equate to the standards that are found in leading media industries; our Programmes are perceived by both industry and the wider academic community to be both innovative and imaginative; our staff have a wealth of industry experience and a research profile which is strong and that responds to the needs of both local and national media and creative industries.

During your time with us your studies will be based in the BA (Hons) Journalism Programme but we hope you will learn a range of skills to help you to be employable in the wide variety of industries which recruit graduates from Programmes such as the above. Our graduates have a reputation for being well equipped with sound communication skills, strong IT skills and the flexibility of thought and action to allow them to achieve professional success of the highest standard.

We hope you will enjoy your time with us, and that you will take full advantage of the range of social activities that are provided on campus and by the University. We hope that you will make many friends among both students and staff, and find your time with us to be both personally and academically rewarding.

Please do not hesitate to contact senior staff, other Programme leaders, Personal Tutors or me if you have any queries with regard to either your Programmes or other matters in your initial weeks of study with us.

We wish you well, both in your studies and in your time with in the School of Media, Language and Music.

Alex Gilkison, Dean of School.

Calendar For Academic Year 2008/2009

TBC

Welcome from Programme Leader, BA (Hons) Journalism

Whether you are a new or a returning student, I would like to welcome you to the BA (Hons) Journalism Programme at University Campus Hamilton for session 2008 – 2009.

The programme is now in its fourth year and graduates have gone onto a range of jobs in the news media. Their combination of industry knowledge, cultural theory, practical skills and professional attitudes has highlighted their employability and ensured that the reputation of the degree has grown steadily.

The teaching team on the BA (Hons) Journalism programme look forward to meeting you and working closely with you over the coming year to help you to develop the skills and abilities necessary to meet your career aspirations.

Margaret Hughes
Programme Leader, BA (Hons) Journalism

Programme Content and Structure

The BA (Hons) Journalism programme is focussed on providing its students with the skills and knowledge required to forge successful careers as journalists. The content of the programme has been designed around the demands of the news media and will equip students with a range of practical, professional skills such as news and feature writing, newspaper and magazine design, shorthand and interviewing. It will underpin these practical skills with the study of law and politics and through a range of other modules provide students with a good knowledge and perspective on the role of news in society and the business and ethical challenges faced by journalists everyday.

Students will participate in individual and group work projects to produce news and features copy as well newspapers, magazines and online publications to professional standards. They will also have the opportunity to meet industry experts and gain work experience in a newsroom environment. The goal of the programme is to ensure that when students graduate they enter a fast-paced, competitive workplace and are able to make a meaningful contribution.

The programme aims to produce graduates who have an informed, critical and creative approach both to understanding news and its production, as well as the role that journalists and news organisations play in our social, political and culture lives.

The degree programme is committed to enabling students to meet the challenges of employment in a competitive and fast-changing industry. It emphasises that employability requires the development of students' creative, intellectual, analytical and research skills. The degree programme is committed to forms of pedagogy that lay emphasis on developing critical and creative independence, flexibility, sensitivity to audience, and self-reflectiveness, across both individual and group work, and both critical and production work.

The University is committed to PDP (Personal Development Plan) for every student on every programme. This will involve students engaging with e-learning and e-portfolios, creating an online CV and portfolio of work. Each module will embed PDP within its content and delivery. Sometimes this may be assessable and quite explicit in terms of what you have to do e.g. student logs, critical reflection as part of a report or essay within a module. At other times the module will simply give you the opportunity to find out if you are good at something or not. It is so important that students recognise that PDP is for their development and not simply part of the curriculum. After all, employability will inevitably hinge on whether the student recognises his/her own strengths when it comes to personal work and group work.

On the following pages, there is a chart showing the organisation of the degree. The academic year is split into two semesters: September – January, and February – June. Each semester consists of 12 or 13 teaching weeks, a consolidation week and 2 weeks for assessment. In each semester, you will study three modules worth 20 credits, giving a total of 60 credits per semester and 120 credits for the year. Each box on the chart represents one module. You will see that in some of the boxes there is one module named. This is a module that is core to the programme, which you must take. In the other box, a number of modules are named, and you will be asked to choose one of these Option modules.

BA (Hons) Journalism: Framework 2008/2009

	Core	Core	Core	Options
Year 1 Level 7 Semester 1	Newsgathering Techniques	Language and Layout	Issues in Journalism	Shorthand (at 100wpm)
Semester 2	News Writing Techniques 1	The Business of News		Digital Journalism Techniques
Year 2 Level 8 Semester 1	News Writing Techniques 2	Law and Media Regulation	Feature Writing	
Semester 2	Magazine Journalism	International & UK Politics		Introduction to Broadcast Journalism
Year 3 Level 9 Semester 1	Newsroom Practice	Online Journalism		Broadcast Feature Production
Semester 2	Specialist Publications	Applied Ethics	Work Related Learning	
Year 4 Level 10 Semester 1	Research Project	Journalism Portfolio	News & Politics	
Semester 2	Research Project	Journalism: Policy and Debate		International Perspectives

Year 1

The first year of the programme provides students with an introduction to the news media and to the foundations of gathering and writing news.

The building blocks of the practical elements of the programme are studied in **Newsgathering Techniques, Language & Layout and News Writing 1**. In these modules students will begin to learn about identifying and writing news stories to a professionally acceptable standard.

The evolution, operation and issues tackled by journalists are developed in **The Business of News and Issues in Journalism**. Students will also be introduced to the challenges and operating in the digital world with **Digital Journalism Techniques**. Students may also undertake **Shorthand to 80wpm** enabling them to gain this core, professional skill.

All modules will have an element of evaluative reflection as part of the University's ongoing commitment to PDP.

Year 2

The second year will build on what has been learned in first year and will provide students with the opportunity to refine their journalistic skills in **News Writing Techniques 2** and **Features Writing**. Students will also have the opportunity to begin to specialise in different areas of journalism in **Magazine Journalism**.

Knowledge and understanding of the hugely important role that politics and law play in the everyday lives of news reporters is developed in **UK & International Politics** and **Law and Media Regulation**.

Students can also choose **Introduction to Broadcast Journalism**, this will develop a range of very specific skills but also prepare students for future professional challenges as the news media begins to converge between print and broadcast.

All modules will have an element of critical evaluative reflection as part of the University's ongoing commitment to PDP.

Year 3

In year 3 students will have the opportunity to consolidate and develop their professional, practical skills in weekly newsdays where they will work in teams to produce a range of newspapers and specialist publications. **Newsroom Practice** and **Specialist Publications** will provide an opportunity to recreate a newsroom environment in university and enable the students to bring together their newsgathering, interviewing, writing and design skills to produce portfolios of work to a professional standard.

Online Journalism will also enable students to respond to the growing demand for journalists who have the skills and knowledge work with news in the digital environment and to produce their own online-based publications. **Work Related Learning** is also offered at this level where students are credited for 40 hours work in a newsroom environment.

Students may also choose to continue with broadcast journalism in **Broadcast Feature Production**.

All modules will have an element of critical evaluative reflection as part of the University's ongoing commitment to PDP.

Year 4 (Honours)

Central to studies in fourth year is the **Journalism Dissertation**, a major research project where students carry out an independent study in an area relevant to journalism. This draws directly from cognitive skills developed throughout the programme in all of its academic modules, but most notably in **Applied Ethics** in Year 3.

Students will also look at the role that the news media has in the political life of the country in **News and Politics** and **Journalism: Policy and Debate**. **International Perspectives** will provide a global look at news coverage.

While the emphasis in the honours year is academic, the ongoing development of practical skills will be through the **Journalism Portfolio** where students will produce a portfolio of copy that will act as showcase for their talents and ability in the search for employment.

All modules will have an element of critical evaluative reflection as part of the University's ongoing commitment to PDP.

SECTION 2: STUDYING AND ASSESSMENT

Choosing Your Modules

When you enrol at the start of the session, you will be asked to choose your eight modules for the year. Information about each module will be provided for you, so that you can select options appropriate for you.

It is possible for you to change your option choice up until the third week of the semester. This is done by completing a **Module Change Form**, available from Registry.

Timetable

The timetable for classes is organised in half-day blocks, so that each module will have either a morning or an afternoon allocated to it. This means that you will be expected to attend classes for four half days per week. Depending on the modules you are studying, you could be required to attend on two, three or four separate days in the week. A timetable will be issued to you at the start of semester 1.

Study Hours

As well as the time you spend in timetabled classes, you are also required to spend time in **independent study**. The degree programme is planned on the basis that each module will involve you in 200 student effort hours, of which only 30 – 40 hours will be in classes. This works out at about 10 hours work per module per week, to include classes, further reading, practical work, assessment etc.

Teaching Approaches

Depending on the module you are studying, the teaching approaches will vary. In some modules, content will be delivered by **lectures** given to large groups of students. These are usually followed-up by interactive **tutorials** or **seminars**, where ideas are teased out and discussed in smaller-sized classes. In other modules, you may be involved in **practical** or **creative workshops**, involving individual or group activities, where you will acquire and practise skills leading to the making of media products. You may be asked to make **presentations** to groups of students and staff, to demonstrate your creative work or your analysis and evaluation of a media text.

Some modules will involve **on-line study**, either as extension material or as core delivery of content. Training and advice in this way of learning will be provided early in the semester.

One of the options available to students in third year is **Work Based Learning Module** where Campus-based classes are combined with work experience (either part-time during the semester, or a full-time vocational placement). This module allows students to gain credit towards their degree while gaining industry experience.

In all parts of the programme, it is expected that you will be a **reflective and critical student**, participating actively in discussions and practical sessions, in both individual and group settings.

Learning at University

What is involved in learning at University may well be different from the learning that you have done prior to entering higher education. Students at the start of their University Programmes tend to be most aware of the knowledge they are expected to acquire on their course - the factual information about their chosen areas of study. This is, of course, important, and there will be key content in all the modules you study.

However, available knowledge is vast, and changes over time. For the University student it is even more important to develop skills, patterns and habits of study that will enable you to learn effectively and efficiently not only during your course, but for the rest of your life.

Thinking about your own learning

Looking carefully at your own learning style and building study skills is essential in the University setting, where you will be expected to be responsible for much of your own learning. There is no one single method of learning that works for everyone, in all situations. It is important for you to try out different approaches, to find what works best for you in different contexts. You should also think about your past experiences: when you have enjoyed learning, what made it pleasurable and successful? When learning has been less effective or enjoyable, what were the factors that caused this? Thinking about these things can help you to be aware of how your feelings are a significant element in your success as a learner - how you feel affects how well you learn.

Organising Your Study

It sometimes comes as a surprise to students that such a small proportion of time is spent in classes, and such a large proportion is made available for independent study.

In the School of Media Language and Music, for each module, contact is likely to be about 30 - 40 hours per semester, out of an expected working time of 150 hours. To progress steadily through the work of the Programme, it is really worthwhile to plan your study systematically, setting time for reading, for library or web-based searches, for practical work and for assessment tasks. Being organised and thinking about how you are progressing will mean that you are in control of your learning. It will help you to avoid the feelings of panic students can experience if they fall behind, or are having difficulty in understanding aspects of their work, and it will mean that you will feel more comfortable about seeking advice or help from staff, as and when you need it.

Study Skills

To do well in your studies you need to express your own thoughts and opinions and show that you have knowledge of the subject. Lectures introduce you to the topic but the responsibility to expand on this lies with you. To be critical requires a knowledge of other views. You should gather this information from the outset; this will make it easier in the long term and soon becomes second nature. Planning ahead spreads the workload and reduces the stress, and making drafts enables you to clarify your points and again reduces the stress of looming deadlines. So don't leave it till the last minute, and don't panic. You'll find most students are in the same boat, so talk to people - it all helps.

Problems will undoubtedly arise but if you address them quickly then they won't get on top of you. If you meet difficulties, let someone on the staff know. You'll probably find you're not the only one. Remember, if people don't know they can't help.

Sources of Advice for Study

There are a number of sources of advice and support that you can tap into to extend and develop your study skills.

If you are having difficulties with a particular module, the Module Co-ordinator is probably the best person to contact. He or she will be able to advise you, and to put you in touch with other sources of advice if necessary.

Your Year Tutor is also a good source of assistance. He or she will be able to give you advice about what support might be helpful to you, and how to access it.

The University's Centre for Academic & Professional Development (CAPD) offers on-line study skills advice, and can provide personal support for students. Information about this can be accessed on the University Intranet CLT Student Home Page.

The Hamilton Campus Library has a range of books on developing study skills. Three examples are:

He, M. (ed.) (1994), *Successful Study: a practical way to get a good degree*, Sheffield, Hallamshire.

Rowntree, D. (1991), *Learn How To Study: a guide for students of all ages*, London: Sphere.

Smith, M. (1990), *Study Skills Handbook*, Oxford: O.U.P.

(Or you could try typing the keywords *Study Skills* into the library catalogue).

http://library.uws.ac.uk/guides/learning_support/learningsupport.htm

This provides study skills information

Essay Writing

Various resources exist to help you with essay writing: the following web sites give clear and detailed advice about how to plan, write and check academic essays:

University of Toronto: <http://www.utoronto.ca/writing/essay.html>

University of York: <http://www.york.ac.uk/depts/arch/ugrad/bos/essays.html>

University of Toronto - Paraphrasing and Summarizing Sources

<http://www.utoronto.ca/ucwriting/paraphrase.html>

“Paraphrase and Summary” from the University College Writing Workshop from the University of Toronto Additional examples of legitimate and illegitimate paraphrases are available at this site.

University of Wisconsin-Madison – Writing
<http://www.wisc.edu/writing/Handbook/process.html>

This site takes you from the planning to the finishing stages of the writing process.

Individual help with essay writing can be obtained by contacting your programme leader. The School of Media, Language and Music often runs extra classes in academic writing or study skills, in response to student needs – make sure you let your programme leader or module co-ordinator know if you would like some extra help of this sort.

Submission of Coursework

Each module co-ordinator will specify how they want assignments presented, and this is usually written either in the module handbook or on the assessment handout.

Written assessments should be submitted in a presentable form: they should be typed or word processed, double spaced, on one side of the paper only and leaving reasonable margins to allow the marker to make comments. Fancy folders and binders will not earn extra marks; a simple poly pocket is sufficient.

Submission of written coursework is managed through the School of Media, Language and Music support office on the 8th floor of the Almada Building (Room 830). All work is posted into the assignment submission box located outside the office **by 4.30pm on the deadline date**. Your work is taken out by the office staff, date-stamped and checked off the class list by your matric number.

Late submission and penalties

Rules governing this can be found in the University Regulatory Framework Regulation 7.2.4.

If you think you are going to be late with your coursework submission *for any reason*, see your module co-ordinator *as soon as possible* about it. The module co-ordinator can, at their discretion, grant you extra time, but you must have good reason for it, and you *must* arrange it beforehand.

Late submission of assessment without the co-ordinator's prior permission should be covered by a medical certificate, which should be sent to the module co-ordinator on, or as soon as possible after, the assignment submission date.

If you have not pre-arranged a late submission with the module co-ordinator, you may still submit the assignment up to one week late but you will be penalised by having ten percent (ie, one grade) deducted from your assessment mark.

In the case of decisions involving retaking coursework, penalties for late submission will not be carried forward to the resit diet.

Only the relevant module co-ordinator may grant extensions to an assessment submission date. For further information and details check out the 'What If?' section of this handbook.

Cheating and Plagiarism

Cheating & plagiarism involve the attempt to gain an unfair advantage in a University assessment by gaining credit for another person's work or access to unauthorised material relating to an assessment.

Cheating

The following activities are considered by the University to involve cheating:

- communication with or copying from another student during an examination or assessment (except in so far as assessment regulations specifically permit, for e.g. group assessments)

- introducing any unauthorised materials (written, printed or blank) on or near an examination desk unless expressly permitted by the assessment regulations
- introducing any electronically stored information into an examination hall unless expressly permitted by the assessment regulations
- obtaining a copy of an 'unseen' written examination paper prior to the date and time of its authorised release
- gaining access to unauthorised material relating to an assessment during or before the assessment
- colluding with another person by submitting work done with another person as entirely one's own work
 - **Or** collaborating with another student in the completion of work which is intended to be submitted as that other student's own work
 - **Or** knowingly allowing another student to copy one's own work to be submitted as that student's own work
- falsifying data by presenting data of laboratory reports, projects etc as one's own when these data are based on experimental work conducted by another party or obtained by unfair means
- assuming the identity of another person with intent to deceive or to gain unfair advantage
 - **Or** allowing another person to assume one's own identity with the intention of deceiving or gaining unfair advantage to oneself
- the use of any other form of dishonest practice not identified above.

Plagiarism

Plagiarism is defined by the University as the use of the work of other students, past or present, or substantial and unacknowledged use of published material presented as the student's own work. It includes the following:

- the extensive use of another person's material without reference or acknowledgement
- the summarising of another person's material by changing a few words or altering the order of presentation without reference or acknowledgement
- the substantial and unauthorised use of the ideas of another person without acknowledgement
- copying the work of another student with or without the student's knowledge or agreement
- deliberate use of commissioned material which is presented as one's own.
- unacknowledged quotation of phrases from another's work

Discovery/suspicion of cheating or plagiarism

Cheating and plagiarism in University assessments may be regarded as substantial academic irregularity under the University Code of Discipline. A decision on whether it

is to be regarded as substantial or not will be taken by the Vice Principal, whose decision is final. If it is regarded as substantial the matter will be referred to the Disciplinary Committee. If not, it will be remitted to the relevant examiners or module co-ordinator for such action as they shall deem fit.

Formal Examinations

If an examination invigilator discovers or suspects a case of cheating or plagiarism during a formal examination, he or she should note the name of the candidate and the candidate's desk number and report the circumstances to the Senior Invigilator.

The Senior Invigilator should note on the candidate's script at the point the situation arose and the candidate should be informed that the circumstances will be notified to the appropriate University Officer. The candidate should then be permitted to continue the examination.

Incidents of suspected cheating or plagiarism should be referred immediately after the examination by the Senior Invigilator to the Assistant Registrar (Student Administration) for referral to the Vice Principal as specified in the Code of Discipline. A full report of the circumstances will be provided in the Senior Invigilator's Report to the Assistant Registrar (Student Administration), which will be submitted to the Vice Principal. The Module Co-ordinator and the Programme Panel Chair will be informed by the Assistant Registrar that the examination script should be marked but marks not confirmed pending the outcome of possible disciplinary procedures.

The Vice Principal will notify his or her decision (on whether or not the matter referred to him or her is to be treated as a substantial academic irregularity) to the Assistant Registrar (Student Administration) as soon as practicable. If the Vice Principal decides that the disciplinary procedure should be invoked, the matter will be referred by the Assistant Registrar (Student Administration) to the Secretary to the Disciplinary Committee and thereafter it will be dealt with in accordance with the provisions of the Code of Discipline.

In the case of formal examinations for a research degree, where suspected cheating or plagiarism comes to light in the process of examination, the internal examiner shall exercise the functions of the Senior Invigilator in these guidelines, and the report will be made to Senior Assistant Registrar who will refer the matter to the Vice Principal. The Vice Principal will notify his or her decision (on whether or not the matter referred to him or her is to be treated as a substantial academic irregularity) to the Senior Assistant Registrar as soon as practicable. If the Vice Principal decides that the disciplinary procedure should be invoked, the matter will be referred by the Senior Assistant Registrar to the Secretary to the Disciplinary Committee and thereafter it will be dealt with in accordance with the provisions of the Code of Discipline. A sub-committee of the Research Committee replaces the Programme Panel for these purposes.

Coursework

In the case of coursework, continuous assessment, class tests and project work, any member of staff who discovers or suspects a case of cheating or plagiarism or is notified by a student of a suspected case of cheating or plagiarism will make note on the student's work at the point where the offence is thought to have occurred.

The matter will then be reported to the appropriate Programme Leader who may discuss it informally with the student. The Programme Leader will consult the Head of School who, if he or she considers that the student's conduct involves substantial academic irregularity, may decide to refer the matter to the Vice Principal under the Code of Discipline. The Vice Principal will notify his or her decision (on whether or not the matter referred to him or her is to be treated as a substantial academic irregularity) to the Head of School as soon as practicable. If the Vice Principal decides that the disciplinary procedure should be invoked, the matter will be referred by the Head of School to the Secretary to the Disciplinary Committee and thereafter it will be dealt with in accordance with the provisions of the Code of Discipline.

If the Head of School decides not to refer the matter to the Vice Principal (for example if there is no more than a lapse, or a very few insubstantial lapses), or if the Vice Principal decides that it is not a case involving substantial academic irregularity, it will not be treated as a disciplinary offence. The student should be given an opportunity to explain the circumstances and the matter will be reported, together with the student's explanation, to the Module Co-ordinator for the piece of work involved. He or she will ensure that the matter is taken into consideration when a final mark for the piece of work is agreed at the Subject panel. The Module Co-ordinator will also report the incident to the Programme Panel Chair.

Plagiarism is identified by the University as the use of the work of other students, past or present, or substantial and unacknowledged use of published material presented as the student's own work. It includes the following:

- the extensive use of another person's material without reference or acknowledgement
- the summarising of another person's material by changing a few words or altering the order of presentation without reference or acknowledgement
- the substantial and unauthorised use of the ideas of another person without acknowledgement
- copying the work of another student with or without the student's knowledge or agreement
- deliberate use of commissioned material, which is presented as one's own
- unacknowledged quotation of phrases from another's work

Use of Plagiarism Checking Software

The University reserves the right to use all means at its disposal to detect plagiarism where it arises. As a result all your submitted work will be liable to scrutiny in order to identify any plagiarised element.

Academic staff in the University are able to make use of the JISC Plagiarism Detection Service to allow them to check assignments for plagiarism. This service is based on the Turnitin plagiarism detection software from iParadigms. More information on the software can be found at:

<http://www.turnitin.com/static/plagiarism.html>

The Turnitin software is able to search the World Wide Web, extensive databases of reference material and content submitted by other students to allow it to then highlight the sections of text in your assignment which have been found in other sources. Your

lecturer can then use this individual 'Originality Report' to decide if you have plagiarised from these sources.

Where a lecturer intends to make use of plagiarism detection software (including Turnitin), he/she will advise you as to how this process will be undertaken and to the particular submission requirements (if any) which will be involved.

Should you be suspected of plagiarism you will be referred to your School's Plagiarism Panel for further investigation. Cheating and plagiarism in University assessments may be regarded as either Major or Minor Offences under the University Code of Discipline.

Techniques to avoid plagiarism

The Centre for Academic & Professional Development (CAPD) has developed a range of guidance for students on academic writing and referencing, including plagiarism, which is located on the CLT student web site at

<http://www.uws.ac.uk/schoolsdepts/CAPD/studyskills.asp>

To get more information on how to avoid plagiarism, select the 'Guides to Writing' section.

The School will also be organising a number of sessions to explain techniques to avoiding plagiarism - see the notice boards.

Cover Sheet

You should normally attach a standard cover sheet to all your essays, reports, exercises etc. These are available next to the assessment posting box.

You will notice that this contains a statement indicating that the work you are submitting is your own and you have not copied or plagiarised any material in the report. If you do not have to complete a cover sheet, please make sure that you add a statement at the start of the coursework which states: 'I certify that all material in this essay/assignment which is not my own is duly acknowledged. I have read and understand the section in the school handbook dealing with plagiarism'.

Avoiding plagiarism – useful websites

The following are a selection of URLs which link to various sites giving information on plagiarism, how to avoid it and techniques for academic referencing (checked 14th August 2006)

The University Library website

http://library.uws.ac.uk/guides/learning_support/learningsupport.htm provides study skills information, and under the Guides for writing there is a Web Page with information on how to avoid Plagiarism:

<http://www.uws.ac.uk/clt/students/studyskills/guides/plagiarism.htm>

Simon Fraser University (SFU) - Library Plagiarism Tutorial

<http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/table-of-contents.htm>

This site contains a wealth of information on academic referencing and plagiarism:

- Introduction to Plagiarism
- All About Citing
- How to Keep Track of Your Information
- Quoting, Paraphrasing, Summarizing & Patchwriting
- How Much Help is Allowed?
- Terms & Resources

University of Northumbria - Plagiarism information

<http://northumbria.ac.uk/sd/central/library/tl/plag/>

There are some tutorials that students can use to increase their understanding:

- How to recognise Plagiarism
- Plagiarism Self-test
- Plagiarism Tutorial

- Self test: identifying and avoiding plagiarism
- Test your understanding of Plagiarism
- Understanding and avoiding plagiarism

San Jose State University Library - Student Tutorial on Plagiarism

<http://tutorials.sjlibrary.org/plagiarism/>

Select Guest - this is a flash presentation

University of Essex -Test your understanding of plagiarism

<http://www.essex.ac.uk/plagiarism/Test.htm>

University of Maryland - Resources

http://www.umuc.edu/distance/odell/cip/links_plagiarism.html

Links to Current Issues and Resources on Plagiarism: Web sites, dissertations, books, journal articles, conference proceedings, and legal materials (University of Maryland)

Indiana University - How to recognise Plagiarism

<http://www.indiana.edu/~istd/index.html>

This site has a tutorial which covers:

[The Indiana University Definition](#)

[Overview](#): when and how to give credit; recommendations; decision flowchart

[Plagiarism Cases](#): links to Web sites describing real plagiarism cases

[Examples](#): word-for-word and paraphrasing plagiarism -- 5 examples each

[Practice with feedback](#): identifying plagiarism -- 10 items

[Test](#): if you pass, you get a confirmation certificate

[Resources](#): Web sites, books, dictionary links, references

Michael Harvey - Plagiarism

<http://nutsandbolts.washcoll.edu/plagiarism.html>

“Plagiarism” from *The Nuts and Bolts of College Writing* by Michael Harvey. For more information on plagiarism and how to avoid it, visit this site.

See also the list of useful websites at the back of this handbook.

Referencing

When you write an essay, you will be expected to demonstrate your understanding of the issues relating to the question. This will usually involve reading other authors’ work on the subject and drawing on what you have read, as well as the content of lectures, tutorials and class handouts. In essay writing at University, it is absolutely essential that you give information about the origins of the ideas you use in your essays, by means of **referencing**.

Having good clear references to support the points you make in an essay is considered a necessary feature in your work. There are a number of recognised ways of doing this, and the University of Paisley uses the **Harvard Referencing System**.

This means that whenever you quote another author's work in your essays you must acknowledge the author, the source of the work (the book or journal title), page number and date in a certain way. Referencing can seem quite complex when you first attempt it, but will soon become second nature.

Full details of how to reference articles within books, magazine articles, films, web sites, etc. can be obtained from the School of Media Information Centre on Blackboard. The library also has handouts containing information on referencing.

University of Toronto - Using Quotations

<http://www.utoronto.ca/ucwriting/quotations.html>

“Using Quotations” from the University College Writing Workshop from the University of Toronto. This gives additional ideas for integrating quotes into your writing and how to punctuate those quotes correctly.

University of Wisconsin-Madison - References

<http://www.wisc.edu/writing/Handbook/Documentation.html>

“Citing References in Your Paper” from the Writing Center at the University of Wisconsin-Madison

See also the Plagiarism and Essay Writing sections of this handbook for additional websites and resources.

Assessment

For many students, assessments are seen as hurdles that have to be overcome, but in fact, working on a coursework task or preparing for an exam can give a focus to your study that improves the effectiveness and efficiency of your learning. Preparing for assessment involves you in analysing the content of your work, teasing out themes and key strands, and considering what questions these raise. It will involve you in reading, note-taking, organising information, and monitoring your understanding of content. It will require you to plan and to express what you have learned in written language or some other relevant format. Most importantly, it will help you to develop your learning, beyond the surface level of gathering facts, to the deeper level of understanding and applying knowledge in particular contexts and to particular problems.

Types and purposes of assessment

You will normally be assessed between one and three times during a module, either by coursework or examination, although some modules (for example, languages modules) have a number of smaller tests, taken in class time. The **Module Outline** for each individual module (written by the Module Co-ordinator) will specify exactly how assessment is structured for that module.

Coursework

Often coursework assignments are set for week 6 or 7 of the semester, and cover a certain amount of the semester's work.

At this University, both coursework and exams are graded from A - E. The following percentages apply to the grades:

- A 70-100% .. pass
- B1 ... 60-69% pass
- B2 ... 50-59% pass
- C 40-49% ... pass
- D 30-39% ... fail
- E 0-29% fail

Examinations

Many modules include an examination at the end of the semester. This will almost always take the form of a single paper of two hours duration. Exceptionally at level 4 an examination of three hours will be permitted.

Feedback

Students can be frustrated by poor marks in assignments, especially when they have put in a lot of effort and thought they had done well. Some of this may be due to the differences between school or college work, and University work. Don't panic – if you have failed an assignment you will get the chance to resit.

For written assessments, you should receive **written or verbal feedback** from your tutor within 4 weeks of the date of submission of an assignment.

Often tutors fill in a standard **feedback sheet** commenting on your work, and you can pick up your essay with this sheet attached and with the tutor's comments written on it. Feedback is important for your learning, and if you do not understand the feedback you have been given or have any other problems with it, it is perfectly in order for you to go and speak to the marker.

The tutors are keen to help you to do as well as you can, and are happy to give you detailed feedback if you are having problems.

For presentations you will usually get feedback from the tutor straight away, as these are often part of a bigger project you will be working on and you may have to act immediately on their feedback.

How a 'pass' is calculated

In order to pass the module you must have an aggregate mark of at least 40%. This is calculated by adding together the marks for any coursework and for the final exam if there is one, and in each main category assessed you must have a minimum of 30%. This means that if you score 30% in the coursework (technically a fail), but 70% in the exam, your overall mark is 50% and you have passed.

Anonymous Marking

The University operates a policy whereby student work is anonymously marked wherever possible. This means that the tutor marking the assessment or exam will not know whose work it is. All essays and exams are marked in this way, as are class tests, but in some circumstances work such as group projects, presentations, and video and audio projects cannot be anonymously marked.

All assessments, whether anonymously marked or not, are moderated – that is, a selection of the work (in some cases all of the work) is marked by a second member

of the teaching staff – and in addition to this, a selection of work from all modules is marked by the School’s external examiners.

As all written assignments are anonymously marked, they must be submitted with an anonymous marking topsheet. This is a pink sheet with a fold-down corner, available in the media office. Put your student matric number *but not your name* on your work; fill in the pink sheet with your name inside the fold-down corner, and attach it to your work.

Attendance

Attendance at lectures, seminars, tutorials and workshops is a key element in passing modules successfully. Both the School and the awarding bodies place a strong emphasis on attendance; poor attendance will hinder your study and disrupt group and workshop activities.

Consistent failure of attendance will be deemed to be in breach of University regulations, and will be reported to the relevant programme panel when your marks and progression are determined at the end of the session.

If you are likely to be off Campus for up to one calendar week, inform your Year Tutor or Programme Leader in advance. If you are absent for up to one calendar week, you should complete a **Short Absence Self Certification form** (available from the School office) and hand it in to your Year Tutor or Programme Leader.

Absence through illness of more than one week requires you to submit a **medical certificate** to the School Office.

Failure to attend an examination or to submit coursework because of illness must be covered by a medical certificate, which must be submitted in accordance with University regulation.

For further information about what to do in the event of absence, please consult the ‘What if...’ section of this handbook.

Student Attendance Regulations

The primary purpose of attendance regulations is to provide academic staff with a mechanism for monitoring student progress and motivation to enable guidance and counselling to be provided as soon as possible should this prove necessary.

General Requirements

- a) Module descriptors should state clearly the attendance requirements for a particular module.
- b) Any student who does not satisfy the attendance requirements for a module shall not be entitled to be assessed in that module and may be required to withdraw from it or from the course as a whole.

Guidance on Attendance Requirements

- a) Each student shall be notified of the attendance requirements in respect of each module.
- b) Where there is a specified attendance requirement, it is the responsibility of the Module Co-ordinator to ensure appropriate records are maintained.
- c) Where no attendance requirement is stated a requirement of 75% will apply.
- d) Where a student is deemed to be at risk in terms of meeting any specified attendance requirements, it is the responsibility of the Module Co-ordinator to initiate appropriate action to inform the student and warn the student of the implications.
- e) When attendance is such that a student may be required to withdraw from the programme of study, this will be considered by the appropriate Programme Panel.

Re-assessment

Students are allowed a fixed number of attempts at each assessment (coursework or exams); normally three at SCQF levels 7 to 9 and one at SCQF level 10. Non-submission of assessments, or non-attendance at exams without good cause uses up one attempt at that assessment (except where mitigating circumstances are found to apply, in which case you may be re-assessed as a 'first attempt').

Assessment – Useful Websites

The following pages give some important Web links at the University (*current 14th August 2006*)

Student Info Point

University Assessment Policy

http://www.student.uws.ac.uk/stuadmin/exams/Assessment_Policy.pdf

University Regulations (Regulation 7)

<http://www.student.uws.ac.uk/stuadmin/regulations/regframe0405/400Reg7Assessment.pdf>

Student Info Point - FAQs

<http://www.student.uws.ac.uk/stuadmin/index.html>

Examinations: <http://www.student.uws.ac.uk/stuadmin/exams/examass.htm>

When are my **exams**? <http://www.student.uws.ac.uk/stuadmin/exams/examtime.htm>

What are the **University regulations** for assessment?

<http://www.student.uws.ac.uk/stuadmin/Ass-Regs/assreg.htm>

How do I **appeal** against an exam decision?

<http://www.student.uws.ac.uk/stuadmin/exams/appeal.htm>

Tell me about **anonymous marking**?

<http://www.student.uws.ac.uk/stuadmin/exams/amstinf.pdf>

Where can I obtain a copy of my **academic history**?

<http://www.student.uws.ac.uk/stuadmin/enrolment/enrolreg.htm>

Regulations and Procedures

<http://www.student.uws.ac.uk/stuadmin/regulations/reggdpl.htm>

What are my **rights and responsibilities**?

<http://www.student.uws.ac.uk/stuadmin/regulations/rights.htm>

How do I make a **formal complaint**?

<http://www.student.uws.ac.uk/stuadmin/regulations/stucompl.htm>

What are the regulations on **attendance and discipline**?

<http://www.student.uws.ac.uk/stuadmin/regulations/reggdpl.htm>

What are the policies for **cheating, plagiarism, intellectual property, equal opportunities, harassment**?

<http://www.student.uws.ac.uk/stuadmin/regulations/reggdpl.htm>

Regulations of Progression

These can be found in the University Regulatory Framework, Regulation 7.3

Progression is proceeding from one level of study to the next, or proceeding from a pre-requisite module to the module for which it is a pre-requisite. For a full-time student the levels will normally correspond to the year of the programme.

The individual programme specifications set out the ways in which students progress through the programme and identify the modules which are compulsory, optional or alternative.

Where the learning outcomes of a programme of study mean that attendance is compulsory for certain modules, the programme specifications give the details of the attendance requirements to be met by the students.

'Carrying' dependencies

If you fail one or more modules during any academic year, you will be given the opportunity to resit the parts you have failed, in the August exam diet (except modules at level 10). If you have still failed the module, you will be allowed to progress to the next level of your programme carrying this dependency, and to retake the failed module (or an equivalent, if it was an optional module) during the next academic year, while studying at the higher level.

This is at the discretion of the Programme Panel, who must have good reason to expect that you will pass the module during the next academic year. You are not normally allowed to progress from one level to the next carrying more than two dependencies, and you are not normally allowed to enter the Honours year (level 10 or 4th year) carrying dependencies. See also the section on re-assessment in this handbook, and rules for progression in the **University Regulations, section 7.3.3 and 7.3.4**.

Appeals

If you disagree with the decision of a Programme Panel on your progression to another level of your programme, or on your final degree result, you have the right to appeal against the decision.

The **University Regulatory Framework, Regulation 13** sets out the conditions and procedure for appeals; you should consult these for full details. You should also seek advice from the Student Advisory Service and the Students' Association.

The following is a selected extract from the regulations:

13.3.1 A candidate may seek an annulment of a decision of a Programme Panel at an intermediate stage of a programme of study with the objective of:

- a) seeking reinstatement on the programme of study from which the candidate has been excluded from further attendance, or
- b) seeking amendment of the conditions to which the candidate's progression as a student on the programme of study has been made subject.

13.3.2 A candidate may seek a review of a decision of a Programme Panel (see Regulations 7.7.6) at the final stage of a programme of study when an award is being recommended with the objective of seeking an amendment of the Panel's recommendation.

13.5.1 A candidate may appeal against the decision of a Programme Panel on the grounds that his or her performance in the examination or assessment was adversely affected by illness or other factors which he or she was unable, or for valid reasons unwilling, to divulge before the Programme Panel reached its decision, provided that the appeal is supported by medical certificates or other acceptable documentary evidence, or

13.5.2 A candidate may appeal against the decision of a Programme Panel on the grounds that there is evidence that there has been a material administrative error, or that the examination or assessment was not conducted in accordance with the University's requirements and the programme regulations, or that some other material irregularity relevant to the assessment has occurred.

13.6.2 *Submission of an Appeal:* Any candidate wishing to appeal against the decision of a Programme Panel must lodge with the Secretary and Registrar, within fifteen days of the publication day, or the date of notification (whichever is the later), a written statement setting out his or her reasons for the appeal and including documentary evidence if appropriate. Appeals submitted under the provisions of Regulation 13.5.1 must additionally include a written statement detailing reasons as to why such evidence was not presented to the Programme Panel.

Duration of the Programme

As a student you must be registered with the University of the West of Scotland for at least one year in order to get any award, and for a maximum of 7 years.

Awards

The normal duration for completion of a full-time degree Programme is three years for an Ordinary degree, and four years for a degree with Honours. A degree is normally conferred upon students who have satisfactorily met all course requirements. However, a number of other exit awards are available to students, depending on the credit they have gained at SCQF Levels 7, 8, 9 and 10.

A Certificate of Higher Education can be awarded to a student gaining at least 120 credit points, of which a minimum of 90 are at SCQF level 7 or higher.

A Diploma of Higher Education can be awarded to a student gaining at least 240 credit points of which a minimum of 90 are at SCQF level 8 or higher.

A Bachelor of Arts (ordinary) degree can be awarded to a student gaining at least 360 credit points of which a minimum of 90 are at SCQF level 9.

A student eligible for a BA degree who has achieved a weighted average of 65% or more across eight modules at SCQF Level 9 will be awarded the degree with *distinction*.

Students will normally be allowed to progress to *Honours* (SCQF Level 10) if the weighted average across core and option modules at SCQF level 9 is 50% or more.

A BA(Honours) degree can be awarded to a student gaining at least 480 credit points of which a minimum of 180 are at SCQF levels 9 or 10, and of which 90 are at SCQF level 10.

Classification of an Honours degree will be based on attainment in the modules at SCQF Level 10 of the programme:

First class Honours: an average of 70% or above;

Upper Second Class Honours: an average of between 60 – 69%;

Lower Second Class Honours: an average of between 50 – 59%;

Third Class Honours: an average of between 40 – 49%;

If you take, but leave or fail, your honours year you may be awarded an unclassified degree based on successful completion of the programme to SCQF Level 9.

Transfer to other programmes

It is possible for students to transfer to other programmes within the University, but this will be dependent on the modules already taken and credit gained, and requires to be negotiated with the Programme Leaders of the programmes involved.

Honours Dissertation arrangements and requirements

Dr Kathryn Burnett, Senior Lecturer in Sociology and Culture

(kathryn.burnett@uws.ac.uk)

The Research Project double module which is also referred to as the 'Honours Dissertation' has been developed to enable you to produce a substantial piece of research on your own, giving you the freedom to pursue an academic interest further than previously possible. Your topic will have a theme appropriate to the Honours year of your degree programme. Consultation and guidance is available on the question of which topics are appropriate and all topics are required to be approved by supervising staff and the module co-ordinator. There is great breadth of choice and students

have welcomed this. You should consider the dissertation as an opportunity to consolidate the wide range of learning and practice which you have been exposed to and produce a piece of work that showcases your theoretical and analytical skills to examiners and, where appropriate, to potential employers. In short, the dissertation is a marketable commodity which you can use to profile your abilities. It certainly counts as a key core element in the Honours year and is seen as a general indicator of a student's overall potential. Undertaking a research project of this kind is an absolute expectation throughout the globe of Honours programmes of the kind we offer in the School of Media, Language and Music. It is most certainly understood as a clear indicator of academic achievement and underpins much of the 'graduateness' of Honours programmes.

The main aim of the Research Project module is to provide all Honours students with the opportunity to embark on a programme of study and supervised research in a topic of their choice whereby they deliver a final written account of their research study that takes the form of a 12,000 word academic dissertation. Throughout the double module you will spend considerable time and energies sourcing material, reading both theoretical and methodological literature as well as undertaking considerable research into professional and practical debates appropriate to your field of study.

During Year Three, you will be provided with a tuition and support which enables you to explore some basic research principles and practices. This sets out some basic principles of what research is, how it should be conducted and for what purpose. Your research project activity should pay due consideration to the teaching given and learning you undertook. You should be aware, however, that all students are *required to read extensively* of research methodology as appropriate to their own project intentions. Assessment in the Honours year is on the understanding that you make good efforts to integrate your Year Three learning. There is also a clear expectation that by this stage of your studies you will be demonstrating a wider critical engagement in your cultural and professional field. Reading, listening to and partaking in debates in the cultural fields of media, film, music, art and the performing arts and cultural industries generally is *not optional* for an intending Honours student. You are encouraged to make the effort to grow your own knowledge by engaging in events and debates locally and further afield, as well as ensuring you dedicate sufficient time

to deepening your academic knowledge on the theoretical agendas that form the basis of your own cultural field.

A full programme of guidance and advice is provided to all Honours students by myself as module co-ordinator and includes a detailed (23 page!) handbook. The School of MLM Research Project meets all the requirements and good practice arrangements recommended by the University of The West of Scotland. Students are welcome to make an appointment with me at any point to discuss any aspect of the Research project. The Research Project is one of the most challenging and rewarding elements of your studies, and it is never too early to start contemplating possible subjects for study - so start pondering! I look forward to working with you in your Honours Year.

Work based learning

The Work Related Learning module must be taken during your third year of study. It is designed to give you the opportunity to practice and develop the skills you are learning at university, in the work place. The module is a flexible one in that you can choose to study in three different ways:

Industry based

You will arrange your own placement but will be given appropriate support by teaching staff to do so.

Employment

If you are already in part time employment that is relevant to your programme and your employer is willing to assist, you can undertake the assessment for the module. This will be fully discussed during lectures and tutorials.

The period of work based learning you undertake should give you an insight into the kind of employment that you wish to pursue after your study period. You will also have the opportunity to gain a reference from your placement employer to add to your CV.

SECTION 3: COURSE MANAGEMENT AND QUALITY ASSURANCE

Modules

The building blocks of the degree programme are modules, each worth 20 credit points, although the Research Project module at level 10 (4th year) is a double module. A single module runs during a semester, and will normally have 12 weeks of teaching (3 hours per week) followed by 3 weeks of consolidation and assessment. Double modules run over both semesters, and are worth 40 credit points, with double teaching hours and some assessment during each semester. Each module is led by a **Module Co-ordinator** who is responsible for the management of all aspects of the module – organisation of classes, arranging teaching, planning assessment, monitoring attendance and preparing the marks for presentation to the appropriate Subject Panel at the end of the semester. Any concerns you may have about a module you are studying can be discussed with the module co-ordinator, for example, if you have missed classes through illness or are having difficulty meeting a due date for a piece of coursework, you should contact the co-ordinator.

Subject Panels

Results for each module are scrutinised and confirmed at a subject panel, held at the end of each semester. The panel receives a report from the module co-ordinator, giving details of the running of the module, and of any issues which have arisen concerning the quality of the teaching or learning. Present at each subject panel is an **external examiner**, an academic from another institution, whose job is to examine and report on the quality of student work, and the fairness and accuracy of the marking. The School of Media, Language and Music has eight subject panels: Broadcasting, Communication & Journalism; Art and Digital Media; Culture; Languages; PDP (Personal Development Planning); Screen Practice; Screen Studies; Sound.

Programme Panels

At the end of each academic year, programme panels are held for each year of each degree. At these, all marks gained by each individual student are considered, and a decision is made as to whether the student will, for example, proceed to the next year of the programme, graduate, be required to retake assessments or to re-attend an entire module. When the programme panels have been held, the results for the year are mailed out to each student. This is usually done in late June or early July. Here also, the results agreed by the panel are scrutinised and confirmed by an external examiner, to ensure fairness and consistency.

External Examiners

As well as carrying out the monitoring tasks described above, external examiners play an important role in ensuring that the standards maintained on each programme are comparable with those in other similar institutions across the country. They inspect student work and staff marking across all modules, as well as offering advice on teaching and learning practice in their subject area.

Learning and Teaching Committees

Learning and teaching throughout the School are managed through the Learning and Teaching Committees, which are responsible for a wide range of tasks including approving new modules and amendments to existing modules; the organisation of

programmes; the implementation of University policies for learning and teaching; and the monitoring of standards. All academic staff in the School are involved in these committees. On a smaller scale, regular Programme meetings are held with teaching staff to deal with issues relating to each individual Programme.

School Board

The School Board is a key channel of communication between the School and the University, reporting back on the work of the School, and responding on behalf of the School to consultation on matters such as internal policy developments and national issues related to university education.

Subject Health Review

Every six years, each subject area undergoes a process of Subject Health Review, in which the academic health of the total taught and research provision in the subject is reviewed by a team composed of external academics, industry professionals, and internal members of the University teaching and administrative staff. During this process, the School is required to identify and plan ways of enhancing subject provision. The BA (Hons) Media was the latest School of MLM programme to undergo a subject health review – in spring, 2006.

Student Feedback Mechanisms

The University is really keen to know what students think of their experiences on their Programmes, and has set up a number of systems to allow you to express your views in ways that will be heard.

University-wide questionnaires

The University uses a number of centrally produced questionnaires to obtain feedback from students. These include module questionnaires, end-of-year programme questionnaires and general student-experience questionnaires. Information gained from these is used along with other sources of student feedback to assist in the review and enhancement of learning and teaching.

Module questionnaires

At the end of each module, students are given the opportunity to complete a module evaluation questionnaire, where they can give feedback on their experience of the module: the quality of teaching, the resources, the assessment, etc. Your comments on the individual modules are welcomed and are used to feed into the Learning and Teaching Committees in order to evaluate the success of modules. Comments made on these questionnaires are also seen by the School's External Examiners and others who play a part in the 'quality assurance' of the School's programmes.

Student Year Representatives

Each year of each programme is encouraged to elect a number of student representatives to represent student views and concerns to programme managers, the School, and in wider forums. Student Reps are elected by the student body during the first semester. They may be asked to attend student-staff liaison meetings (at least one per semester) and generally to assist in the smooth flow of information between students and the staff who work on their programme. Training is provided jointly by the University and Student Association. Student Reps are an approachable way for students to make their views known to University staff – If you have something you

wish to raise, tell your student rep, and the matter will be discussed at the next staff/student meeting.

Student / Staff Liaison Committees

These committees are programme-specific and consist of one or more members of staff from each programme – usually Programme Leaders and Year Tutors – together with student members. They meet regularly at least twice each session, to address issues of concern to students – anything from the availability of the labs for student use, to the cost of printing. Their aim is to involve students fully in consultation for improving the provision of modules and programmes.

Student Membership of LTC and School Board

The Learning and Teaching Committees and the School Board both have student members, who are usually appointed from the Student Association.

SECTION 4: RESOURCES

At University you need to read beyond the content of lectures. Wider reading gives you a greater understanding of the topic and helps you to construct your own view. You may not agree with some of the opinions you encounter, and that's healthy, but you need to be aware of them to be able to disagree and argue your point of view. You can gain valid information from many sources to broaden your knowledge, from books and journals to TV and the Internet. So use the University facilities – it will stand you in good stead for your assessments and projects. Key learning resources are listed below.

The Library Facilities and Services for Students

Sites

There are libraries on all four of the University campuses, the largest of which is the Robertson Trust Library and Learning Resources Centre on the Paisley Campus. The library at the Hamilton campus is due to be extended in 2008 and new libraries are planned for the Ayr and Dumfries campuses. The University library also manages the library of the Royal Alexandra Hospital in Paisley.

Opening hours at Hamilton are:

(semesters)	Monday-Thursday	8:30-21.00
	Friday	8:30-16:30
	Saturday	9.00-13:00
(vacation)	Monday, Thursday, Friday	8:30-16:30
	Tuesday, Wednesday	8:30-19.00

Opening hours at Paisley and Ayr are:

(semesters)	Monday-Thursday	9.00-20.50
	Friday-Saturday	9.00-16.50
(vacation)	Monday-Friday	9.00-16.50 (Paisley)
	Monday-Saturday	9.00-16.50 (Ayr)

Opening hours at Dumfries are:

(all year)	Monday-Thursday	8:30-19:30
	Friday	8:30-17:30

At the Paisley Campus there is an undergraduate reading room which stays open during semesters to 22.00 Monday-Friday and also opens on Sundays 09.00-17.00. There are some additional hours of opening during the summer vacations at the Paisley Campus. These are advertised locally.

Loan of materials

The University of the West of Scotland Library holds around 400,000 volumes on all subjects in the schools' curricula, and much supporting material as well.

Loans of most items are for two weeks at a time and may be renewed 10 times provided no other borrower has requested the item. Renewals or requests for titles on loan to another reader may be made on-line from remote computers at your home or workplace.

A postal loan service is available for distance learning students. Students in remote areas who have difficulty in travelling to a University campus may contact the Library about delivery of materials

Access to electronic materials

The Library subscribes to more than 10,000 journal titles in electronic formats. It also offers various database services, and almost 250 electronic books. Each student is issued with an 'Athens' account to enable them to access these materials. Access may be on-site or remotely, from the home or workplace. This service is available 24 hours a day and seven days a week throughout the year.

Electronic materials may be accessed through the University Library's web site:

<http://library.uws.ac.uk>

Click on the 'Electronic Resources' Link to find and access the materials you want.

Study Spaces

All the University Library's sites offer spaces for private study. At the Paisley Campus there are also facilities for group study. These are clearly signposted within the Libraries.

ICT Facilities

PCs connected to the University's network are available for student use at all the campus libraries, in addition to PC laboratories provided by ICT Services. At the Paisley Campus Library, some of these PCs are available for group study work.

Support and Advice

It isn't all in Google, and as well as print materials the Library purchases many electronic databases to provide the most accurate and appropriate information for students. Library staff at each site are ready and willing to help you with any problems you may have with equipment or services, and to help you find the information you need and make the most appropriate and productive use of our services and facilities – just ask. Library staff also give classes in library use and tours of our facilities; these are normally arranged in conjunction with teaching staff.

ICT Media Services

Overview

ICT Media Services boasts a wide range of resources and in-depth experience of television production and digital multi-media support amongst the staff on Hamilton, Ayr and Paisley campuses.

Resources

The School has four dedicated Macintosh labs for students on the BA (Hons) Journalism programme, these offer a range of software packages that will enable students to design their own print and online publications. There are also two fully-equipped radio studios.

All campuses also have fully equipped professional video conferencing facilities enabling conferencing linking to venues both in the UK and internationally.

A wide range of audio visual equipment can also be loaned out including mini-DV cameras, stills cameras, sound recording equipment, data projectors and laptops.

Batch and single copying of video tapes and DVD's can also be undertaken as well as conversion between the European PAL and American NTSC TV Systems.

Where can we be contacted?

Students should enquire about our services on the Hamilton Campus by telephone on 01698 283100, at Ayr campus at ICT Media Services reception at D116 or by telephone on 01292 88 6255 or on the Paisley campus at H312 or by telephone on 0141 848 3826/29

Or for more information please contact: - Charlie Hunter, Technical Manager
ICT Media Services, H338, H Block, High Street Paisley, Paisley, PA1 2BE
Telephone: - 0141 848 3824 or email: - charlie.hunter@uws.ac.uk

Centre For Academic & Professional Development (CAPD)

Study Skills

During Week 0, CAPD will run a number of drop-in sessions where you can find out about the study skills help that's available to you. These sessions will cover topics such as writing, note-taking, exam skills, managing your time and reading at University. At the sessions, you will be able to access useful handouts on these topics. You can also access helpful resources on CAPD's website at the following address: <http://www.uws.ac.uk/clt/students/studyskills>

If you have any queries about study skills, you should contact your personal tutor or lecturer in the first instance who can provide specific guidance in relation to your

subject discipline or programme. For details of further help that may be available, contact CAPD at : studyskills@uws.ac.uk.

John Smith's Bookshop

There is a John Smith's bookshop situated beside the Library on the Paisley Campus.

Tel: 0141 848 1925

Opening hours:

Monday – Saturday 9am – 5.30pm (open till 6.30pm for approximately the first 3 weeks of term to allow evening class students to buy books)

Students are also able to buy a very limited selection of books from the student union shop in the Caird Building on the Hamilton Campus.

Cross-campus delivery

Some modules run by the School of Media, Language and Music are delivered on both the Hamilton and Paisley campuses. If you take a modern language at basic level as an option, this will be available on both campuses, and usually as an evening class as well; however, if you take a language at a more advanced level it is likely that this will only be available on the Paisley campus. If you take a language as an option you will get the chance to discuss this with one of the languages staff, and they will let you know when and where the module is to be delivered. You should bear in mind any timetable clashes when choosing your options.

IT Facilities

Now that you are a student you can access the great IT facilities and equipment in the School, and it's FREE! Remember to take advantage of it, as you will certainly not have access like this once you've graduated. Students in the past have commented on how they arrived at University full of great ideas for their own projects but regretfully they left it too late. Don't do the same – take advantage and get involved, it's all part of being at University. You'll find there's plenty going on and people can always do with help. It's great experience for you during and after University but more importantly it's also good fun. Getting involved helps to build your knowledge, confidence, experience and friendships.

UCA Radio

Students on the Ayr campus operate the campus radio station broadcasts 24 hours a day, 365 days a year, on 87.7FM and on DAB. This is a unique arrangement within the UK, and allows student volunteers to broadcast to a potential audience of some 300,000 people. UCA Radio welcomes all volunteers, and further information can be found on the web site, at <http://www.ucaradio.uws.ac.uk> .

Equipment (Hamilton)

The equipment and resources available to students on our courses are of a high quality and regularly updated to keep them in line with this fast-changing environment, yet there are some important issues to bear in mind. You're one of many who use and

rely on them so if you borrow equipment it's important to respect timescales and return it promptly. Demand is high so think about what equipment you are actually going to use and when you require it – don't take equipment and have it lying around when others could be using it.

The School offers you a wide range of facilities and equipment which reflect industrial practice and are of professional standard.

Learn to use the technology, learn to make it work for you, but always remember that you are here first and foremost to learn about communicating, about capturing your audience's interest and imagination. That's what journalists do. Equipment is a means to that end, not an end in itself. The story is told via you not just the technology.

Computer Labs

The School of Media has four dedicated computer labs on the Hamilton campus, and two state-of-the-art digital radio studios.

There are 56 Macintosh computers across room 700, 702, 705 and 707. These offer a range of word-processing, page design, web design and video editing packages. There are black and white laser printers and three A3 colour printers in rooms 700, 702 and 707.

Additionally, telephones and fax facilities are available for student use.

Booking and Borrowing Equipment

Equipment includes a wide range of video cameras and accessories, digital stills cameras and audio recorders, and equipment for music and art. Arrangements for borrowing equipment are displayed on the programme noticeboard.

You can borrow equipment and book facilities subject to availability. Remember that towards the end of each semester there is often a 'run' on equipment as assignment deadlines loom. Try to organise your work schedule to avoid the last minute rush, and make bookings well in advance to ensure that you get the equipment when you need it.

Any request has to be supported by a form which they will give you and which has to be countersigned by the appropriate module tutor. Tutors will be happy to sign off requests for reasonable periods of use, but no student should take out equipment for any longer than is appropriate to the project in hand. In the professional media world equipment has to be budgeted and paid for, and its efficient and economic use is something which you will begin to learn here. Students borrowing equipment, or using studio facilities, are wholly responsible for its care, security and safekeeping. All equipment must be returned by the agreed time.

Eating, drinking and smoking are forbidden in ALL studio areas (this includes commercial facilities used for teaching). Any student found smoking, drinking or eating in any studio area will automatically lose access to equipment and facilities for a period of time.

SECTION 5 STUDENT SUPPORT

Contacting Student Services

You are very welcome to visit Student Services to look around, get information, take away leaflets, or to make an appointment. You can get in touch as follows:

HAMILTON CAMPUS:

For all Services

Beckford Building (9.30am-3.30pm) 01698 283100

AYR CAMPUS:

For all Services

J108 (9.30am-3.00pm Semester Time) 01292 886 267

J101 (9.30am-1.00pm Outwith Semester) 01292 886 474

PAISLEY CAMPUS:

Funding & Advice

J235 0141 848 3803

Near Students' Shop

Spiritual Care Team

J233 0141 848 3445

12.45 - 1.45 Wednesdays & Thursdays during semester time

Nursery

The Watt Building 0141 849 4014

Careers

Counselling

International Student Adviser

J219 0141 848 3806

Near the Students' Shop

Special Needs

J Block Level 3 0141 848 3518

Just off ICT Lab

July 06

Special Needs and Disability Support

The Special Needs service provides support to all students, including full-time, part-time, prospective and international students who have disabilities. Support can be provided in the following areas:

- Pre-entry guidance
- Provision of general advice and information
- Conducting needs assessments and/or help in arranging external assessments
- Submission of Disabled Students' Allowance claims for non-medical personal helpers and/or assistive technology
- Assessing academic support needs
- Assessing special arrangements for examinations
- Help in organising personal support, notetakers etc.
- Help in arranging University (disabled) accommodation
- Liaison with external agencies, where appropriate
- Access to, and demonstrations of, specialist software and equipment
- Short-term loans of equipment where appropriate
- Arranging on-campus parking for badge holders
- Specialist support from Special Needs Adviser in dyslexia

Students should phone Special Needs Reception 0141 848 3518 or email specialneeds@uws.ac.uk to arrange an appointment with an Adviser. For further information please visit our website at www.uws.ac.uk/specialneeds

If you have, or think you may have, a disability or special needs we would recommend you contact us as early as possible. This will allow us to discuss and implement any support you may require.

Coming to University is an investment, an opportunity, and a challenge. Your investment will be of time, energy and money. You will meet opportunities - not just to learn, but to grow and develop as a person, and to open doors to a better future. There will be challenges in adapting to University life in all sorts of areas: learning, work, changes in your personal and home life, managing your finances, and perhaps even adapting to a new culture.

The University provides a wide range of support and development services for all students. This leaflet tells you about one that you will certainly want to use: Student Services. Our staff offers a friendly service where you will feel welcome and supported throughout your time at the University of the West of Scotland.

Funding and Advice

The Funding and Advice team provides a confidential and non judgemental service to all students on the following areas;

- UK Bursary Funding/ Childcare funds
- Part time fee waivers and Student Loan advice
- Trust Funds and Scholarships
- Repeat year funding appeals to SAAS/LEA'S/Library boards
- Advice on Mitigation and Exam Panel appeals
- Advocacy and negotiation with external agencies
- Advice on money management
- Housing and benefit issues
- Workshops and Forums are on offer for all to participate in over the year.

We can be contacted by phone (0141 848 3803) or email funding.adviceuws@uws.ac.uk

The service offers 10 minute drop ins for students throughout the year and longer appointments can be arranged with a student support adviser where necessary.

The adviser can offer support on any of the above matters and may be able to refer you to the most appropriate person or organisation to assist with your situation if it is outwith their own remit.

All issues are treated impartially and no issue is considered to be unimportant.

Please feel free to contact the service for any support or help required.

Website: www.uws.ac.uk/student-services/fundingadvice

Spiritual Needs

The Spiritual Care Team is staffed by a group of people drawn from various local churches and other faith bodies.

We work as a team, seeking to serve the spiritual needs of the whole university community through:

- To have a concern for the spiritual, moral and personal well-being of all staff and students
- To provide spiritual care and guidance to staff and students within a confidential and independent context
- To be available to anyone in the university and to offer friendship, encouragement and support to anyone seeking it
- To foster a greater understanding of different faiths and cultures in the University
- To provide a link between university and local Churches & Faith Communities
- To provide for the celebration of special events, such as One World Week, carol concert, weddings and funerals

You are welcome to drop in to meet the Spiritual Care Team during semester. On Paisley Campus, the Team are available each Wednesday and Thursday in Room J233, adjacent to Student Services, from 12.45pm to 1.45pm.

www.uws.ac.uk/student-services/spiritual-care-team

Personal appointments can also be made for other times with any member of the Spiritual Care Team, through Student Services. Please contact Kathleen MacGregor by telephone on 0141.848.3445 or by email kathleen.macgregor@uws.ac.uk

To contact Spiritual Care Team at Ayr please contact Angela Coen, telephone 01292 886267 or email: angela.coen@uws.ac.uk

International Student Issues

If you are an international student at the University of the West of Scotland, the International Student Adviser can help with:

- Student visa extensions
- Immigration advice
- Visas for travel outside the UK
- Advice on working in the UK (during and after studies)
- Letters for relatives' visits

- Financial queries (funding sources, fees, student hardship, private trusts and charities, Student's Association Emergency Hardship Fund)
- Welfare and health benefits; Council Tax
- General welfare (personal difficulties, social events for international students, HOST)
- Other sources of help within and outside the University, plus useful websites

Expert advice is available on how to contact other agencies concerned with the needs of international students.

Website: www.uws.ac.uk/student-services/international/index.asp

Child Care

The University Nursery on Hamilton Campus provides excellent care and educational opportunities for children of students and staff during semesters between 8.30am and 5.30pm. Telephone 01698 283100 for more information.

Ethos

Our ethos is to protect the children in our care and provide a safe, stimulating and caring environment. Each child is treated as an individual and encouraged through free play and structured play to grow and develop at their own pace. The Nursery encapsulates the multi-cultural society we live in today and we aim to explore and provide for all children's needs.

Based on campus at the Beckford Building, the Nursery offers:

- A relaxing, safe and stimulating environment
- Secure Entry System
- Outdoor play area
- Individual plans for each child, focused on their distinctive developmental needs
- An effective Key Worker System
- High quality resources to extend the children's learning experiences
- A qualified staff team led by a Manager and a Deputy
- A focus on healthy lifestyles
- Lunch as well as morning and afternoon

Nursery places are in high demand, so interested parents are advised to make enquiries as early as possible. We look forward to hearing from you!

www.uws.ac.uk/student-services/nursery

Counselling

The Student Counselling Service offers the opportunity to talk in confidence about any personal issues that arise during your studies. These may be connected with life at home or at University. They may be to do with the past, the present or the future. All that matters is that you think it might help to talk.

More information about how the Counselling Service can help is available on our Web site.

Please have a look to learn more about:

- what counselling involves
- making an appointment
- confidentiality
- how to help yourself
- who else can help
- and lots more!

Find us at: <http://www.uws.ac.uk/student-services/counselling/index.asp>

Please do not hesitate to get in touch. We'll do our very best to help.

The Careers Service

The University's Careers Service can help you plan for your future career. There is a range of services and information available for all students throughout their courses:

- Careers guidance interviews with Careers Advisers for career planning, discussing the career implications of module choice, changing or discontinuing courses
- Advice and guidance by email (see website address below)
- Vacancies for all categories of students (part time, summer for continuing students and permanent for those close to graduating)
- Employer presentations and careers events
- Careers and employer information
- For those in the final stages of study, entering directly into third year or joining as a postgraduate student, there are additional services in preparing for the transition from University to work or, if appropriate, further study. These are:

Careers seminars which look at options and graduate selection processes (CVs, application forms, interviews, psychometric testing, mock interviews and assessment centres)
- Graduate job vacancies
- Postgraduate study directories

Early career planning gives you a real advantage. Make it a priority to visit the Careers Service within the first few weeks at the University to take full advantage of the services on offer.

For further information and current vacancies, visit our website:

www.uws.ac.uk/student-services/careers

We can be contacted on 0141 848 3806 to arrange an appointment.

You can use the University's Careers Service for up to 2 years after graduation.

Are there jobs for Graduates?

The Futureskills Scotland report¹ published in March 2006 showed that opportunities for graduates in Scotland are positive, with the following findings:

- Employment rates are higher for graduates in Scotland than non graduates

- Most graduates enter graduate level jobs
- Unemployment amongst graduates in Scotland is lower than it was 10 years ago
- Graduates earn approximately 50% more than their non graduate counterparts (on average)

What's happening in the Graduate labour market?

The Futureskills report also showed that the nature of graduate employment is changing, with a shift in employment from traditional graduate jobs (e.g. law, medicine and education) towards 'new' (e.g. conference consultant) and 'niche' (e.g. recruitment consultant) graduate jobs. There has also been an increase in the proportion of graduates employed by small companies: small and medium size companies will be the major driver of job creation in the UK in the next decade. Other notable changes are the increase in self employment and contract working.

How do I get a Graduate job?

While many graduates will enter the labour market at graduate level, it can take some graduates between 2 and 3 years to attain graduate level employment. However, research² shows that the number of graduates working at non graduate level drops significantly within 3 years after graduating. That time is usually spent amassing skills and experience (often through contract/temporary employment or starting on a lower rung) with a view to attaining graduate level employment in the future. A feature of the labour market in general is the need to update skills as these change due to technology and this applies equally to graduates.

In order to compete effectively in the graduate labour market, graduates need to be employable. Being employable means having the ability to acquire and retain work at an appropriate level. The formula for success in competing in the graduate labour market is commonly agreed as:

Career=Degree+transferable skills+work experience+career planning skills

What this means is that having a degree is not enough. Employers also seek transferable skills and, in some areas, experience (which may also be required for some courses of further study). Additionally, private sector employers like to see that applicants have an understanding of the needs of business. From the graduate's point of view, it is vital to have well developed career planning skills to manage their future career and to undertake further learning as required.

What do employers want?

Skills

Employers consider the following skills and qualities as important as academic achievements when selecting candidates for graduate jobs. These were confirmed in the Employers Satisfaction Survey³, conducted by the University of Central England:

Willingness to learn	Co-operation
Commitment	Communication skills (written)
Dependability/Reliability	Drive/Energy
Self Motivation	Self Management
Team Work	Desire to achieve/motivation
Communication Skills (oral)	Problem solving ability

All surveys show the same thing: employers want intelligent and enthusiastic individuals who can organise and plan their work and interact well with others effectively. Some of these skills will be developed through academic study while others will be developed outside studies, perhaps from part time jobs or interests. Applications will be more convincing if applicants can point to a range of situations where the skills employers seek have been developed.

Work Experience

Employers value experience. Experience may range from a little to a lot, related or unrelated. Any work experience – placement/internship, part time work, voluntary work, summer placement – can help to prepare students for the change from University life to working life and it is never too early to start. There are many benefits of work experience: to identify likes/dislikes, strengths, what sectors appeal etc. It will also help develop the essential skills and experience that employers look for. Where employers expect specific experience, this may be gained on placement or perhaps by taking temporary or contract work after graduating to build up skills and experience or taking a post at a lower level with a view to promotion. Other students might gather experience throughout or after their courses by taking unpaid or voluntary work (such as in social care settings or the media).

There is a range of information in the careers service on summer placements and voluntary work. Part time vacancies can be found at: www.uws.ac.uk/student-services/careers/vacancies. Placements are available to students on most of the University's courses.

What support is available in the University?

In addition to what employers are looking for, those applying for graduate jobs are well advised to prepare well for the selection process (CVs, interviews, assessment centres etc.) so that they can compete effectively. The University's careers service provides support on all of these. As part of their course, students will be made aware of transferable skills obtained within modules, will be involved in Personal Development Planning and the majority will be required to work within groups, give presentations and undertake projects. All of these activities are very valuable to employers and will help students prepare for their future career. In addition, there are many opportunities to join societies and groups and undertake posts of responsibility in the University which add to work experience.

Early career planning gives students a real advantage and students should endeavour to visit the Careers Service within their first few weeks at the University to take full advantage of the services, support and resources on offer.

Future Skills Scotland, The Labour Market for Graduates,
www.futureskillsscotland.org

- 1 Seven years on, - Graduate Careers in a changing Labour Market,
www.prosepcts.ac.uk/links/csdSevenyears
- 2 Employer Satisfaction Survey,
www.prosepcts.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do_2002/Enhancing_your_chances/plebaXe_31k

Students' Association

HAMILTON CAMPUS

The Hamilton Campus Student Union (01698 283100) is adjacent to the main Campus building.

Tel: 01698 283100

AYR CAMPUS

The Ayr Campus Student Union (01292 886362) is adjacent to the main Campus building.

Tel: 01292 886330

PAISLEY CAMPUS

The Paisley Campus Students Union is opposite the Witherspoon building

Tel: 0141 849 4169

SECTION 6 ADMINISTRATION AND STUDENT INFORMATION

The University provides full and detailed information about the University calendar, the regulatory framework, examination timescales, the appeals procedure, the student advisory services and other services. Please consult the University handbook, the 'Information for new students' diary, and the student Intranet for details <http://www.student.uws.ac.uk/> There is also a School of Media, Language and Music Information Centre on Blackboard, where School notices are posted, and a School of Media, Language and Music website: <http://www.media.uws.ac.uk/>

Part-time study and Flexible Learning

Many degrees can be studied on a part-time, or modular, basis. Often people adopt this method so that they can continue in their job while enhancing their qualifications. For more information about part-time study and flexible learning, contact Murial Alexander at the University's **Centre for Lifelong Learning** on the Hamilton Campus: tel 01698 283100 or the Paisley Campus office on: 0141 848 3466 or ask for a copy of the University's part-time student handbook.

The School Office

The School of Media, Language and Music office is located on the 8th floor of the Almada Building. It is open from 9.30 am until 4.30 pm every weekday; closed at weekends. The School office deals with issues relating to the School itself, such as contacting lecturers and handing in of assessments.

The Finance office, is based in the Beckford Building, deals with financial issues such as the handing out of student loan cheques, and Registry (next to Finance) deals with more general student issues such as enrolling on modules, getting your student card and stamping your Council Tax form.

Notice boards

You will notice a number of student notice boards around the Hamilton campus. The main BA (Hons) Journalism notice boards are in the corridor on the 7th floor outside the computer labs (700 & 707); each year group has their own section, and it is here you will find the class timetables, exam timetables and results, and announcements about class changes, seminar groups and so on. A visit to the notice boards every time you are on campus is a must!

Other notice boards are maintained by other departments on campus, such as the Student Association, and permission must be sought to put any advert or announcement on a notice board.

'Open Door' policy

It is a policy of the School that staff make themselves available to meet with students on a one-to-one basis on at least two days per week. All members of the teaching staff have a notice on their office door of the specific times when they will be available to meet with students on campus, and these days and times are also posted on Blackboard. The easiest way to get in touch with a particular lecturer is to email him or her, and then if necessary arrange a time to meet. Staff email addresses can be found in this handbook, and generally take the form 'forename.surname@uws.ac.uk'

How to contact staff

Keeping in contact with your tutors is essential during your time at University. It is important that the tutors get to know who you are, and having a good working relationship with them will stand you in good stead if you are having any kind of problems with the coursework.

The lecturers are all on email, and many if not all of them access their emails from home, so even if they are not on campus they will reply to emails from students. This is, therefore, the best way to contact lecturers.

All lecturers have a note of available office hours on their doors; this means that they will be on campus and available to see students during that time. However, if you need to see your tutor to discuss anything it is better to contact them by phone or email and make an appointment which suits you both. There is a list of School staff, with their email addresses, phone numbers and room numbers, at the end of this handbook. A list of staff room numbers is also available on the Journalism noticeboards.

Blackboard

Tutors increasingly use the Blackboard system to contact students, to post announcements, reading lists and course handouts, and to run discussion groups. In addition, exam timetables, general announcements and results are posted on Blackboard. Some of our modules now have a major online component, and even online assessment, so it is essential you get to know Blackboard at the start of your studies, and use it regularly to keep up to date with what's going on in your course.

When you enrol on your programme you will be given a computer login, which allows you to log in to all the computers on Hamilton, Paisley and Ayr campuses. This login also gives you access to Blackboard, and you will be shown how to use Blackboard during induction week.

Year Tutors

Each year-group of students within each programme has a designated Year Tutor, who is a member of the teaching staff. Year tutors act as a first-stop point of contact for students, acting as a source of advice and information on academic and counselling matters, and may be able to assist the student directly, or refer the student to a more appropriate source of support.

Your year tutors for the session 2008-09 are as follows:

JOURNALISM		
Programme Leader	Year 1	Margaret Hughes
Margaret Hughes	Year 2	Kenneth Pratt
	Year 3	Kenneth Pratt
	Year 4	Amanda Geary

SECTION 7 WHAT IF?

Some of the most common queries and difficulties are dealt with below.

What if I don't really understand what I'm being told in a lecture, seminar or workshop?

The best person to speak to in this case is the lecturer or seminar tutor. They are committed to helping you to understand the subject and you can easily catch them at the end of a class, to discuss something with them then or arrange another meeting. The module co-ordinator is also a good person to talk to about any difficulties you might be having with a particular module. They will be able to suggest further reading or explain ideas and concepts. If you have general difficulties with aspects of the Programme, discuss these with the Programme Leader.

What if I want to change a module?

You must discuss this with the Programme Leader and relevant module co-ordinators. You can change modules within the first three weeks of each semester but no later than that. It's best to make the right choice first time round but it's not a problem as long as you let the appropriate staff know in the School, and a number of factors will need to be considered. For example, that there are places available in the module you want to change to, and that you have the right pre-requisites. It's **your responsibility** to go to Registry and have the module change entered on to your record – if you do not do this, it will affect your results for the module. You will be given a module change form, which must be signed by an academic member of staff. This form is then handed back to Registry for processing.

What if I miss a lecture, seminar or workshop?

If it's a one-off situation, for example, you miss a train, please speak to your seminar tutor and let them know why you missed the class. They will be able to fill you in on what you need to know.

What if I'm ill and miss a whole day or two?

You should call in to the School Office or call your Year Tutor and pick up a short-absence form, fill it in and submit it to the office. This will be put in your student file for reference. You must let your Year Tutor know. They can then make sure that staff are informed of your absence.

What if I miss a week or two through illness?

You should phone or have someone else phone in to the School Office to let us know you're ill. On your return, make an appointment to see your Year Tutor and submit a medical certificate from your doctor. This is very important as missing a lot of classes could have an impact on your results. A medical certificate could be used to provide a reason for poor academic performance and might influence decisions on your academic progress.

When your attendance at a production class is affected, you might have to make contact with other students if you're involved in a group project. Your responsibilities to your team are very important. Remember, the success of the project is dependent on everyone making a full contribution.

What if I'm not getting on with my group or there are personality clashes?

If this can't be resolved amongst yourselves, arrange a meeting with the module co-ordinator. This kind of difficulty needs to be sorted quickly so that the project can be completed successfully.

What if I don't get on with my lecturer, seminar or workshop tutor?

Staff will always try to be professional in their approach, so it is hoped that this will happen rarely, if at all. However, if you feel there is a problem, please discuss the matter with your Programme Leader. Any such discussion will be in absolute confidence.

What if I'm struggling with an assignment and might not meet the deadline?

First, contact your seminar tutor to see if they can give you some advice on what to do. Do this as soon as you encounter difficulties, so that you still have a chance to meet the deadline. Finding work challenging is not a valid excuse for failing to submit it on time – it's up to you to ask for help or find out more so that you can complete coursework. Advice and guidance are freely available from the Programme Leader, lecturers and module co-ordinators.

If you wish to seek an extension beyond the due date, you must discuss this with the module co-ordinator before the work is due. Only he or she can grant an extension, and only for significant cause.

What if I've been ill and know I'm not going to be able to get my coursework in on time?

You should contact the module co-ordinator if you have a valid excuse for not being able to submit work on time. They may grant you an extension but **this has to be negotiated before the submission date**.

What if I'm late with an assignment? Should I submit it?

Yes! If it is submitted within a calendar week of the stated date, it will be marked but downgraded by ten percent. Any submissions made after a deadline should have a **late-submission form** attached explaining why. This form is available from the School office and on Blackboard.

What if I miss two classes in a row?

You'll be contacted (in a nice way!) by your Year Tutor and should come in for a chat. We want to make sure you're staying on course and will help you to tackle any difficulties or offer support as soon as it is needed. Through experience, we know that the best way to pass a module – and pass it well – is to attend it!

What if I miss an exam?

You need to contact Registry and the relevant module co-ordinator to let them know. You will have to provide a written explanation and, if appropriate, a medical certificate which should be submitted to Registry at Ayr for consideration at the Programme Panel. It's vital that this is done because exams must be taken in order to complete your assessment. If you do not sit an exam without a valid reason, you may be deemed not to have taken the module. NB Not all modules have exams as their mode of assessment.

What if I miss a presentation?

You will be familiar with the expression the 'show must go on'. However, should the unthinkable happen, you need to contact Registry and the relevant module co-ordinator to let them know, if possible, in advance. You will have to provide a written

explanation and, if appropriate, a medical certificate which should be submitted to Registry at Ayr for consideration at the Programme Panel. It is vital that this is done, as all assessments must be undertaken in order for you to complete modules successfully.

What if I don't hand in my final piece of coursework?

This is a similar situation to missing an exam. In this case, you **must** submit written evidence to the module co-ordinator explaining why this has happened. Failure to submit coursework can create serious problems. You must attempt all compulsory assessments or you will fail the module and you only have a limited number of resit attempts.

What if I'm not settling in and things just aren't going well?

Contact your Year Tutor as soon as possible. Things are not usually as bad as you think – the worst thing you can do is not speak to anyone. If you don't want to speak to your Year Tutor, make contact with any member of staff you feel comfortable with; or alternatively, contact the Student Advisory Service directly.

Finally, your success with your studies is our main priority. We want you to do as well as you can and we will do whatever we can to make this happen.

Staff Contact Details

Name/telephone	Position/email	Room
Ronnie Bergman 01698 283100	Lecturer Ronnie.bergman@uws.ac.uk	A708
Marcus Bowman Tel: 01292 88 6385	Academic Director Marcus.bowman@uws.ac.uk	J134
Ewan Crawford, 01698 283100	Lecture/Programme Leader Graduate Diploma in Broadcast Journalism Ewan.crawford@uws.ac.uk	A704
Amanda Geary 01698 283100	Lecturer Amanda.geary@uws.ac.uk	A704
Anne Gifford 01292 886360	Associate Dean Anne.gifford@uws.ac.uk	J139
Alex Gilkison 01292 886357	Dean of School Alex.gilkison@uws.ac.uk	J202
Margaret Hughes 01698 283100	Senior Lecturer/ Programme Leader BA (Hons) Journalism Margaret.hughes@uws.ac.uk	A810
Kenneth Pratt 01698 283100	Lecturer Kenneth.pratt@uws.ac.uk	A708

List of websites

Anonymous Marking <http://www.student.uws.ac.uk/stuadmin/exams/amstinf.pdf>

Appeals <http://www.student.uws.ac.uk/stuadmin/exams/appeal.htm>

Assessment Policy

http://www.student.uws.ac.uk/stuadmin/exams/Assessment_Policy.pdf

Assessment Regulations <http://www.student.uws.ac.uk/stuadmin/Ass-Regs/assreg.htm>

Calendar <http://www.student.uws.ac.uk/stuadmin/dates/datesto.htm>

Careers www.uws.ac.uk/student-services/careers.

Cheating & Plagiarism <http://student.uws.ac.uk/stuadmin/regulations/cheating.htm>

CAPD http://www.uws.ac.uk/schoolsdepts/CAPD/study_studyskills.asp

Complaints <http://www.student.uws.ac.uk/stuadmin/regulations/reggdpl.htm>

Counselling <http://www.uws.ac.uk/student-services/counselling/index.asp>.

Essay writing:

University of Wisconsin-Madison – Writing

<http://www.wisc.edu/writing/Handbook/process.html>

This site takes you from the planning to the finishing stages of the writing process.

University of Wisconsin-Madison - References

<http://www.wisc.edu/writing/Handbook/Documentation.html>

University of Toronto - Paraphrasing and Summarizing Sources

<http://www.utoronto.ca/ucwriting/paraphrase.html>

<http://www.utoronto.ca/writing/essay.html> - general essay writing

<http://www.utoronto.ca/ucwriting/quotations.html> - using quotations

University of York: <http://www.york.ac.uk/depts/arch/ugrad/bos/essays.html>

Exam Timetable <http://www.student.uws.ac.uk/stuadmin/exams/examtime.htm>

Funding advice: www.uws.ac.uk/student-services/fundingadvice

International students www.uws.ac.uk/student-services/international/index.asp

Learning support

http://library.uws.ac.uk/guides/learning_support/learningsupport.htm

Library <http://www.uws.ac.uk/library/index.asp>

Mitigation <http://www.uws.ac.uk/current-students.asp>

Plagiarism <http://www.student.uws.ac.uk/stuadmin/regulations/cheating.htm>

<http://www.uws.ac.uk/clt/students/studyskills/guides/plagiarism.htm>

San Jose State University Library - Student Tutorial on Plagiarism

<http://tutorials.sjlibrary.org/plagiarism/>

University of Northumbria - Plagiarism information

<http://northumbria.ac.uk/sd/central/library/tl/plag/>

Simon Fraser University (SFU) - Library Plagiarism Tutorial
<http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/table-of-contents.htm>

Plagiarism software: <http://www.turnitin.com/static/plagiarism.html>

Michael Harvey – Plagiarism <http://nutsandbolts.washcoll.edu/plagiarism.html>

Indiana State University <http://www.indiana.edu/~istd/index.html>

University of Maryland - Resources
http://www.umuc.edu/distance/odell/cip/links_plagiarism.html

University of Essex -Test your understanding of plagiarism
<http://www.essex.ac.uk/plagiarism/Test.htm>

Radio (UCA Radio) <http://www.ucaradio.uws.ac.uk> .

University Regulations (Regulation 7)
<http://www.student.uws.ac.uk/stuadmin/regulations/regframe0405/400Reg7Assessment.pdf>

School of Media general website <http://www.media.uws.ac.uk/>

Special needs www.uws.ac.uk/specialneeds

Student Info Point – FAQs <http://www.student.uws.ac.uk/stuadmin/index.html>

Student Support Computing Information
<http://www.uws.ac.uk/clt/students/computing/index.asp>

Student intranet <http://www.student.uws.ac.uk/>

Student guidance policy
<http://www.uws.ac.uk/clt/students/policies.asp>

Student services websites and email addresses

www.uws.ac.uk/student-services/counselling

www.uws.ac.uk/student-services/careers

careers@uws.ac.uk

careersayr@uws.ac.uk

www.uws.ac.uk/student-services/international

www.uws.ac.uk/student-services/fundingadvice

funding.adviceuws@uws.ac.uk

specialneeds@uws.ac.uk

www.sn.uws.ac.uk

<http://www.uws.ac.uk/student-services/counselling>

Students' Association www.upsa.org.uk

Study Skills <http://www.uws.ac.uk/clt/students/studyskills/index.asp>

A

absence, 204
 medical certificate, 177
 self-certification, 177

academic history, 178

academic writing, 168

advice
 for study, 167
 Year Tutors, 203

aggregate mark, 176

anonymous marking, 178
 policy, 176
 website, 208

appeals, 179, 201
 regulations, 179
 submission of, 179
 website, 208

assessment, 164, 175
 anonymous marking, 176
 class tests, 175
 extra time, 169, 205
 feedback, 176
 grading, 175
 late submission, 169, 205
 marking, 175, 176
 missed, 205
 moderating, 176
 non-submission, 177, 205
 number of attempts, 177
 penalties for late submission, 169
 presenting, 169
 regulations (website), 208
 submission, 201
 submission box, 169
 submission deadline, 169
 types of, 175
 useful websites, 178

Assessment Policy, 178

Assessment Policy website, 208

assignment. *See* assessment

attendance, 164, 176, 205
 compulsory, 178
 requirements, 178
 University policy, 177

awards, 180

B

Bachelor of Arts, 180

Blackboard, 201

Bookshop
 Paisley campus, 188

C

calendar, 158, 201, 208

CAPD, 173

careers, 208

Centre for Academic & Professional Development
 online study, 167
 centre for academic & professional development
 (CAPD), 188

Centre for Academic & Professional Development
 (CAPD) website, 208

Centre for Lifelong Learning, 201

Certificate of Higher Education, 180

changing modules, 204

cheating, 169, 170, 178, 208
 during exams, 170
 in coursework, 171

choosing your modules, 164

class tests, 175

Complaints, 208

complaints procedure, 178

computer labs, 189

computer login, 203

contacting lecturers, 201

counselling, 195, 208

course management, 183

coursework, 175, *See* assessment, *See* assessment
 submission of. *See* assessment

cover sheet, 173

credit points, 183

cross-campus delivery, 188

Curriculum Vitae, 182

D

deadline
 assignments, 169

dependencies, 179

Diploma of Higher Education, 180

dissertation
 arrangements, 180

distinction, 180

double module, 183

duration of the programme, 180

E

employers - skills, 198

employment
 work placement, 182

equipment
 Ayr Campus, 189

essay writing, 167, 174
 web resources, 167

essay writing - websites, 208

evening classes
 languages, 188

exam timetable
website, 208

exams, 175, 178, 201
 appeal, 178
 missed, 177, 205
 timetables, 203

exit awards, 180

External Examiners, 176, 183

F

facilities
 Ayr Campus, 189
 for students, 186
 production, 189

failing a module, 179

feedback, 176

- for pitches and presentations, 176
 - verbal, 176
 - written, 176
- feedback sheet, 176
- Finance office, 201
- First Class Honours, 180
- flexible Learning, 201
- funding advice, 208
- funding and advice, 192
- funding and advice, 191

G

- grades, 175
- graduate jobs, 197
- graduate labour market, 197
- groupwork, 204

H

- Harvard Referencing System, 174
- Honours
 - classification, 180
 - dependencies, 179
 - dissertation, 180
 - dissertation supervisor, 181
 - progression, 180

I

- ICT media services, 187
- illness, 177, 204
- independent learning, 165
- independent study, 164, 165
- industry professionals, 21, 184
- international, 194
- international student adviser, 191
- international students website, 208
- Intranet, student, 201

L

- languages, 188
 - advanced, 188
 - evening classes, 189
 - Paisley campus, 188
- late submission, 169
- late-submission form, 205
- Learning and Teaching Committee, 183
 - student membership, 23, 185
- learning at university, 165
- learning style, 165
- learning support website, 208
- lectures, 165
- library website, 208
- Lower Second Class Honours, 180

M

- medical certificate, 169, 177, 205
- mitigation website, 208
- moderating assessments, 176
- module change form, 164
- Module Co-ordinator, 167, 183, 204
- Module Outline, 175

- modules, 183
 - changing, 204
 - choosing, 164
 - failing, 179
 - new, 21, 183

N

- new modules, 21, 183
- notice boards, 201
- nursery, 191, 194, 195

O

- office
 - submission of coursework, 169
- on-line study, 165
- Open Door policy, 201

P

- Paisley campus, 188
- part-time study, 201
- pass
 - calculating, 176
 - mark, 176
- plagiarism, 170, 172, 178, 208
 - avoiding, 173
 - cover sheet, 173
 - useful websites, 173
 - website, 208
- plagiarism software, 172
- practical classes, 165
- pre-requisite, 178
- presentations, 165
 - missed, 205
- production facilities, 189
- Programme Leaders, 23, 177, 180, 184, 204
- programme management, 183
- Programme Panel, 176, 179, 183, 205
- progression, 178, 183
 - attendance for, 176

Q

- quality assurance, 23, 183, 184
- questionnaires, 22, 184
 - module, 22, 184
 - programme, 22, 184

R

- radio
 - Campus Radio (UCA Radio), 189
- re-assessment, 177
- referencing, 174
 - Harvard system, 174
 - useful websites, 174
- Registry, 201
- regulatory framework, 201
- research, 180
- resit, 179, 183
 - number of attempts, 177, 205
- resources. *See also* facilities
 - Ayr Campus, 189

results, 183

S

School Board, 184
 student membership, 185
SCQF
 credit points, 183
 seminars, 165
 single module, 183
 special needs, 191, 209
 special needs and disability support, 192
 spiritual care team, 191
 spiritual needs, 193
 staff
 availability, 201, 202
 contacting, 201
student
 effort hours, 164
 feedback mechanisms, 22, 184
 membership of School Board, 185
Student / Staff Liaison, 23, 184
Student Advisory Service, 201, 206
Student Association, 23, 184
 Paisley Campus, 199
student effort hours, 165
student guidance policy, 209
student info point, 209
Student Representatives, 23, 184
student services, 191
student services websites and email addresses, 209
student support, 191
student support computing information, 209
students association, 209
Students' Association, 199
studio facilities, 189
study
 habits, 165
 hours, 164
 independent, 165
 on-line, 165, 203
 organising, 165
 planning, 167
 skills, 165, 167, 168
study skills, 167, 188, 209
studying and assessment, 164
Subject Health Review, 184
Subject Panel, 183
submission box, 169
submissions. *See also* assessment
 extra time, 169
supervisor
 dissertation, 181
support available in the University, 199

T

teaching approaches, 165
the careers services, 197
the library – facilities and services, 186
Third Class Honours, 180
timetable, 164
 exam (website), 208
transfer to other programmes, 180
tutorials, 165
tutors. *See* staff

U

UCA Radio, 189
unclassified degree, 180
University handbook, 201
Upper Second Class Honours, 180

V

verbal feedback, 176

W

what if...?, 204
Work Based Learning, 165, 182
work experience, 165, 199
Work placement, 182
writing
 academic, 168
 essay, 167

Y

year 1, 163
Year Tutors, 23, 167, 177, 184, 203, 206

APPENDIX C

BA (H) SPORTS JOURNALISM (UWS) 2009

BA (Hons) Sports Journalism

**Programme Design and
Development Plan**

School of Media, Language and Music

**STANDARD FRONT PAGE FOR PROGRAMME DESIGN & DEVELOPMENT PLAN
UNIVERSITY OF THE WEST OF SCOTLAND**

Programme Title **Sports Journalism**

Named Exit Awards: **BA (Hons) FT
BA FT
DipHE Sports Journalism FT
CertHE Sports Journalism FT**

School Responsible: **School of Media, Language and Music**

Campus for delivery: **Hamilton**

Other Contributing School: **School of Engineering & Science**

Programme Leader: **Margaret Hughes**

This version of programme commences: **September 2009**

Date of First Conferment **2011 BA
2012 BA (Hons)**

Anticipated First Intake **September 2009
Level 7 and 9**

Previous version of programme concludes session: **N/A**

Student Intake: **Max: 25 Min: 10**

Period of Registration (yrs): **Max: 7 Min: 1**

Relationship with Professional Body: **None**

Signature: **Date:**
(Programme Leader)

CONTENTS

1. Nature of the Programme	
1.1 Award Title	5
1.2 External Reference Points	6
1.3 Rationale	7
1.4 Intended Learning Outcomes	9
2. Principles of the Curriculum	
2.1 Course Philosophy	12
2.2 Delivery and design of the programme	13
2.3 Programme Structure	20
2.4 Transition year arrangements	21
2.5 Programme Specification	21
2.6 Mapping of modules onto QAA Benchmark Statement	22
2.7 Programme development	29
3. Learning & Teaching	
3.1 Learning & Teaching Strategy	31
4. Assessment	
4.1 Assessment Strategy	36
5. PDP & Employability	
5.1 PDP	40
5.1.1 Additional hours	
5.1.2 Additional hours: proposed modules	
5.1.3 Direct Entry Students	
5.2 Employability	44
5.3 Links with employers	44
5.4 Careers advice & guidance	47
6. Student Support	
6.1 Year co-ordinator and personal tutor system	47
6.2 Academic Guidance	47
6.3 Equality & Diversity	49
7. Programme Management	
7.1 Programme Administration	51
7.2 Student representation	52
7.3 Admissions procedures	53
7.3.1 Admissions Interview	
7.3.2 Accreditation of Prior Learning/Experiential Learning	
7.3.3 Admission with Advanced Standing	

8.	Resources	
	8.1 Academic Staff	56
	8.2 Specialist Accommodation	57
	8.3 IT Resources	57
	8.4 Library Resources	58

APPENDICES		62
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A	QAA Benchmark Statements	
B	Market Research results	
C	BA (Hons) Sports Journalism Programme Specification	
D	Staff CVs	

1. Nature of the Programme

1.1 Award Title

The BA (Hons) Sports Journalism is a new title for the University of the West of Scotland, however, it joins the portfolio of journalism programmes offered at the Hamilton campus. The BA (Hons) Journalism Programme has recruited and performed successfully since 2004 and is built on the very strong foundations laid by the HND Journalism Programme that was offered at Hamilton for more than 15 years. The Graduate Diploma in Broadcast Journalism has been offered at the campus for more than a decade and is unique within the Scottish HE sector, offering graduates the professional skills required for the broadcast news industry.

Similarly, the sports programmes offered by the University on the Hamilton campus are well established and have grown in reputation and popularity over the last decade. It is the joint expertise of these programmes and teams that has led to the development of this new programme.

The BA (Hons) Sports Journalism is a four-year, full-time course of study leading to a classified Honours degree. The academic level of the Programme equates to Level 10 of the Scottish Credit and Qualifications Framework (SCQF). The awards of Certificate of Higher Education, Diploma of Higher Education and the award of Degree are set at Levels 7, 8 and 9 respectively.

The philosophy adopted by the Programme Development Team has been to design a Programme that develops a range of graduate attributes and up-to-date practical journalistic skills but with a specialisation in the area of sports. Students will learn a range of core journalistic skills that will equip them with the skills expected by a news media that now demands a multi-skilled approach to newsgathering and news production. Students will be taught to work across print, broadcast and online news media. The practical skills will be underpinned by the development of knowledge and understanding of the role of sport in communities, the development of sport and its growing importance to the economic, social and cultural fabric of society.

Graduates of the programme will have a well-developed knowledge of the role that major sporting events play and the ability to report on these for a wide range of news media.

The Programme has been developed to be vocationally relevant, student centred in approach, providing a range of transferable skills and seeking to develop and encourage methods of study and learning appropriate to honours degree level. It is vocational in nature and has been designed to meet the needs of students seeking careers as sports reporters in the news media, and increasingly, in the specialist sports media.

The title of the degree reflects the focus of the programme content on providing students with the knowledge and skills to gain employment as sports reporters. However, its design has been constructed so as to provide graduates with the range of core journalistic skills required more broadly by employers in the news media. Thus, the title for this qualification reflects the professional focus of the Programme.

1.2 External Reference Points

In developing the Programme, close reference was made to the QAA Benchmark Statement on Communication, Film, Media and Cultural Studies. Reference was also made to the QAA Benchmark Statement for Hospitality, Leisure, Sport and Tourism to ensure that all of the knowledge and skills being developed in the programme could be mapped onto the appropriate standards, see **Appendix A**.

These are wide-ranging statements that cover a diverse range of subject areas, but they have been used to inform and develop the Programme Learning Outcomes and the curriculum.

Alongside the Benchmark Statement, the SCQF descriptors Level 7 to 10 were used to ensure that academic aims and standards at both the Programme level and individual module level are appropriate.

To enable further strengthening of employability and embedding of core skills and PDP in all the modules in the Programme, consultation was undertaken to ensure the Programme meets the agendas of the Higher Education sector, National Enhancement themes and University policies and initiatives. Furthermore, a mapping exercise of SCQF levels against the HEA Employability profiles was also undertaken to inform module design and ensure skills building and development.

Comments made by the External Examiner for BA (Hons) Journalism, particularly in reports over the last three years, were also considered in the development of the Programme as was the feedback from the successful QAA Subject Review in 2005.

The BA (Hons) Journalism Programme is well established and was designed with a good degree of industry input, as such the Programme that is being presented for validation has

taken into account latest industry developments and the views of working journalists. Research undertaken in designing the BA (Hons) Sports Journalism Programme indicated quite clearly that the content met with industry expectations of graduates. The new programme has sought to build on the current provision of both journalism and sports programmes being offered by the University and to take into account future developments in sports news production and presentation across a range of media. This is most explicit in the inclusion of modules that will provide students with a range of multi media skills to meet the challenges and opportunities presented by the growth in online news provision and with a focus on the growing convergence agenda in the sector.

As well as seeking the advice of industry professionals, the Programme Development Team also sought the views of students in terms of the content and all comments have been favourable and illustrate that a market does exist for this programme, see **Appendix B**.

This programme will be unique within the Scottish Higher Education sector, it represents an opportunity for the University to draw on the breadth of skills offered in some of its well-established and successful programmes in journalism and sport to develop a programme that will provide its graduates with a range of academic and professional practical skills that will equip them for the demands of a specialist news environment.

1.3 Rationale

In presenting the BA (Hons) Sports Journalism programme for validation the development team have designed a programme that draws on the expertise of staff from across the university in the delivery of both journalism and sports development and coaching. This collaborative approach has resulted in a programme that acknowledges the key role that sport plays in society and communities.

Graduates of the programme will be equipped with a range of professional, practice skills in journalism and have acquired a high level of knowledge and critical thinking on the business and practice of sport. Opportunities for graduates will be diverse. The majority are likely to enter the news media, probably through the local newspaper route, however Scotland, in particular the west of Scotland due to the 2014 Commonwealth Games and

more locally in Lanarkshire with the 2011 Children's Olympics, will provide a wealth of opportunity for students to establish careers with sports organisations.

Indeed, the development of sport in Scotland has been given added impetus in the last few years with the Scottish Government committing itself to the ongoing development of sporting excellence and sport participation at the heart of the country's economic and cultural development (<http://www.scotland.gov.uk/Resource/Doc/169113/0047106.pdf>). This change in focus is likely to increase demand for sports organisations to grow their activity and will present a range of opportunities for the sports news media to grow alongside it.

Demand for the programme is likely to be strong, given the unique nature of it in Scotland. The BA (Hons) Journalism degree has been running successfully since September 2004 it has recruited well and performed strongly. In session 2008/9 the enrolment figures were:

Year 1	44
Year 2	17
Year 3	21
Year 4	6

Student Achievement and Progression rates for 2007/8 were:

Year 1	80%
Year 2	100%
Year 3	100%

These statistics are indicative of a very successful degree programme and offer a strong basis for the continued development of the subject area.

Demand for the BA (Hons) Journalism Programme is strong. Typically, four students apply for each place that is offered although that figure is rising, for example, early data for session 2009/10 shows an increase in demand. Anecdotal research undertaken at interviews suggests that applicants are attracted by the University's strong reputation for preparing students for the demands of the news profession through its undergraduate and postgraduate programmes.

The BA (Hons) Sports Journalism will build on this strong reputation and on the expertise offered by the equally successful suite of Sports programmes offers at the Hamilton campus. The programme devised by the joint team will provide students with the required knowledge, intellectual, practical and transferable skills that produces graduates who have the ability to adopt an informed, critical and creative understanding of the opportunities and challenges of working in the news media. In achieving these attributes, students will be able to pursue enhanced employment prospects or to undertake postgraduate study.

1.4 Intended Learning Outcomes

As well as the set of generic aims for the Programme, Intended Learning Outcomes were devised for each level of the Programme. These ILOs are intended to be progressive in nature and illustrate how students will develop a range of graduate skills as they move through the Programme.

Year One

At the end of Year 1 students will be able to:

- Use basic skills of generating and structuring news copy
- Apply good use of the English language in terms of grammar and text handling
- Display skills in gathering, organising and managing sources of information
- Apply skills of personal and inter-personal communication
- Develop and maintain contacts appropriate to journalism research
- Use knowledge of software and the requisite practical skills for designing pages for a range of print and online publications
- Illustrate a knowledge and understanding of sports development and its main structures and functions.
- Demonstrate an understanding of a range of current issues in sport
- Show a capacity to study and learn at undergraduate level
- Exercise some initiative and ability to work independently and collaboratively with others.
- Develop proficiency in the use of digital cameras and still and moving image editing software.

Year Two

At the end of Year 2 students will be able to:

- Demonstrate an advanced level of proficiency in producing and structuring copy
- Apply knowledge and understanding of media law and regulatory and ethical frameworks to issues that affect news production, circulation and consumption
- Use a range of journalistic techniques and apply them to sports reporting
- Demonstrate proficiency in the production of broadcast news and sports pieces
- Display a knowledge of basic sociological theories and how they relate to the role of sport in society
- Analyse and evaluate the organisation of sports events
- Undertake evaluation of a range of sources appropriate to journalistic research
- Use a range of skills, some advanced, to convey complex information to a range of audiences and for a range of purposes
- Take account of their own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

Year Three

At the end of Year 3 students will be able to:

- Work collaboratively with others in a range of professional contexts to produce publications in print, online and broadcast formats
- Employ a critical understanding of a selection of the principal theories, principles, concepts and terminology of journalism and news production in a range of formats
- Show a critical understanding of the key processes relevant to news production informed by experience of the discipline gained through a work placement within an editorial department
- Employ critical analysis of professional problems and issues through the practice of applying routine methods of enquiry and research
- Demonstrate detailed knowledge of sports journalism
- Critically examine and analyse issues related to sport in its broader context, for example, sports marketing and the development of sport tourism
- Exercise an independent approach to their study enhanced by a range of methods of enquiry and research

- Produce work to a professional standard that shows competence in operational aspects of news production technologies, systems, techniques and practices.

Year Four

At the end of Year 4 students will be able to:

- Undertake various forms of research for essays, projects, practical journalism products and dissertations involving sustained independent enquiry
- Formulate appropriate research questions and employ appropriate methods and resources for both an academic and journalistic perspective
- Demonstrate detailed knowledge of different global, international, national and local issues related to sport from an academic and journalistic perspective
- Critically examine and analyse the role of the media in its presentation and representation of sport
- Offer professional level insights and solutions to problems and issues, contextualised within relevant theoretical issues and debates
- Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.

2. Principles of the Curriculum

2.1 Course philosophy

The philosophy adopted by the Programme Development Team has been to produce a Programme that develops up-to-date practical journalistic skills underpinned by appropriate knowledge and understanding at graduate level.

The Programme has been developed to be professionally relevant, student centred in approach, providing a range of graduate skills and seeking to develop and encourage methods of study and learning appropriate to honours degree level.

Students will gain a critical understanding of current developments relevant to the news media and journalism with an increasing focus on sports reporting as they progress through the programme. They will gain an awareness of how the changing nature of the sector demands graduates with the ability to identify and analyse issues and problems, as well as formulate, evaluate and apply evidence-based solutions, or arguments in a range of scenarios.

Students will develop originality and creativity in their assessment of complex issues and in their ability to make sound judgements based on critical evaluation of subjects and issues. Furthermore, they will be encouraged to develop a good understanding of the need for a high level of professional, ethical and social conduct.

Consideration was also given to the QAA Benchmark Statements on Communication, Media, Film and Cultural Studies and Hospitality, Leisure, Sports and Tourism, see **Appendix A**.

The benchmark statement on Communication, Media, Film and Cultural Studies is wide ranging but is indicative of the knowledge and skills required of graduates in the field of journalism. Specifically, the Programme Development Team believes that the underlying philosophy of the Programme is in line with the benchmark statement that calls for 'graduates who have an informed, critical and creative approach to understanding media in contemporary society'.

The teaching approach is student-centred with learning taking place in an active, supportive and participatory environment. Students will be given support to develop an autonomous approach to their learning as they progress through the Programme, with the balance between independent and directed learning remaining appropriate to the level of study.

Throughout the levels of the Programme, students will be encouraged to fully co-operate and reflect on their own learning, to accept responsibility for effective self-management and to engage in independent study. In doing so, students will develop a strong set of graduate attributes that will equip them for the demands of future employment or study.

The Programme Development Team believes that a central objective of the Programme design is to produce graduates who are ready for the workplace, therefore professional skills feature strongly in many modules. The Team acknowledges the challenges of providing students with workplace environments and experiences within an academic set-up but believes that, with the modules chosen, it will successfully allow students to integrate what they learn at University with what they will experience in industry.

The overall objective is to provide a programme of study that will produce employment-ready graduates with creative, problem-solving, professional and reflective practical skills who are adaptable and able to work in competitive and demanding newsroom environments.

11. Delivery and design of the programme

The Programme was designed after careful reflection by the design team and following discussion and consultation with industry professionals, academic colleagues, employers, existing and previous students.

The Programme is progressive in nature and is designed to develop a range of graduate skills from both an academic and professional perspective. Students' knowledge and understanding, as well as critical and analytical skills will be developed. Students will move towards being motivated, self-directed learners who will be aware of the need to meet the challenges of adapting to the changing knowledge, practices and demands of both the University and professional environment.

Year 1

Newsgathering Techniques focuses on developing the range of knowledge and skills required for newsgathering, including the theoretical and practical aspects of Shorthand in preparation for building up students' ability to reach industry standard speeds. *Writing for Sports Journalists 1* develops the wide range of news writing skills required by industry. This will include basic structuring of copy for both print and the web, identification of news and news values and writing to deadline, as well as continuing the development of students' Shorthand to 50wpm. *Newsgathering Techniques* is undertaken in semester 1 and is important preparation for the demands of *Writing for Sports Journalists 1*. Both of these modules will use additional PDP hours in the development of a range of academic and professional, practical skills.

Layout & Design will develop students' skills in producing professional looking pages for both print and online news publications. As well as focussing on developing proficient use of the appropriate software it will focus on the basics of newspaper sub-editing, including headline and caption writing.

Digital Journalism Techniques will provide students with a strong foundation in the role and use of technology and a range of software packages and will be contextualised specifically within the frame of journalism and the future demands on graduates to have a broad range of multi media skills for an increasingly convergent future.

Organisation of Sport will introduce students to the study of sport and its role in contemporary society.

In line with University policy, students will take modules to the value of 100-credits and be able to choose an additional 20-credit option.

Issues in Sport will introduce students to a range of issues that are relevant to the world of sport and useful for sports journalists to have a knowledge and understanding. This module will also develop skills in evaluating information resources and essay writing.

Foundations of Sport Development will examine organised sports provision in the UK and the role that government, national governing bodies and sports organisations have on participation and performance in sport. The module will continue to develop students' team working skills, as well as research, presentation and examination skills.

Students may instead opt to choose a 20-credit module from anywhere in the module portfolio, although this would be dependent on issues such as timetable arrangements.

Year 2

Writing for Sports Journalists 2 builds on the first year module *Writing for Sports Journalists 1* and will enhance and develop students' writing and newsgathering abilities for both print and online news and provide a strong foundation for the development of covering specialist areas of reporting, such as court and local government stories. It will also use additional PDP hours to enable students to develop their Shorthand speed to 80wpm.

Sports Feature Writing will also enable students to develop their writing and newsgathering skills in the production of a portfolio of sports copy. It will provide an opportunity to explore and investigate the production of more analytical, specialist feature pieces with concentration on the development of interview and writing skills.

Law and Media Regulation will address how news organisations need to operate within the law and various regulatory frameworks and how this impacts on newsgathering and presentation. This module will also continue to develop a range of PDP skills in essay writing, exam preparation and evaluating a range of research sources. The additional contact hours will be allocated to developing students' employability skills and focus on the continued development of research skills, including issues such as research ethics, basic statistical analysis and writing research proposals, as well as essay writing skills.

Introduction to Sports Broadcasting will provide students with the ability to present sports news in a broadcast format and prepare and present short pieces of sports news and features in preparation for a future where convergence of the print and broadcast news media will feature strongly.

Sport & Communities will provide students with knowledge of the sociological theories that underpin the scope and role of sport in society. It will encourage students to critically examine contemporary issues in sport sociology. Essay writing and presentation skills will be further developed in this module.

Students will be invited to choose one additional 20-credit module as an option. *Experiencing Sport Events* will examine the organisational aspects of sports events and their management. The module will also continue to build on presentation and report writing skills, as well as further development of research skills and the need to work autonomously.

Alternatively students may opt for *Exploring Sport Performance* where students will gain knowledge and understanding of current issues and key criteria in sport performance so they can investigate, interview and report on the subject with confidence and authority

Students may instead opt to choose a 20-credit module from anywhere in the module portfolio, although this would be dependent on issues such as timetable arrangements.

Year 3

Much of the emphasis in Year 3 will be in allowing students to bring together the whole range of knowledge and skills they have gathered in the earlier years of the Programme and to utilise it in a journalistic context, most notably in the modules *Newsroom Practice* and *Sports News Production*. Each week, on the allotted newsday, the students will produce to deadline newspapers, specialist sports supplements, broadcast and online news programmes. More specifically, students will have the opportunity to participate in a series of 'live' sports newsday events run on Saturdays and covering events across a range of sports. Students will be expected to attend events and file copy to 'real time' deadlines.

These modules represent the best opportunity to recreate the newsroom environment in the classroom setting. Students also learn to work effectively both independently and in groups, which makes these modules key in the ongoing development of PDP.

Further development of students' research skills will be undertaken in *Research Methods*. This module will devote an additional 12 contact hours to developing the students' employability and PDP skills. These will focus on enhancing the students' research methods. Areas covered include: formulating a research proposal; conducting a literature review; and examining a range of methodological approaches to academic research including the use of qualitative and quantitative approaches for data collection, as well as techniques for discourse and content analysis.

Sport Policy will provide analysis of the development and impact of sport policy emanating from central government and provide a focus for discussion on contemporary policy issues such as health, disability, urban regeneration and the role of women in sport. It will continue to develop students' research and essay writing skills.

Work Related Learning is a key module both in terms of how it informs students and contextualises much of what they have learned in the classroom but also in terms of how it prepares them for the workplace. This module replaces the existing Workplace Experience module, which was very successful. Many of the students who undertook placements as part of this module went on to secure employment with the same employer due to their excellent performance when on placement.

Students can choose from two options: *Sport Marketing* or *Sport Tourism Development*.

Sport Marketing will examine the promotion and marketing of sport, examining the economic significance of sport and cover issues such as sponsorship and branding. It will continue to develop a range of study and research skills.

Sport Tourism Development will look at the growing importance of sport tourism and the role it plays in the economic regeneration, on the environment and on societies and cultures across the world. Students will work independently and in groups and continue to develop a range of study skills.

Students may instead opt to choose a 20-credit module from anywhere in the module portfolio, although this would be dependent on issues such as timetable arrangements.

Year 4

The *Journalism Dissertation* will form the backbone of the year and will allow students to investigate from an academic perspective a range of issues pertinent to journalism and news. Students will be supported through this process by the formal support of supervisors and given the opportunity to develop, consolidate and illustrate the range of skills and knowledge they have acquired over the course of the Programme. A series of lectures and workshops will underline the methodological approaches and issues that students need to consider to successfully complete the Dissertation. This will include devising appropriate methods of enquiry, writing research questions and hypotheses, writing research proposals, qualitative and quantitative data collection methods and compiling literature reviews.

Sports Journalism Portfolio will be an opportunity for students to create a portfolio of their own sports journalism that can be used as a showcase when seeking employment. Students will be given the opportunity to create original, diverse styles of sports copy in a range of formats, for either print, broadcast or online news products.

Sport & the Media will provide students with the opportunity to critically analyse the way in which sports is represented in the media, particularly the news media and examine a range of issues such as the mediation of sports coverage and how gender and nationality is represented through sport.

Social Issues in Sport will develop students knowledge of the sociological theories that underpin contemporary issues in sport and develop students' ability to critically reflect upon these issues.

As with previous levels of the Programme, students may instead opt to choose a 20-credit module from anywhere in the module portfolio, although this would be dependent on issues such as timetable arrangements.

Global Issues in Sport will evaluate a range of key issues in the world of sport, from the use of performance enhancing drugs to the processes and controversies surrounding the awarding of major sporting events.

Students may instead opt to choose a 20-credit module from anywhere in the module portfolio, although this would be dependent on issues such as timetable arrangements.

The modules chosen for the BA (Hons) Sports Journalism Programme reflect the range of skills and knowledge that is expected of graduates. The Programme structure is outlined below. SCQF Levels are detailed, as are core and option choices and the semesters in which modules will be delivered.

2.3 Programme structure

The proposed programme structure for session 2009/10 is detailed on page 20.

2.4 Transition year arrangements

The first year of delivery of the Programme will be the session beginning September 2009. Year 3 students, who join as direct entrants will be prepared for the transition to degree level study with support during the University's Welcome, Welcome Back induction week and with one-to-one academic tutor support throughout the semester.

These transition arrangements will apply to the cohorts of students entering Year 3 in 2009 and 2010.

2.5 Programme Specification

Please see **Appendix C**.

2.6 Mapping modules to QAA Benchmark Statement

Reference to the QAA Benchmark statement was undertaken for each module, as were the intended learning outcomes of the Programme. The following grid illustrates this mapping exercise how the benchmarks laid down in the statements are applied to each module and are grouped together under appropriate headings.

Additionally, all modules were also mapped against the relevant SCQF Levels and these are detailed more fully in individual module descriptors.

Below is a key to following the grid:

Level 7
Knowledge and Understanding
A1. Demonstrate an understanding of how news organisations operate and are managed
A2. Demonstrate an awareness of the role of sport in society and issues surrounding this
A3. Demonstrate a basic understanding of sport policy goals and strategies and methods of achieving these goals
Practice – Applied Knowledge and Understanding
B1. Demonstrate basic skills of generating and structuring news copy
B2. Acquire knowledge of software and the requisite practical skills for designing pages for a range of print and online publications
B3. Acquire knowledge and skills of software and requisite practical skills for producing short pieces of video news
B4. Develop and maintain contacts appropriate to journalism research.
B5. Product work showing competence in the use of Teeline shorthand at 50wpm
B6. Perform a basic analysis of local sport development initiatives.
Communication, ICT and Numeracy Skills
C1. Demonstrate good use of the English language in terms of grammar and text handling
C2. Demonstrate and attains skills of personal and inter-personal communication
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1. Develop skills in gathering, organising and managing sources of information
D2. Demonstrate a capacity to study and learn at undergraduate level
Autonomy, Accountability and Working With Others
E1. Demonstrate the ability to work independently and collaboratively with others

Level 8
Knowledge and Understanding
A1. Develop a detailed knowledge and understanding of media law and regulatory and ethical frameworks which affect news production, circulation and consumption

A2.	Develop knowledge of key sociological theories pertinent to sport
A3.	Develop knowledge and understanding of issues related to the sports performance
Practice – Applied Knowledge and Understanding	
B1.	Demonstrate an advanced knowledge of producing and structuring copy
B2.	Demonstrate skills of generating and structuring news copy for broadcast news media
B3.	Gain and demonstrate further vocational skills within specialist fields of journalism
B4.	Produce work showing competence in the use of Teeline shorthand at 80 wpm
Communication, ICT and Numeracy Skills	
C1.	Develop knowledge of specialist areas of journalism associated with more specific vocational paths, for example, broadcast and online presentation of news
C2.	Communicate the outcomes of their learning more effectively in written, oral and visual formats
C3.	Understand and make use of numerical and statistical information related to journalism and sport
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1.	Evaluate and draw upon a range of sources appropriate to newsgathering and journalistic research
D2.	Evaluate and draw upon a range of sources appropriate to academic research
Autonomy, Accountability and Working With Others	
E1.	Engage effectively in group working and work independently

Level 9	
Knowledge and Understanding	
A1.	Develop a critical understanding of a selection of the principal theories, principles, concepts and terminology of journalism and news production
A2.	Develop a critical understanding of sport policy frameworks in the context of political, social and economic conditions
A3.	Critically reflect upon the marketing of sports and issues related to this
A4.	Critically examine the nature and development of sport tourism
Practice – Applied Knowledge and Understanding	
B1.	Develop knowledge and gain skills in applying ethical knowledge in practical scenarios and demonstrate awareness of professional codes of practice
B2.	Develop an understanding of key production processes relevant to news production and obtain experience of the discipline through a work placement within an editorial department
B3.	Gain and demonstrate further vocational skills within specialist fields of journalism
B4.	Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices
Communication, ICT and Numeracy Skills	
C1.	Make formal presentations about specialised topics to informed audiences
C2.	Communicate effectively with professional level peers, senior colleagues and specialists
C3.	Interpret and evaluate statistical data related to studying issues in sport and journalism

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1. Demonstrate skills of critical and analytical thinking through the process of applying research techniques
D2. Develop a greater capacity for independent study and utilise enhanced methods of enquiry and research
Autonomy, Accountability and Working With Others
E1. Work collaboratively with others to produce publications both on paper and online publications
E2. Demonstrate the ability to monitor and evaluate the progress of their own and others' contributions in carrying out defined tasks
E3. Practice in a range of professional level contexts which include a degree of unpredictability and/or specialism
E4. Demonstrate some originality and creativity in dealing with professional news scenarios
E5. Demonstrate an awareness and understanding of how to effectively and professionally respond to the key ethical and practical issues of project management in accordance with professional codes of practice

Level 10
Knowledge and Understanding
A1. Develop an informed insight into different global, international, national and local issues from a journalistic perspective
A2. Critically appraise issues and debates relevant to how the news media reports on sport and the influence of political institutions, organisations and public opinion
A3. Critically evaluate sociological theory underlying contemporary social issues in sport
Practice – Applied Knowledge and Understanding
B1. Produce work which is informed by, and contextualised within, relevant theoretical issues and debates
B2. Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices
Communication, ICT and Numeracy Skills
C1. Make formal presentations in a professional manner about specialised topics to informed audience
C2. Communicate effectively with professional peers, senior colleagues and specialists
C3. Critically evaluate and interpret statistical data in the conduct of research and the communication of detailed, complex information and evidence to a knowledgeable audience
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1. Undertake various forms of research for essays, projects, practical journalism products and dissertations involving sustained independent enquiry
D2. Formulate appropriate research questions and employ appropriate methods and resources for both an academic and journalistic perspective
Autonomy, Accountability and Working With Others
E1. Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms
E2. Take significant responsibility for own work as well as that of others and others' role and responsibilities

BA (Hons) SPORTS JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 7

Code	Module Title	Knowledge and Understanding			Practice – Applied Knowledge & Understanding						Commun ICT and M Sk
		A1	A2	A3	B1	B2	B3	B4	B5	B6	
	Newsgathering Techniques	X			X		X		X		X
	Layout & Design				X	X					X
	Writing for Sports Journalists 1		X		X		X	X			X
	Digital Journalism Techniques						X				X
	Organisation of Sport		X								X
	Foundations of Sport Development			X						X	X
	Issues in Sport		X	X							X

BA (Hons) SPORTS JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 8

Module Code	Module Title	Knowledge and Understanding			Practice – Applied Knowledge & Understanding				Communicatio Numeracy	
		A1	A2	A3	B1	B2	B3	B4	C1	C2
	Writing for Sports Journalists 2	X			X	X		X	X	X
	Law and Media Regulation	X								X
	Sports Writing 2				X		X		X	X
	Introduction to Sports Broadcasting	X				X	X		X	X
	Sport & Communities		X							
	Experiencing Sports Events			X						
	Exploring Sports Performance			X						

BA (Hons) SPORTS JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 9

Module Code	Module Title	Knowledge and Understanding				Practice – Applied Knowledge & Understanding				Communication, ICT and Numeracy Skills			Generic cognitive skills	
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2
	Newsroom Practice	X				X		X	X		X	X		
	Sports News Production	X				X		X	X		X	X		
	Work Related Learning					X	X	X	X		X			
	Research Methods									X	X	X	X	X
	Sport Policy		X							X	X	X	X	X
	Sport Marketing			X						X	X	X	X	X
	Sport Tourism Development				X					X	X	X	X	X

BA (Hons) SPORTS JOURNALISM
Mapping of modules against QAA Benchmark Statement
Level 10

Module Code	Module Title	Knowledge and Understanding			Practice – Applied Knowledge & Understanding		Communication, ICT and Numeracy Skills			Generic cognitive skills	
		A1	A2	A3	B1	B2	C1	C2	C3	D1	D2
	Journalism Dissertation	X	X		X		X	X	X	X	
	Sports Journalism Portfolio				X	X	X	X	X	X	
	Sport & the Media	X	X		X		X	X	X	X	
	Social Issues in Sport	X		X	X		X	X	X	X	
	Global Issues in Sport	X	X		X		X	X	X	X	

2.8 Programme development

The BA (Hons) Journalism and Graduate Diploma in Broadcast Journalism are successful Programmes and journalism has been offered on the site of the Hamilton campus for more than 15 years, the development of the BA (Hons) Sports Journalism illustrates the Schools' commitment to the Programme and its students.

The provision of the new Programme allows the University to develop its offering to students with a dedicated, vocational pathway in sports journalism illustrating its ongoing commitment to the provision of journalism education at this level in the west of Scotland.

The five-year strategy for the Programme will concentrate on the ongoing development of programme content and enhancement of the student experience and staff development required to achieve this.

The immediate strategy is to establish and develop the Programme by keeping it current with developments in the industry, update the specialist IT requirements and provide the required staff development to enhance the University's provision in teaching journalism.

The strategy for programme development is:

2009-10

The team will closely reflect upon and monitor the delivery of the Programme and individual modules within it, particularly responding to student experience, flexibility in mode of delivery and timetable, with a view to continuing to enhance the student experience.

Continued development will be made of VLEs and to their utilisation within the Programme.

The team will also look at the possibility of, and potential in, gaining accreditation for the programme from the Broadcast Journalism Training Council and the National Council for the Training of Journalists.

The University will be in a phase of re-structuring and the priority of the team will be to ensure smooth transition for both staff and students.

2010-11

With ongoing monitoring of the Programme, the team will also begin to look at issues relevant to the re-validation of the Programme and to future Subject Health Review.

As well as looking at the currency of the Programme's content, it will continue to monitor resources such as ICT and staff.

2011-12

The team will continue to reflect upon and monitor the delivery and content of the Programme, taking into account sector demands in terms of converging media and changes to news presentation and content. Similarly the team will focus on meeting the institutional agendas that impact on the student experience.

Journalism is well-established on the Hamilton campus, its strong reputation, good specialist accommodation, strong links with the industry and that it draws an increasing number of students from a wide geographical area is indicative of a strong future for the Programme.

3. LEARNING & TEACHING

2.3 Learning & Teaching Strategy

Learning and teaching has been considered in line with the University's Strategy for Learning, Teaching and Assessment (SEQLTA) 2007-2011. The School's overall brand and related mission for all its provision across the three campuses across which it delivers seeks to enable students to develop the graduate skills that will enhance their employability and anticipate the skills needed to support converging creative and cultural industries in the west of Scotland. To that end, the approach to curriculum design and development is core to the longer term strategy of the School. It provides a model which is:

- Learner focussed
- Responsive to a demand-led skills agenda
- Fit for developing partnerships within the institution, with industry and the wider HE sector

And is based on the following principles:-

- The student learning experience should be consistent with University policy with respect to equality and diversity and in relation to students with disabilities.
- The student learning experience should include e-learning where appropriate. The School is implementing an e-portfolio system for students.
- The student learning experience should be designed to meet the needs of each individual student including those from different social and academic backgrounds, cultures and levels of ability

- The student learning experience should be appropriate for developing the specific knowledge, skills and competences required of each subject area as defined by the learning outcomes of the modules
- The degrees should continue to have strong emphasis on employability, PDP and transferable skills, in line with internal and external benchmarks, policies and initiatives

Learning and teaching approaches on the BA (Hons) Sports Journalism Programme are based upon well-established methods and will require students to demonstrate deep learning and meet professional standards in journalistic practices.

Students will be required to demonstrate the acquisition of key skills such as information gathering and handling, written, oral and visual presentation and collaborative working. As such, learning and teaching approaches will be selected to develop the knowledge and understanding and skills identified in the programme and module learning outcomes.

The learning and teaching strategy is designed to help students master the learning outcomes and also to allow them to demonstrate their highest level of competency.

Many of the module learning outcomes, particularly in core journalism modules, are practical in nature and a large proportion of class time is spent in writing and production workshops with students acquiring practical knowledge and understanding through a variety of activities that simulate workplace practices and procedures, for example, the weekly production of newspapers, specialist sports publications, sports broadcast and online formats. This promotes active learning and supports differing learning styles and allows students to apply both knowledge and practical skills at progressively higher Levels throughout the Programme. Indeed, this element

of the BA (Hons) Journalism Programme has been developed over many years and is popular with students and industry professionals who participate in it by providing support and guidance to students, it is expected that this will continue to be the case with the new programme. Already several leading sports journalists and editors have agreed to support the programme through a series of keynote lectures, master classes and workshops. Similarly a calendar of guest lecture and speakers from leading sports organisations and policy bodies will also participate in lectures and workshops.

Furthermore, these events develop students' confidence in building contacts within the industry, in securing work placement (both credit-bearing and voluntary) and in identifying and providing news organisations with a range of ideas and stories developed during the course of preparation for assessment or in ongoing work in modules such as Newsroom Practice and Sports News Production. The journalism and sports teaching teams are also working with a local high school, which is one of Scotland's football academies and it is hoped that this will provide opportunities for students on the programme to further develop their portfolio of work.

The theoretical, historical and cultural aspects of the Programme are developed through more traditional lecture and tutorial settings. This approach enables students to engage with theories, concepts and principles in a critical and evaluative way and to develop their own critical, analytical and reflective skills as they progress through the levels of the Programme.

The aim is to foster in students the range of graduate attributes that will prepare them for their future career and study options, therefore the focus is on developing a broad range of skills.

As well as the simulated newsroom scenarios that do successfully imitate the professional environment and therefore prepare the students for future industry demands and expectations, the Programme also makes use of a range of teaching and learning methods suggested in the QAA benchmark statement which include:

- Tutor-led lectures
- Tutorials and seminars
- One to one interaction
- Practical workshops and exercises in a newsroom environment
- Small group teaching and group project work
- E-learning (Blackboard)
- Peer learning through discussion of colleagues' work
- Independent learning
- External placements (work related learning)

Learning and teaching on the Programme is supported by the high standard of ICT and library resources available to students. The ratio of students to computers is exceptionally good and the software available, for the most part, supports the curriculum and its short to medium-term development, particularly in respect of developing students' multi-media skills in preparation for future sector demands.

As well as access to the generic range of online information resources, students have access to online news wire services and 24-hour television news channels that support both learning and teaching and are invaluable tools in the production of up to the minute news copy for assessment purposes.

The library's growing stock of news and journalism-related books, journals and online resources also supports learning and teaching activities. The development of the curriculum is also heavily informed by staffs' own research interests, which do reflect some of the major themes in journalism and sport today, for example, the role the news media plays in society, how journalists and newspapers can access and utilise information under the Freedom of Information Act, how news is affected by changes in culture and society and how the role of journalists is changing as the news media converges. Key journals form essential reading are frequently cited by staff, as is latest research on a range of issues pertinent to journalism and the study of it.

Students are given access to staff research and the research interests of staff enhance content in the Programme. Students are also strongly encouraged to develop their own areas of interest and relevance and are pointed to the latest research findings to develop their own critical and evaluative approaches to undertaking research.

Research underpins learning and teaching from two perspectives. One is the journalistic approach, which is most explicit in the various newsgathering activities that students undertake, for example, desk research and interviews in the preparation of copy. The other element is the development of students' analytical, critical and evaluative approaches to research that is progressively developed throughout the Programme. The School of Media, Language and Music embeds research methods into all of its programmes. In the BA (Hons) Sports Journalism Programme this moves from instruction in the range and types of research methodologies in Year 1, develops competence in research activities throughout Year 2 and offers a specific Research Methods module in Year 3 and culminates in the completion of the Journalism Dissertation, where students undertake their own substantial research project in Year 4.

As identified in the Programme Specification and in various module descriptors (most notably Organisation of Sport, Law & Media Regulation and Journalism Dissertation) students study the nature of the range of qualitative and quantitative research methodologies, with focus on the development of research questions, proposals and hypotheses in Year 1. These are developed as the students' progress through the Programme and in Year 2 the focus shifts to include data collection methods with emphasis on the use and interpretation of statistical data. Year 3 develops students' skills in areas such as discourse and content analysis and how these can be critically evaluated in the context of the study of a range of issues related to sports journalism.

In Year 4 students undertake the Journalism Dissertation module and are provided with very full instruction in all relevant methods of enquiry and data

collection specific to research projects that will investigate an aspect of sports journalism.

The learning and teaching approaches adopted are innovative, imaginative and wide-ranging and will continue to be closely monitored and evaluated by the team as the Programme evolves.

4. Assessment

4.1 Assessment strategy

The assessment strategy is developed in line with the relevant QAA Subject Benchmark Statements. These state that assessment must be appropriate to the intended learning processes, the learning context and needs and stages of progression of the students. As such, the opportunity has been taken to evaluate and rationalise the assessment methods used in the Programme and ensure that a range of techniques is employed. The assessment strategy is also fully in line with the University SEQLTA and School policies on assessment.

A broad range of assessment methods are utilised, appropriate to the level and subject, and taking into account developments in the sector and technology. Assessments can be group-based or individual and include: newsroom simulations; problem-based learning and assessment; production of sports news and features copy to deadline; production of print and online publications; presentations; essays; reports; case studies; debate & discussion; reflective learning logbooks etc.

A successful feature of the BA (Hons) Journalism Programme has been its innovative use of assessments that enable students to reflect their range of graduate and professional skills, this approach will be followed in the BA (Hons) Sports Journalism. For example, students illustrate a range of research and writing skills in the production of essays and seminar papers but also in the production of journalism portfolios, web-based publications and newspapers. It is the intention that in the BA (Hons) Sports Journalism assessment along these lines will continue to be developed with emphasis on the production of work that is professionally relevant and proficient.

Knowledge and understanding is assessed partly through coursework essays, seminar presentations and examinations and also by the structure it gives to practical work assignments and by reflective practice exercises. The applied knowledge and understanding will be obtained largely through practical work both individually and in groups, for example through the use of portfolios of news and features copy, newspaper and magazine production projects, broadcast and online publications.

Students are expected to undertake independent study both to supplement and consolidate what is being taught in formal classes. Much of the teaching

is supported by the Blackboard virtual learning environment and other online materials developed by staff. The framework provided to students for independent study develops as students become increasingly independent. In early years the students are expected to complete practical exercises the nature of which is well specified. As they progress through the Programme and develop increasing independence the nature of the tasks becomes more challenging. As such the content of modules will support and enable them to move progressively through the cognitive processes of understanding, analysis, synthesis and evaluation.

In terms of assessment, students are encouraged to take an integrative approach to their learning and to illustrate their understanding, knowledge and practical and applied skills in subjects such as law, ethics, general reporting skills and production ability across a number of modules. For example, students will be expected to submit shorthand notes with every piece of practical journalism coursework, those who do not provide shorthand will be expected to provide taped or written transcripts of interviews. Students will utilise production skills in modules such as Newsroom Practice and Sports News Production, where they will also be required to understand the professional and practical application of the law and ethics in producing news and features material, and work to demanding daily deadlines in these modules.

Assessment methods will include group and individual projects, role-play and the production of individual and group portfolios of work, as well as individual and group presentations. Work assessed through presentations will be required to be video taped in order to allow for both internal and external moderation.

The assessment methods chosen will allow and require students to demonstrate not only their knowledge and understanding of the concepts and practices of journalism but also demonstrate the cognitive abilities they have developed as part of their studies.

The strategy for each module will require that, in addition to summative assessment, a series of formative assessments be carried out throughout the academic session for each module in order to allow for students to monitor their own learning and to allow for feedback to be provided.

As a general principle, the programme of assessment will be divided between coursework and a final examination in each module. However, given the nature of the Programme, and the course team's belief that assessment of a range of practical skills and knowledge is not always best suited to an examination, in some modules assessment will be entirely through coursework.

Additionally, the percentage balance between assessed coursework and final examination may be different in a number of modules and will be different at each Level.

All assessment and resit assessment details are provided in module handbooks and in line with University policy.

In Work Related Learning students are required to undertake work placement. In the event that a student is unable to do this, or is having to undertake resit in the module, they will be required to complete a University-based project or a brief project description set to University standards, as detailed in Section 29 of the Programme Specification. The supervision in this instance is normally a member of University staff and although much of the work is external, the preparation and supervision is normally internal to the University.

These variations may be justified in terms of the nature of the module content, or of the teaching/learning approach adopted. The assessment procedure for each module will be agreed in advance with the external examiner.

Students will receive written and oral feedback on all formative and summative assessments. Feedback will be provided within the four-week deadline set by the University but feedback will also be ongoing, particularly in

the practical journalism workshops that will form a core part of the students ' learning.

The nature of the programme ensures that the appropriate ICT skills are developed in most modules. Communication skills are developed through the use of reports, presentations etc. Numeric skills appear in design and planning exercises for producing publications, the handling of statistics and data will also be undertaken in modules where research skills are being developed. Practical work is a mix of individual and group work that develops the ability to work independently and as part of a group taking on different roles as required.

Personal development and employability skills will be embedded into the Programme and will be incremental throughout the duration of the student experience. PDP may not necessarily be assessed but core employability skills will be. Students will be encouraged to maintain a PDP portfolio of feedback, evidence, reflection and goals. Support will be available through tools for e-portfolio development (Blackboard VLE). Guidance by staff should be in the form of articulation of goals, support in actions to achieve goals, and encouragement to monitor and reflect on progress.

5. PDP & EMPLOYABILITY

5.1 PDP

PDP is embedded into the curriculum at all levels in the programme. This will incorporate the use of a pedagogical module based on the ELF (Effective Learner Framework) model and in line with University policy and precepts to ensure it is an integral part of the learning process, enabling students to reflect and build on previous experience.

PDP is delivered in the additional hours allocation along with study and professional skills then built upon in the other modules in the Programme. Additional hours are attached to core modules at each level of the Programme, where it is proposed PDP will be supported by students being involved in reflection on key points or critical incidents in the Programme.

Support and activities for PDP are incremental, with opportunities for the student to continuously build skills that will contribute to employability and life-long learning. As students progress, activities will be increasingly student-centred to enhance autonomy, independence and depth of reflection and promote personalisation, responsibility and ownership of teaching, learning and development.

All students will be trained in development of e-Portfolio via the Blackboard VLE to ensure they have choice in terms of development of their portfolio. Use of e-Portfolio will help to ensure that students are competitive and prepared for the world of work, but other methods of portfolio creation will also be available if required.

The delivery of personal development planning will be based on the development of a student's personal e-Portfolio. The principles of PDP and e-Portfolios will be introduced within core modules during Level 7 Trimester 1. Thereafter PDP will be embedded within the core modules of the Programme.

Although PDP will be linked to learning outcomes at every opportunity it will be predominantly formative but may also draw on assessed activities. The aim is not only to encourage students to develop skills such as numeracy, language, study skills, employability and analytical thought but also to raise students' self-awareness and confidence through a process of critical reflection and planning.

PDP will not necessarily be assessed in all modules and it is the decision of the student how much or little they share with their peers/staff. More commonly, employability and core skills will be assessed and feedback and reflection on performance will be included in the portfolio, with goals for future development. Individual guidance will be provided in all these areas.

A toolkit is in development on a dedicated PDP Blackboard site, with templates and learning and teaching activities tailored to the context of the student.

Staff development requirements will be identified and offered to all staff in the School to help ensure equity of experience and support of students.

Engagement with the National Enhancement Themes and other professional bodies and activities will be continued to ensure development of good practice in line with sector requirements.

5.1.1 Additional Hours

The University's SEQLTA 2007-2011 was considered and has been implemented throughout curriculum development. The specific objective of 'Strengthening of the provision of study skills support through the curriculum, particularly for students entering higher education for the first time' will be addressed via the Welcome, Welcome Back and the Additional hours strategies:

5.1.2 Additional Hours: Proposed Modules

The models proposed for use of additional hours is allocation to a core module(s) at each level of the Programme. This will aid engagement and provide time for self and skills development and enable more depth of research, reflection and personal development planning. Although these modules are named, all the modules in the Programme, both horizontally and vertically, will have elements of reflection, PDP and skills development to support the student experience.

In addition to PDP related activities within all modules, additional contact hours will be provided at each year of the Programme. These extra hours will be attached to specified core modules for management purposes.

Level 7 (24 hours): Newsgathering Techniques (S1) and Writing for Sports Journalists 1 (S2)

Level 8 (12 hours): Law & Media Regulation (S1) and Writing for Sports Journalists 2 (S1)

Level 9 (24 hours): Newsroom Practice (S1) and Research Methods (S2)

Level 10 (8 hours): Journalism Dissertation (S1) and (S2).

The additional hours will be student-centred to develop independence, autonomy and employability. Level 7 will centre around activities such as:

- The communication process
- Essay and report writing
- Presentations
- Study skills including reading and writing for University
- Group work
- Research and information skills
- PDP and developing an e-Portfolio
- Use of sources and referencing

These skills will be built upon in Level 8, where emphasis will be on:

- Applied knowledge and understanding
- Reflection on earlier achievement of goals
- Planning for future teaching and learning needs and support
- Future goal setting and action planning

Level 9 will develop these skills to a higher level and will include investigation, evaluation and synthesis of more complex systems and theories and will concentrate on development of research skills to support the transition to Level 10.

Level 10 will build upon all the preceding skills and attributes to a higher level, in accordance with SCQF Level 10 and Subject Benchmark statements and will emphasise career planning and CPD.

The Council for Industry and Higher Education (CIHE) has identified a range of employability competences which include: cognitive skills, Generic Competences, Personal Capabilities, Technical Ability, Business and organisational awareness, practical and professional elements. The Quality Assurance Agency has mapped these against the SCQF framework in its document “Benchmarking Employability” and this feeds into the PDP programme.

Therefore these extra hours will be used as appropriate for class delivery of these generic competencies and tutorial support of individual PDP activities including discussions encouraging self-awareness and reflection on personal learning and critical instances.

More specifically, academic writing and research skills will be introduced in Newsgathering Techniques in Year 1, this will continue to be developed in Year 2 in the Level 8 module Law & Media & Regulation through the provision

of additional hours and in the Level 9 module Research Methods in Year 3, with a focus on adequately preparing students for the Honours dissertation module at Level 10.

Similarly, the development of relevant professional, practical skills will be developed in all core and option practical journalism modules but will be formally covered in Newsgathering Techniques in Year 1, Writing for Sports Journalists 2 (with the development of Shorthand being undertaken in both of these modules) and in Newsroom Practice in Year 3.

5.1.3 Direct Entry Students

Direct Entry students will be allocated 6 hours in addition to the Additional Hours all students will receive. It is proposed that these hours are covered in a one day pre-Welcome, Welcome Back session, with further support provided in appropriate modules, such as Research Methods and the Journalism Dissertation. Topics covered will include: the transition to Higher Education; Programme/subject specific skills; generic and transferable skills; development of PDP and e-Portfolio.

It is expected that the whole programme team will be involved in delivery and input will be context specific. The PDP Subject Leader will co-ordinate PDP activities but it is understood that input and support is the responsibility of the Programme team. To ensure equity of experience and a School-wide approach, a tool kit of teaching and learning materials will be developed by the PDP Subject Leader for delivery by the Programme Team

5.2 EMPLOYABILITY

Employability is embedded and developed throughout the Programme. This commences at Level 7 where students gain an insight into the various roles and responsibilities within news organisations and increases as students' understanding of the professional requirements grows. The knowledge

developed through the programme is well focussed on the needs of industry and the skills and attributes acquired by the students are clearly linked to these. Key here is the development of students' understanding of future industry expectations of them, therefore students are strongly encouraged and supported in developing their own links with industry, often through voluntary work placement, but also in the development and maintenance of their own contacts, knowledge of the latest issues in the industry and awareness of the opportunities available to them. The BA (Hons) Journalism Programme has a strong network of former students, this supports existing students in building contacts and increasing awareness of the demands and expectations of industry and will be a strong feature of the BA (Hons) Sports Journalism programme, as several former students now hold senior roles in sports journalism in Scotland.

Core to embedding employability is the formal and informal ways in which the range of the students' skills and achievements in areas such as data analysis, problem solving and effective communication, as well as self-reflection, decision-making, time management and effective learning and working behaviours are developed across both the academic and practical modules in the Programme, all with the emphasis on preparing students for future employment, or indeed, study at higher levels.

5.3 LINKS WITH EMPLOYERS

Graduate employment in the news media is increasing. In 2002 the Journalists at Work Report, carried out by the Journalism Forum, a group of academics, editors, trainers and trade unions, reported that 98% of journalists had degrees. As such the Programme reflects employers' needs and is designed with emphasis on these.

One key area is practical experience gained by students. This is achieved in a number of modules where students will be producing a range of news and features copy, as well as newspapers and magazines and meeting the challenges of producing news material for the online environment.

Students will be taught practical techniques in newsgathering, interviewing, shorthand and layout and design, as well as news and feature writing. There will be modules that will require that they draw together a range of skills, such as Newsroom Practice, Sports News Production and Journalism Portfolio, to produce sports news and features to a professional standard. Their professional, practical skills will be underpinned by the study of law and ethics from a journalistic perspective.

Furthermore, students will also undertake formal, credit-bearing work placement in newspapers, magazines and/or broadcast organisations that will further enhance their skills and their employability. In recent years, students have undertaken placements at the Glasgow Herald, Sunday Herald, Evening Times, Daily Record, Sunday Mail, The Sun, News of the World, The Glaswegian, Hamilton Advertiser, Airdrie & Coatbridge Advertiser, Rutherglen Reformer, East Kilbride News, Wishaw Press, Paisley & Renfrewshire Gazette, Irvine Times, Cumnock Chronicle and Real Radio. However, students are also actively encouraged to undertake voluntary work experience and when appropriate to pitch their stories and ideas to newspapers and broadcast news organisations. It is also expected that students will be able to undertake work placement opportunities with a wide range of sporting organisations across the country.

Procedures for work-based learning are fully in line with both the QAA Code of Conduct on Placement Learning and the University policy on Work Based Learning 2008 and adheres to the guidelines set out in the University's Policy and Procedure for securing and approving WBPL settings, and as detailed in Section 29 of the Programme Specification.

The University undertakes to provide each third year student on the BA (Hons) Sports Journalism Programme with a work placement in a newspaper, magazine, online publications, with a broadcast news organisation, or other such suitable media organisation. Staff will be fully involved in the process of

securing placements, as will students. The work placement will consist of at least 70 hours spent in the workplace.

Each student will receive at least one pre-placement and one post-placement guidance interview with a member of the lecturing staff. This will be supported by a series of lectures and tutorials with students to discuss expectations, explore opportunities and agree objectives.

During the work placement there will be email and telephone contact with the guidance tutor to discuss progress with both workplace supervisor and student.

Each student will also receive feedback from the workplace supervisor and have an opportunity to discuss this feedback with their guidance tutor.

The programme will also take into account the need for graduates to be equipped with a range of key transferable skills in areas such as communication and IT, and the time management and team-working skills so relied upon in industry. Graduates of the BA (Hons) Sports Journalism will have a range of practical journalistic skills supported by a range of key transferable skills.

Links with the industry are strong, as evidenced by the diary of guest lecture slots that provides students with the opportunity to meet editors and senior journalists from the newspaper industry. Newsroom Practice and Sports News Production also provides the opportunity for students to work with editors and experienced reporters who spend the day with students in the production of weekly newspapers, online and broadcast formats. These guest lecturers are frequently former students of the programme and this helps to maintain strong links with industry practitioners who are very willing to lend support, advice and guidance to current students.

The development of the Programme has also been influenced by discussion with employers and former and existing students to review the content and structure and this has been a useful process and the Programme reflect comments that have been made.

5.4 CAREERS ADVICE & GUIDANCE

The Futureskills Scotland report published in March 2006 showed that opportunities for graduates in Scotland are positive, with the following findings:

- Employment rates are higher for graduates in Scotland than non graduates
- Most graduates enter graduate level jobs
- Unemployment amongst graduates in Scotland is lower than it was 10 years ago
- Graduates earn approximately 50% more than their non graduate counterparts (on average)

Furthermore, graduate employment in the news media is increasing. In 2002 the *Journalists at Work Report* stated: "The research confirmed what has long been suspected, that journalism has become a graduate-only occupation, a good thing...". Careers advice and guidance is an important element of student support and students on the Programme will have access to the full range of resources provided by the University Careers Service. Additionally, there will be opportunities for more industry-focussed advice and guidance provided by staff and by the strong support network of former students and employers who have long supported both the journalism and sports Programmes and are expected to continue doing so with the new Programme.

In preparation for work placement and looking for employment, potential employers will visit students to discuss their expectations of journalism graduates and new recruits to the industry. Students will have also opportunities to undertake workshops in preparation of CVs and letters of application specifically tailored for the new media and this will be in addition to the support provided by the Careers Service.

6. STUDENT SUPPORT

The following represents the mechanisms already in place to support the students on the Programme, both in terms of their learning and development as part of their overall welfare. They also take cognisance of the hugely important role that student supports plays in issues of retention and progression.

6.1 The Year Co-ordinator and Guidance Tutor System

Each year of the Programme has a Year Co-ordinator who should be the student's first point of contact for all general matters (e.g. absence or illness notification; change of address; questions about Programme administration). The Year Co-ordinator will also be a Personal Tutor for some of the students in a year. Depending on the number of students in the year additional Personal Tutors will be appointed at the start of each academic session.

6.2 Academic Guidance

In terms of general academic guidance, Personal Tutors will provide an opportunity for an individual interview with students at least twice over the session. In addition, tutors will be available to see students by appointment, and at specified contact times indicated on the Programme notice board.

The guidance system is used for a number of purposes:

- to provide information to students on their progress on the Programme
- to provide information and advice, if appropriate, regarding options and choices
- to provide a supportive framework in which difficulties which may affect students' progress can be raised and dealt with as the Programme proceeds
- to provide a point of contact for referral onwards, with students' approval, to specialist staff and services.

Students will also be directed to the various support networks that exist within the University and this will be done initially during the Welcome, Welcome Back induction process and through Programme handbooks.

Problems of a non-academic nature will be directed towards the relevant student support services and information about this will be provided to students via induction and Programme handbooks.

6.3 Equality & Diversity

The School is fully engaged with the University's commitment to Equality and Diversity, is proactive in its approach to promoting awareness of Equality and Diversity issues and implementing University policy. We respect diversity in all areas of our work and deal fairly with people irrespective of their age, background, disability, gender, political belief, race, religion and sexual orientation.

The School's Enabling Support Coordinators work effectively with staff to ensure that we support student learning. Staff development to raise awareness of issues and to develop skills and knowledge is actively encouraged. The accessibility of modules new and existing is scrutinised by coordinators and overseen by the LTC. In keeping with recommended practice, access to modules has been negotiated with students and module coordinators, with every reasonable step taken to remove barriers in the way of students with special needs and disabilities. An audit of School provision is ongoing, in respect of access to rooms and equipment and in respect of approaches to learning and teaching. Guidance for staff and students on procedures related to special educational needs and disabilities has been incorporated in all programme handbooks.

Monitoring and evaluation of support is ongoing to enable a proactive approach to responding to student needs.

Specific Support Measures

- Teaching and Learning materials in an accessible electronic format
- Provision of V.L.E (Virtual Learning Environment) sites for modules
- Additional time allowance (normally 25%) for submission deadlines, assessments and examinations
- Coursework and examination scripts marked for content, not expression (e.g. with a dyslexic student)
- Negotiated alternative forms of assessment (e.g. oral rather than written assessment)
- Alternative format of course materials (e.g. large font)
- Teaching and Learning materials in advance
- Working with specialist help and services (e.g. scribe, reader, personal carer)
- Demonstrating flexibility where necessary in arrangements (e.g. timetabling, locations)
- Preparation of a personal Learning Support Plan for each student with an identified need

The above list is not exhaustive. The School will strive towards providing appropriate support measures which are responsive to new developments and which adopt a proactive approach to promoting inclusiveness

A School strategy for e-learning and blended learning has been initiated in order to support the development of innovative approaches to support student learning. A standard School format for module handbooks has been produced which takes account of accessibility guidance for print and electronic material.

7. PROGRAMME MANAGEMENT

7.1 Programme Administration

The BA (Hons) Sports Journalism Programme is regulated by the policies and regulations of the University and is assigned to the School of Media, Language and Music School Board, Learning & Teaching Committee and its sub-group Broadcasting, Communication & Journalism. Relevant modules devised by staff from the School of Engineering and Science will be allocated to the relevant LTC of Sport and Exercise Science.

The School Board is responsible for driving the strategic development of the School and its portfolio of programmes. The Board oversees continuous improvement in the quality of teaching & learning and research & commercialisation within the School. As such its remit is wide-ranging and its responsibilities include the implementation of University policies and strategies, approval of new programmes and the monitoring of the student experience.

Learning and teaching throughout the School are managed through the Learning and Teaching Committees, which are responsible for a wide range of tasks including approving new modules and amendments to existing modules; the organisation of programmes; the implementation of University policies for learning and teaching; and the monitoring of standards. All academic staff in the School are involved in these committees. On a smaller scale, regular programme meetings are held with teaching staff to deal with issues relating to each individual programme.

Every six years, each subject area undergoes a process of Subject Health Review, in which the academic health of the taught and research provision in the subject is reviewed by a team composed of external academics, industry professionals, and internal members of the University teaching and administrative staff. During this process, the School is required to identify and plan ways of enhancing subject provision.

External Examiners play an important role in ensuring that the quality and standard of learning, teaching and assessment is at the appropriate level, and have in the BA (Hons) Sports Journalism Programme development provided advice and guidance on issues related to curriculum development, teaching and learning issues.

Day-to-day running of the course is the responsibility of the Programme Leader in consultation with subject lecturers and other relevant staff within the School.

Decisions regarding the academic performance and progression of students are administered by the relevant programme and subject panel board.

Administrative support is provided both at Hamilton and Ayr campuses and IT support is provided both centrally and on the Hamilton campus.

7.2 Student Representation

Students play an important and active part in the development of the Programme and this is done through formal meetings but also in an informal way on an everyday basis.

The views of students are also seen as an important tool in addressing the challenges of retention and progression and the Programme Team is of the view that student involvement in the Programme sits at the very core of the robust nature and future direction of it.

The University is keen to know what students think of their experiences on their Programmes, and has set up a number of systems to facilitate this.

University-wide questionnaires

The University uses a number of centrally produced questionnaires to obtain feedback from students. These include module questionnaires and general

student-experience questionnaires. Information gained from these is used along with other sources of student feedback to assist in the review and enhancement of learning and teaching.

Module questionnaires

At the end of each module, students are given the opportunity to complete a module evaluation questionnaire, where they can give feedback on their experience of the module: the quality of teaching, the resources, the assessment, etc. Comments on the individual modules are welcomed and are used to feed into the Learning and Teaching Committees in order to evaluate the success of modules. Comments made on these questionnaires are also seen by the School's External Examiners and others who play a part in the 'quality assurance' of the School's programmes.

Student Year Representatives

Each year of each programme is encouraged to elect a number of student representatives to represent student views and concerns to programme managers, the School, and in wider forums. Student Representatives are elected by the student body during the first semester. They should attend student-staff liaison committee meetings (at least one per semester) and generally assist in the smooth flow of information between students and the staff who work on their programme. Training is provided jointly by the University and Student Association.

Student / Staff Liaison Committees

These committees are programme-specific and consist of one or more members of staff from each programme – usually Programme Leaders and Year Tutors – together with student members. They meet regularly (at least twice each session) to address issues of concern to students – anything from the availability of the labs for student use, to the cost of printing. Their aim is to involve students fully in consultation for improving the provision of modules and programmes.

Student Membership of LTC and School Board

The Learning and Teaching Committees and the School Board both have student members.

7.3 Admission procedures

7.3.1 Admissions Interview

All applicants for the BA (Hons) Sports Journalism Programme will be invited for interview with the Programme Leader and members of the teaching team. The purpose of the interview is to establish the applicant's educational standard, suitability for the Programme and capacity to benefit from the Programme.

The admissions interview is also important when addressing issues of retention and progression. It is important that students know what to expect when making decisions that are likely to shape their future careers and the Programme Team remains deeply committed to interviewing all applicants in the firm belief that when the students know what to expect they are less likely to leave the Programme.

The admissions interview will consist of written tests and an interview with members of the teaching staff. It will provide the applicant with the opportunity to ensure that they understand the demands of both the Programme and the industry and to assist them in ensuring that they are opting for a Programme that best suits their long-term career aspirations.

7.3.2 Accreditation of Prior Learning/Experiential Learning

It may be possible for applicants who have completed or partially completed a higher or further education qualification to enter this Programme with credits. Admission will be in line with the University policies on APL/APEL.

Additionally, admission to the Programme may also be given to applicants who have gained significant work experience in journalism, normally this will be entry into Year 1 and will be in line with University policies on APL/APEL.

7.3.3 Admission with Advanced Standing

Applicants who have completed a higher or further education qualification may be eligible to enter the Programme with Advanced Standing.

Entry will be based on the Admission of Individual Students with Advanced Standing guidelines stated in the University policy on APL/APEL.

Applicants seeking entry to the BA (Hons) Sports Journalism from a previous programme, will be dealt with by scrutiny of results, receipt of a report on performance on their previous programme and by an interview with the Programme Leader and one other member of the teaching team.

The procedure will follow University policy on Assessing Using APL/APEL. It will seek evidence of the prospective student to cope with the Programme at the point of entry, of an appropriate level of attainment in the previous programme and of passes in core subjects for those in the year prior to the year of entry.

In the case of applicants who hold an SQA HNC Journalism or equivalent, entry may be granted to Year 2, but this will be dependent on the previous programme curriculum and student performance, as previously stated.

Applicants who hold the SQA HND Journalism or equivalent may be granted admission into Year 3 of the Programme, dependent upon the choice of options in the HND programme, as previously stated.

All applicants will be required to complete the BA modules at Level 7 and/or Level 8 in any core subjects of the Programme not passed in the previous curriculum, in order to be awarded the full credits obtainable at Levels 7 and 8.

All applicants seeking entry with Advanced Standing will be required to attend an interview with the Programme Leader and one other member of the teaching team.

8 RESOURCES

8.1 Academic staff

The programme development team responsible for this Programme has been drawn from the Schools of Media, Language and Music and Engineering and Science.

The MLM Programme Team comprises:

Margaret Hughes	Senior Lecturer
Amanda Geary	Programme Leader
Ronnie Bergman	Lecturer
Ewan Crawford	Lecturer
Elizabeth McLaughlin	Lecturer
Kenneth Pratt	Lecturer
Shona Wallace	Lecturer

The professional backgrounds of the journalism teaching team are well reflected in the Programme content. The experience of the teaching staff spans local, regional and national newspapers and magazines, as well as regional and national broadcasting. This experience will continue to provide students with the knowledge, practical skills and advice required to assist them in their learning and in securing employment.

The team is augmented by colleagues from the School of Engineering and Science in the delivery of the dedicated sports modules. This E&S team comprises:

Mark McKenna	Programme Leader (BSc Sport Coaching)
Fiona Averill	Lecturer
Scott Barclay	Lecturer
Angela Beggan	Lecturer
Laura Graham	Lecturer

Every member of staff involved in the delivery of the Programme holds a relevant degree and/or professional qualification. In addition, all staff are experienced lecturers and most hold a teaching qualification. Most members

of the team possess Masters degrees. One member of staff has recently completed a PhD and several are currently undertaking a PhD.

Much of the ongoing staff development activities are predominantly centred around updating skills and knowledge and in the area of curriculum development.

Appendix C provides details of current staff CVs.

8.2 Specialist Accommodation

The School has at its disposal classrooms and Macintosh media labs on the Hamilton Campus, all equipped with data projectors. Students can also access the campus' PC labs.

The capacity of the rooms varies, the Programme typically accesses accommodation for class sizes ranging from 15 to in excess of 30 students. The School also has a share of time available in the larger lecture theatres in both buildings on the campus, if required.

Students on the journalism Programme have exclusive access to a suite of Mac labs. This provides them with open access to equipment throughout the day when teaching is not taking place in the labs.

Students who choose broadcast journalism options also have access to a state of the art radio studio and broadcast equipment.

8.3 IT Resources

Students are taught practical journalism classes in labs that provide a range of technology that meets industry standards and are an important part of learning, teaching and assessment of journalism. In addition, the IT facilities enable teaching staff to create authentic newsroom environments.

There are 56 networked iMacs across three teaching labs with internet access and appropriate word processing, page design, web design and on-screen

digital editing software. There are colour and black & white laser printers in each of these labs.

Students also have access to telephones and online news resources.

8.4 Library Resources

The Library aims to provide a high quality service to users via an automated environment, the use of appropriate new technologies and an efficient and approachable staff.

Planned enlargement of the Library at Hamilton

The Library will take over refurbished space on the ground floor once the current occupants (Engineering) move to a new-build area in session 2008/9. It will result in an additional 800m², perhaps more, and will result in a Library on two levels. This will ameliorate the space difficulties of the Library, and result in a major improvement in service provision.

The details below relate to the Hamilton campus and its resources.

General Information

Area:	1100 m ²
Study places:	190
Staffing compliment:	5 professional staff, 8 support staff
Hours of opening (term time)	8.30 am - 9.00 pm Mon - Thurs 8.30 am - 4.30 pm Friday 9.00 am - 5.00 pm Saturday
Hours of opening (vacation)	8.30 am - 4.30 pm Mon, Thurs, Fri 8.30 am - 7.00 pm Tues, Wed No Saturday opening
Stock	
Books	80,000

Serial titles	600
Government monographs	c 8,000
Government serials	475
Reference	5,000
British Standards	Hard copy and online access
Microfilms	750
Videos	800

There are smaller collections of other types of media, and the library also holds careers information, newspapers and archival material.

Library services

These are automated using Talis, and include public access, circulation, cataloguing, serials control, acquisitions and interlibrary loans. Integration of the catalogue has now taken place and the catalogue covers resources at all campuses.

Reader services at Hamilton include help with enquiries, Library tours, supply of computer consumables, photocopying, Inter Library loans, and support in developing new courses. Corporate membership of organisations such as CIRIA, ILAM, IPPR, CSPP, SLIC, SLIMS, MCI, ASLIB, BSI and RoSPA provides additional help. (This is being centralised across the Library service). The Library advises booksellers on texts required by students at the start of term, and a small retail outlet incorporates an on-campus bookshop.

Computer network

The library has 30 open access PCs operating with Windows 98 and Windows 2000, 10 of which are also used for short course training. All are protected by anti-virus software and linked to a network printer. Text and graphic scanners are available and all PCs have Internet and e-mail access. All are now linked to the Novell network. This provides more flexibility as students can access the software for their course from central servers, and can save their work to these, not the PCs. In addition an adjacent room has been renovated to form a WiFi area with 14 places, running as part of a pilot. Two new open-access computer labs on the second floor are in operation, which will handle any excess demand we may have.

The following software is available on PCs in the Library, but students have access to other specialist software via the servers.

Microsoft Office 2003 Professional comprising:

Word processor:	Word 2003
Spreadsheets:	Excel 2003
Database:	Access 2003
Presentation Creation:	Powerpoint 2003

Desktop Publishing and graphics: Pagemaker 6.5, Textbridge Pro 10, Picture Publisher 5, Omnipage Pro 9

Internet: MS Internet Explorer 6

Guidance is provided on the use of software and computer network facilities.

NB Two PCs are fitted with software for visually impaired users.

Electronic resources

The electronic resources available are those currently available at the Paisley campus. Work has been ongoing since merger to integrate the electronic resources and this is now almost complete. Access is via the University website, and resources are accessed using Athens authentication software. Useful sites are evaluated and added on a regular basis. Resources are mostly available across the whole institution except where a campus does not cover a particular discipline, eg Westlaw is available at the 2 campuses where it is taught (Paisley and Hamilton).

Links with other campuses

Resources of the Library are available across the institution and are not specific to one campus. Items will have a home site, but are available for loan across the institution. Since integrating the catalogues reservations are now possible across all campuses.

Links with other Libraries

The Library service is a long-standing member of SHINE (Scottish Health Information Network), which lends material between health libraries in Scotland. It is also a member of GALT (a grouping of HEIs and others in the greater Glasgow area), SCURL (Scottish Committee of University & Research Libraries) and SCONUL (Standing Committee of National & University Libraries). It also has membership of UKLP (UK Libraries Plus) which permits staff borrowing privileges at libraries elsewhere, and UK Research Plus. Finally, it has for many years had a policy of permitting borrowing access to Open University students.

Future developments

Ongoing integration is modifying some areas of work. These include centralising the purchase of electronic resources, streamlining memberships of professional bodies and closer working with colleagues at other campuses on a range of issues. The intention is to extend the hours of opening at Hamilton on a Saturday to include the afternoon (9.00am – 5.00 pm). This will take place early in the New Year, once additional staff are in place.

BA (HONS) SPORTS JOURNALISM

MODULE DESCRIPTORS

**BA (Hons) SPORTS JOURNALISM
2010/11**

Module Title	Level	New/ Existing	Core/ Option	Trimester	Module Co-ordinator	Page No.
YEAR ONE						
Newsgathering Techniques	7	Existing	Core	1	Amanda Geary	3
Digital Journalism Techniques	7	Existing	Core	1	Amanda Geary	8
Organisation of Sport	7	Existing	Core	1	Fiona Averill	13
Writing for Sports Journalists 1	7	Existing	Core	2	Amanda Geary	18
Layout and Design	7	Existing	Core	2	Margaret Hughes	23
Foundations of Sport Development	7	Existing	Option	2	Fiona Averill	28
Issues in Sport	7	Existing	Option	2	Angela Beggan	33
YEAR TWO						
Writing for Sports Journalist 2	8	Existing	Core	1	Amanda Geary	38
Law and Media Regulation	8	Existing	Core	1	Kenneth Pratt	44
Introduction to Sports Broadcasting	8	New	Core	1	Ronnie Bergman	49
Experiencing Sport Events	8	New	Option	1	Scott Barclay	54
Sports Feature Writing	8	New	Core	2	Margaret Hughes	59
Sport & Communities	8	Existing	Core	2	Laura Graham	64
Exploring Sport Performance	8	New	Option	2	Mark McKenna	69
YEAR 3						
Newsroom Practice	9	Existing	Core	1	Amanda Geary	74
Research Methods	9	New	Core	1	Margaret Hughes	79
Sport Policy	9	Existing	Core	1	Scott Barclay	84
Sport Marketing	9	Existing	Option	1	Scott Barclay	89
Sports News Production	9	New	Core	2	Elizabeth McLaughlin	94
Work Related Learning	9	Existing	Core	2	Fiona Milne	99
Sport Tourism Development	9	Existing	Option	2	Fiona Averill	105

YEAR 4						
Journalism Dissertation	10	Existing	Core	1 & 2	Margaret Hughes	110
Journalism Portfolio	10	Existing	Core	1 & 2	Margaret Hughes	115
Sport & the Media	10	New	Core	2	Kenneth Pratt	125
Global Issues in Sport	10	New	Option	2	Elizabeth McLaughlin	131

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Newsgathering Techniques
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2.	Code: MEDI07016	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	CCI		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module:
	<p>The module provides students with an introduction to news and to the procedures involved in newsgathering, including knowledge and understanding of the professional skill of accurate note-taking using Teeline shorthand.</p> <p>It involves consideration of the theories for defining and identifying news, as well as looking at issues of news values and news judgment. Students learn a range of approaches to researching news stories and the importance of networking skills, including identifying appropriate contacts and the importance of the journalist's contacts book as a newsgathering tool. They also begin to practice a range of interview techniques, for example face-to-face, phone and online methods of enquiry. Students are also provided with an understanding of the principles, rules, special outlines, words, word groupings and distinguishing outlines of the Teeline shorthand system.</p> <p>It is a Level 7 module taught in Semester 1 of Year 1. It involves a series of theory-based lectures and tutorials, as well as laboratory-based workshops where students have the opportunity to practice and hone their newsgathering skills through practical exercises. An additional 12 hours are provided for PDP purposes during the course of this module and these sessions take the form of laboratory-based workshops that focus on developing understanding of the theoretical concepts and terminology involved with shorthand and students can focus on improving their technique and their speed.</p> <p>Assessment is coursework-based and involves an essay and a project including a report outlining a range of news story ideas, together with details of the relevant contacts, supported by Teeline shorthand notes and a transcript of interviews undertaken for newsgathering purposes.</p>

6.	Learning Outcomes:	
	<p>At the end of this module the student will be able to:</p> <p>L1. Define 'news' and outline a range of popular theories relating to news values.</p> <p>L2. Present ideas for news stories and identify appropriate contacts.</p> <p>L3. Use a range of interview techniques to gather information suitable for publication.</p> <p>L4. Demonstrate knowledge of special outlines, words and word groupings in shorthand.</p>	
7.	Employability Skills and Personal Development Planning (PDP) Skills	
	<p>*SCQF Headings</p> <p>Knowledge and Understanding (K & U)</p> <p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p> <p>Autonomy, Accountability and Working with others</p>	<p>During completion of this module, there will be an opportunity to achieve core skills in:</p> <p>SCQF 7 Understanding of how theories of 'news' have developed. Understanding what 'newsgathering' involves and how techniques can change depending on the nature of the task. Evaluating the effectiveness of a range of different interview techniques. Demonstrating a broad knowledge and understanding of Teeline theory through the accurate selection of a range of special outlines, words and word groupings. Demonstrating an awareness of the value of shorthand to produce accurate and effective copy.</p> <p>SCQF 7 Applying knowledge of a range of interview techniques appropriate to different situations. Understanding the requirements of journalists to produce ideas for producing copy. Using Teeline shorthand for newsgathering purposes and transcribing them into word-processed longhand.</p> <p>SCQF 7 Bringing together information from a variety of sources in order to produce objective journalism. Evaluating shorthand notes and transcriptions in order to identify any errors.</p> <p>SCQF 7 Communicating effectively and appropriately in speech and writing. Making effective use of information technology applications to present documents in an appropriate form.</p> <p>SCQF 7 Exercise some initiative and independence in carrying out newsgathering tasks at a professional level. Work with others, including representatives of professional organisations and members of the public, in order to gather information for stories. Exercising some initiative and independence in practicing Teeline shorthand in order to achieve accurate note-taking.</p>

8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: Other:	Module Title: n/a
	Co-requisites:	Module Code:	Module Title: n/a
9.	Learning and Teaching: <p>The delivery of the module involves a series of theory-based lectures, followed by practical class workshops whereby students practice and hone their newsgathering skills, interview techniques and knowledge of Teeline shorthand. There are regular tutorials held throughout the module, which will be used for short presentations, individual and group exercises, discussions and also for feedback on assessments. Extra tutorials are also set aside for developing students' professional skills at accurate note-taking using Teeline. Study is supported by the use of online materials available on the module's Blackboard site.</p>		
	Learning Activities/Categories: 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):
	Lectures		24
	Laboratory-based workshops (Including 12 hours PDP)		24
	Tutorials		12
	Distance learning		40
	Preparation for coursework assignments		32
	Independent study		80
			212 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document) <p>Assessment is coursework-based and includes an essay (of 1,500 words), worth 40% of the final mark and a 2,500 word project including a report outlining a range of news story ideas, together with details of the relevant contacts, supported by Teeline shorthand notes and a transcript of interviews undertaken for newsgathering purposes, worth 60% of the final mark.</p>		
11.	Equality and Diversity <p>This module is appropriate for any student. Appropriate support can be provided where required.</p>		
12.	**Indicative Resources: (eg. Core text, journals, internet access) <p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Clarkson, J. (1991) <u>The Teeline Gold: Coursebook</u>, Oxford: Heinemann Educational.</p> <p>Dix, A. (1990), <u>Teeline Fast</u>, Oxford: Heinemann Educational.</p>		

	<p>Hodgson, F.W. (1996), <u>Modern Newspaper Practice: A Primer on the Press</u>, 4th Ed, Focal Press.</p> <p>Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), <u>An Introduction to Journalism</u>, Sage Publications.</p> <p>Harcup, T. (2004), <u>Journalism Principles and Practice</u>, Sage Publications.</p> <p>Harris, G. and Spark, D. (2000), <u>Practical Newspaper Reporting</u>, 3rd Ed, Focal Press.</p> <p>Johnston, D. (2006), <u>Teeline for Journalists</u>, Oxford: Heinemann Educational.</p> <p>Keeble, R. (Ed), (2006), <u>Print Journalism: A critical introduction</u>, Routledge.</p> <p>Manning, P. (2001), <u>News and News Sources: A Critical Introduction</u>, Sage Publications.</p> <p>McKane, A. (2006), <u>Newswriting</u>, Sage Publications.</p> <p>Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, Sage Publications.</p> <p>Venables, J. (2005), <u>Making Headlines: News Values and Risk Signals in Journalism</u>, Elm Publications.</p> <p>Journalism Practice Journalism Studies British Journalism Review Press Gazette www.holdthefrontpage.co.uk</p>					
13.	Attendance Requirements					
	Normal University regulations apply. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate)

		No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓				40%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment		✓	✓	✓	60%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Digital Journalism Techniques
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2.	Code: MEDI07017	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Shona Wallace</i>		

5.	Summary of Module:
	<p>This module provides an introduction to the technological skills required for producing journalism in an online environment in the digital age. The industry has seen a growing demand for journalists equipped with a range of multi-media skills as the traditional boundaries of the media have become blurred and it has moved towards convergence. The field of journalism has also had to adjust to the desire of consumers to be able to access breaking news 24 hours a day using the latest technology.</p> <p>It covers the practical aspects of using digital equipment, including basic techniques for using digital cameras for producing both still and moving images. During the course of the module students produce still photographs and learn to use digital editing software (e.g. Photoshop) in keeping with current professional practice. They also carry out interviews and produce short news reports using video cameras, which are then edited using appropriate software (e.g. Final Cut) in order that the material is suitable to be viewed online.</p> <p>It is a Level 7 module taught in Semester 2 of Year 1. Teaching involves a series of introductory lectures, followed by practical workshops and is supported by tutorials. Assessment is coursework-based and involves a portfolio of digital still images with captions, supported by a commentary, as well as a digital video project.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Identify journalistic material suitable for multi-media treatment.</p> <p>L2. Use digital cameras and image editing software in accordance with current professional practice.</p> <p>L3. Shoot and edit a digital video news report to a given brief and deadline.</p>

7.	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 & U)	SCQF 7 Understanding the requirements of multi-media techniques within journalism. Demonstrating an awareness of the evolving knowledge and expectations of digital journalism.
	Practice: Applied Knowledge and Understanding	SCQF 7 Using basic professional skills to identify material suitable for photographic treatment. Understanding the demands and expectations of the media in terms of responsible use of images and editing software in keeping with current professional practice.
	Generic Cognitive Skills	SCQF 7 Using a range of approaches to identify material suitable for multi-media treatment. Presenting information in a clear, accurate and concise manner.
	Communication, ICT and Numeracy Skills	SCQF 7 Using a range of standard applications to edit and present digital material suitable for viewing by a range of audiences.
	Autonomy, Accountability and Working with others	SCQF 7 Exercising some initiative and independence in carrying out defined tasks in a professional manner. Working with others in support of current professional practice under guidance.
8.	Pre-requisites: Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title: n/a
	Other:	
	Co-requisites:	
9.	Learning and Teaching: The delivery of this module begins with theory-based lectures, before students begin to develop their practical skills in classroom-based workshops. The tutorials are used for providing feedback on digital techniques, as well as for group discussions and also for feedback on assessments. The module has a Blackboard site containing online materials in order to support study.	
	Learning Activities/Categories: 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):
	Lectures	12
	Laboratory-based workshops	24
	Tutorials	12
	Distance learning	40
	Preparation for coursework assignments	32

	Independent study	80				
		200 Hours Total				
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	Assessment involves two pieces of coursework including a portfolio of a range of digital still images suitable for publication that is supported by a commentary, worth 40% of the final mark, and a digital video project, worth 60% of the final mark.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (e.g. Core text, journals, internet access)					
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Evening, M. (2007) <u>Adobe Photoshop CS3 for Photographers: A Professional Image Editor's Guide to the Creative Use of Photoshop for the Macintosh and PC</u>, Oxford: Focal Press.</p> <p>Kobre K. (2008) <u>Photojournalism: The Professionals' Approach</u>, 6th ed. Oxford: Focal Press.</p> <p>Millerson, G. (1999) <u>Video Camera Techniques</u>, 2nd ed. Oxford: Focal Press.</p> <p>Morgan, V. (2006) <u>Practising Videojournalism: Theory into Practice</u>, Abingdon: Routledge.</p> <p>Musburger, R. B. (2005), <u>Single Camera Video Production</u>, 4th ed. Oxford: Focal Press.</p> <p>Wenyard, D. (2007) <u>Final Cut Express 4</u>, Harlow: Peachpit Press.</p> <p>Press Gazette</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (<i>if known</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)

Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment	✓	✓		40%	
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)					
	Formal Written Examination					
	Written Assignment					
	Presentation Assignment					
	Class Test					
	Oral Examination/Viva					
	Practical Examination					
	Placement / WBL Elements					
	Laboratory Reports					
Other, Please specify: Video project	✓		✓	60%		
Combined Total for All Assessment Categories					100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Organisation of Sport
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2.	Code: SPOR07003	SCQF Level: 7	Credit Points: 20	ECTS: 10
3.	School:	Engineering and Science		
4.	Module Co-ordinator:	Fiona Averill		

5.	Summary of Module
	<p>This module introduces students to the subject and study of sport and its prevalence in contemporary society which will be developed through an examination of a range of issues that concern the business and organisation of sport. This will be investigated firstly by defining sport and how it has evolved through history to its present state and give an insight to its future role in society.</p> <p>The role, meaning and function of sport will be discussed from the point of view of how it impacts on society, who contributes to the running and delivery of sport in its many guises and why society and governments have an increasing political interest in sport. This will be informed by reference to the media, the commercialisation and the business of sport particularly with regard to some relevant contemporary issues, such as, sporting events, sport as business and economic development.</p> <p>During the course of this module students will be able to develop various skills, such as transferable ones gained by team working (tutorial and assessment tasks require group and individual work) and communication skills either individually or in a group through verbal presentations to their peer group using a variety of media, such as Powerpoint.</p> <p>Overall students will acquire a basic knowledge, understanding and appreciation of sport and how it is placed within contemporary society</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Define sport and develop a clear understanding of its historical development from its origins to its present role and future</p> <p>L2. Discuss the role, meaning and function of sport in society and examine why sport matters</p> <p>L3. Discuss some of the contemporary issues that impact upon the organisation and administration of sport in society</p>

7.	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 & U)	A broad and integrated knowledge of sport and its development historically and its impact on contemporary society
	Practice: Applied Knowledge and Understanding	Use some of the basic and routine professional skills and practices associated with the organisation of sport
	Generic Cognitive Skills	Present and evaluate arguments and ideas which contribute to the understanding of sport and its structure and function
	Communication, ICT and Numeracy Skills	Use a range of forms of communication effectively in both familiar and new contexts such as the use of ICT – Powerpoint and word processing and oral presentations
	Autonomy, Accountability and Working with others	Exercise some initiative and independence in carrying out defined activities particularly by oneself or within a team on tasks whether in individual or group tutorial tasks and assessments.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title:
	Other:	
	Co-requisites:	Module Code: Module Title:
9.	Learning and Teaching:	
	Formal lectures and informal tutorials will be the main form of learning and teaching of this module.	
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totaling 200 hours):
	Lectures	24
	Tutorials	24
	Preparation for individual and group tutorial tasks	24
	Preparation for coursework assignments	38
	Independent study/directed study	86
	In-class assessments	4
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	This module will be assessed by two in-class assessments:	

	<ul style="list-style-type: none"> • Group presentation – worth 50% (LO 3) • Individual class test – worth 50% (LOs 1 & 2) 												
11.	Equality and Diversity												
	This module is appropriate for any student. The learning activities include oral and written work, including the assessments, and where required appropriate student support will be put in place.												
12.	**Indicative Resources: (eg. Core text, journals, internet access)												
	<p>The following materials form the underpinning for the module content and ultimately for the learning outcomes which can be found in the university library:</p> <p>Books Beech J & Chadwick S (2007) <u>The Marketing of Sport</u> London Prentice Hall Coakley J & Dunning E (2000) <u>Handbook of Sport Studies</u> London: Sage Publications Henry I (1993) <u>The Politics of Leisure Policy</u> Basingstoke, MacMillan Press Ltd Houlihan B & White A (2002) <u>The Politics of Sports Development</u> Basingstoke: Macmillan Huczynski A & Buchanan D (1991) <u>Organizational Behaviour An Introductory Text</u> London Prentice Hall Shank M (2002) <u>Sports Marketing A Strategic Perspective</u> London Prentice Hall</p> <p>Journals Journal of Sport Tourism Journal of Sport Management Leisure Studies Journal</p> <p>Websites http://scottishexecutive.gov.uk http://www.scotland.gov.uk http://www.sportdevelopment.org</p>												
13.	Attendance Requirements												
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.												
14	Campus(s) for Module Delivery												
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>												
	<table border="1"> <thead> <tr> <th>Paisley:</th> <th>Ayr:</th> <th>Crichton:</th> <th>Hamilton:</th> <th>D/L Virtual Campus:</th> <th>Other: (Please specify)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)				✓		
Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)								
			✓										
Tick													
15.	Course Reference Numbers (CRNs) (if known)												

	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport
20.	Moderator	Scott Barclay
21.	External Examiner	Jon Cryer , University of Gloucestershire
22.	Accreditation Details	N/A
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination				N/A	N/A		
	Written Assignment				N/A	N/A		
	Presentation Assignment			✓	N/A	N/A	50%	2 hours
	Class Test	✓	✓		N/A	N/A	50%	2hrs
	Oral Examination/Viva				N/A	N/A		
	Practical Examination				N/A	N/A		
	Placement / WBL Elements				N/A	N/A		
	Laboratory Reports				N/A	N/A		
	Other, Please specify:				N/A	N/A		
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Writing for Sports Journalists 1
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2.	Code:	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Elizabeth McLaughlin</i>		

5.	Summary of Module:
	<p>This module provides an introduction to basic writing techniques for journalists. Many of the skills of sports journalists are akin to those of news reporters and this module aims to provide an introduction to the fundamental rudiments of news writing in order that students can transpose them into sports writing. The primary focus will be to produce copy consistent with local newspaper standards, suitable for publication both in print and online.</p> <p>Students learn the rudiments of news writing, including the industry-accepted styles and formula for structuring copy: such as intro writing; the inverted pyramid; the Five W's; as well as the use of newspaper language and house style. The module also covers a range of writing styles, such as leads, off-leads, fillers, nibs and picture stories, as well as producing material suitable for publishing online. Students will also get the opportunity to write sports reports, including off-diary sports stories appropriate for both the 'front' and 'back' pages of newspapers. In addition students develop their knowledge and skill in the use of the Teeline shorthand system, enabling them to record and transcribe passages dictated at speeds of up to 50 words per minute (wpm).</p> <p>It is a Level 7 module taught in Semester 2 of Year 1. It commences with a series of theory-based lectures, followed by practical laboratory-based workshops where students practice and develop their writing and Teeline speed skills.</p> <p>Formative assessment is used to introduce students to the concept of writing copy to deadline in order to reflect industry conditions. Formative assessment also takes the form of regular Shorthand speed tests.</p> <p>Assessment includes a portfolio of writing assignments (suitable for publication by a local newspaper both in print and online) and a practical Shorthand exam at 50wpm involving the dictation of two passages of two</p>

	minutes each with an interval of 30 seconds and a transcription time of 30 minutes.	
6.	Learning Outcomes:	
	At the end of this module the student will be able to:	
	L1. Identify and write a range of copy (including news and sport) of various lengths appropriate for local weekly newspapers, suitable for publication in print and online.	
	L2. Write clear, concise and grammatically correct copy that conforms to industry standards in terms of structure (e.g. the inverted pyramid, the Five W's) newspaper language and house style.	
	L3. Use shorthand at 50wpm to accurately record the spoken word suitable for the purposes of producing copy.	
	L4. Produce an accurate, verbatim transcript of shorthand notes, using a word processor within given time constraints.	
7.	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 & U)	SCQF 7 Understanding the structure of news and sports copy. Demonstrating an understanding of the relationship between news values and different approaches to news and writing sport. Demonstrating a broad knowledge and understanding of Teeline theory through the accurate selection of a range of special outlines, words and word groupings.
	Practice: Applied Knowledge and Understanding	SCQF 7 Applying knowledge to produce copy that conforms to accepted professional practices in terms of structure and use of language. Understanding the demands and expectations in terms of generating copy that are made of a district news reporter. Using Teeline shorthand to write down passages, relevant to journalists, dictated at 50wpm and transcribing them into word-processed longhand.
	Generic Cognitive Skills	SCQF 7 Presenting information that has been gathered from a variety of sources in an objective manner. Evaluating shorthand notes and transcriptions in order to identify any errors.
	Communication, ICT and Numeracy Skills	SCQF 7 Using standard information technology applications in order to present copy, and transcribe Teeline shorthand, in a manner appropriate for industry practices.
	Autonomy, Accountability and Working with others	SCQF 7 Exercising some initiative and independence in carrying out defined tasks in a professional manner. Taking supervision to develop and improve their styles of news and sports writing. Exercising some initiative and independence in practicing Teeline shorthand in order to achieve speeds of 50wpm.

8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: n/a
	Other:		
	Co-requisites:	Module Code:	Module Title: n/a
9.	Learning and Teaching: The delivery of this module begins with theory-based lectures, before students begin to develop their news writing and Shorthand speed skills in classroom-based workshops. The module has a Blackboard site containing online materials in order to support study.		
	Learning Activities/Categories:	Student Learning Hours (Normally totalling 200 hours):	
	During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:		
	Lectures	12	
	Laboratory-based workshops	36	
	Distance learning	40	
	Preparation for coursework assignments	32	
	Independent study	80	
	Additional PDP hours	12	
		212 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	Assessment is based upon a piece of coursework including a portfolio of a range of copy suitable for a local newspaper of 2,500 words, worth 60% of the final mark. There is also a practical examination consisting of the dictation of two passages of two minutes each with an interval of 30 seconds between them. Students are allowed a transcription time of 30 minutes, with no more than 2.5% errors (5 or fewer mistakes), worth 40% of the final mark.		
11.	Equality and Diversity		
	This module is appropriate for any student.		
12.	**Indicative Resources: (eg. Core text, journals, internet access)		
	The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:		
	Andrews, P. (2005) <u>Sports Journalism: A Practical Guide</u> , London: Sage Publications.		
	Clarkson, J. (1991) <u>The Teeline Gold: Coursebook</u> , Oxford: Heinemann Educational.		
	Dix, A. (1990), <u>Teeline Fast</u> , Oxford: Heinemann Educational.		
	Evans, H. (2000), <u>Essential English: For Journalists, Editors and Writers</u> , London: Pimlico.		
	Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), <u>An Introduction to Journalism</u> , London: Sage Publications.		
	Harcup, T. (2009), <u>Journalism Principles and Practice</u> , 2 nd Ed, London: Sage Publications.		

	<p>Harris, G. and Spark, D. (2000), <u>Practical Newspaper Reporting</u>, 3rd Ed, Oxford: Focal Press.</p> <p>Hicks, W. (1998), <u>English for Journalists</u>, Abingdon: Routledge.</p> <p>Hicks, W. (1999), <u>Writing for Journalists</u>, Abingdon: Routledge.</p> <p>Johnston, D. (2006), <u>Teeline for Journalists</u>, Oxford: Heinemann Educational.</p> <p>Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, London: Sage Publications.</p> <p>Rudin, R. and Ibbotson, T. (2002), <u>An Introduction to Journalism</u>, Oxford: Focal Press.</p> <p>Sissons, H. (2006), <u>Practical Journalism: How to Write News</u>, London: Sage Publications.</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers, both in print and online, on a daily basis.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.09

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓	✓			60%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination			✓	✓	40%	
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							
Combined Total for All Assessment Categories					100%		

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Layout and Design
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2.	Code: MEDI07020	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Shona Wallace</i>		

5.	Summary of Module:
	<p>This module introduces students to designing newspaper pages and online news publications to a professional standard.</p> <p>Students will produce complete publications, including writing headlines, sub-headlines, picture captions using the latest publishing and web authoring software.</p> <p>It will also introduce students to a range of other skills such as effective story and picture selection for a range of news environments and look at the convergence between print and online news provision from a presentational point of view.</p> <p>Assessment will be based around designing publications for the print and online media.</p> <p>This is a Level 7 module offered in Semester 2 of year 1.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and practical workshops.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Sub-edit copy suitable for both print and online media, including headlines, sub-headlines and picture captions.</p> <p>L2. Demonstrate professional skills in using appropriate desktop publishing software and designing publications suitable for the print media.</p> <p>L3. Demonstrate professional skills in using HTML and web authoring software to design and layout a website.</p>

7.	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 & U)	SCQF 7 Demonstrating a knowledge of key issues relevant to subbing and design.	
	Practice: Applied Knowledge and Understanding	SCQF 7 Designing page layouts using a range of desktop publishing software. Designing web pages using a range of HTML and web authoring software. Demonstrating a knowledge of professional page design techniques.	
	Generic Cognitive Skills Communication, ICT and Numeracy Skills	SCQF 7 Communicating effectively and appropriately in speech and writing. Retrieving information from a range of sources.	
	Autonomy, Accountability and Working with others	SCQF 7 Exercise some initiative and independence in carrying out page design which satisfies professional objectives.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: N/A
		Other:	
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching:		
	The teaching methods will be centred around tutor-led lectures, tutorials, and practical workshops where students will be taught a range of print and online design software packages and how to create publications to a professional standard.		
	Learning Activities/Categories: 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):	
	Lectures	12	
	Tutorials	12	

	Practical lab-based workshops	24
	Preparation for assessment	62
	Independent Study	90
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of the production of publications, both print and online, in preparation for summative assessment. Students will also be asked to provide a reflective journal as they progress through the process of designing these publications.</p> <p>The summative assessments will provide students with the opportunity to illustrate their ability to produce page layouts for a range of print and online media to a professional standard.</p> <p>Assessment will be based on two pieces of coursework. The first piece of coursework will be a portfolio of page designs suitable for the print media worth 50% (L/Os 1 & 2). The second piece of coursework will be a portfolio of page designs suitable for the online media worth 50% (L/Os 1 & 3).</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following three titles.</p> <p>Frost, C. (2003), <u>Designing for Newspapers and Magazines</u>, Routledge. King, S. (2001), <u>Magazine designs that work</u>, Rockport Publishing. Leslie, J. (2003), <u>Magculture: New Magazine Design</u>, Laurence King Publishers. Leslie, J. & Blackwell, L. (2001), <u>Issues: New Magazine Design</u>, Gingko Press. Ward, M. (2002), <u>Journalism Online</u>, Focal Press. Whittaker, J. (2002), <u>Web Production for Writers and Journalists</u>, Routledge. Bruce, B. (2004), <u>Teach Yourself Dreamweaver MX in 24 Hours</u>, Sams.</p> <p>Students will also be expected to be reading a range of local, regional</p>	

	and national newspapers and magazines on a daily basis, both in print and online versions, as well as other providers of online news services.					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (<i>if known</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	Ian Blackhall, University of Sunderland
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify: Portfolio of publications	√	√			50%		

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify: Portfolio of publications	√		√			50%		
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Foundations of Sport Development
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2.	Code: SPOR07005	SCQF Level: 7	Credit Points: 20	ECTS: 10
3.	School:	Engineering and Science		
4.	Module Co-ordinator:	Fiona Averill		

5.	Summary of Module			
	<p>This module introduces students to the subject and study of sport development and provides an overview of organised sports provision in the United Kingdom. This will be explored through reference to definitions and models of sport development, clubs and National Governing Bodies (NGB's) and local and central government policies and practices. Further the module will explore on a basic level who the main role players are (from the public, private and voluntary sectors) and how such players can impact on the levels of participation and performance which differs for different sectors of society. Students will also gain a basic understanding of how personal, social, economic and political factors influence and impact on the process of sport development. This introductory module is the basis for understanding sport development and is further developed in other modules at this and higher levels of the programme.</p> <p>During the course of this module students will be able to develop various skills, such as transferable ones gained by team working (in tutorial tasks which require group work) and communication skills either individually or in a group through verbal presentations to their peer group using a variety of media, such as Powerpoint.</p> <p>Overall students will acquire a basic knowledge and understanding of sport development and its main structures and functions.</p>			
6.	Learning Outcomes:			
	<p>At the end of this module the student will be able to:</p> <p>L1. Define sport development and outline its key concepts, models, principles and practices</p> <p>L2. Review and describe the nature of, and interrelationships between sport development and organised sport in the public, voluntary and private sectors</p> <p>L3. Outline and discuss how personal, social and economic and political factors impact on the sport development process</p>			
7.	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	A broad and integrated knowledge of sport development in general		

	Understanding (K & U)		
	Practice: Applied Knowledge and Understanding	Use some of the basic and routine professional skills and practices associated with the organisation of sport	
	Generic Cognitive Skills	Present and evaluate arguments and ideas which contribute to the understanding of sport development and its structure and function	
	Communication, ICT and Numeracy Skills	Use a range of forms of communication effectively in both familiar and new contexts such as the use of ICT – Powerpoint and word processing and oral presentations	
	Autonomy, Accountability and Working with others	Exercise some initiative and independence in carrying out defined activities particularly by oneself or within a team on tasks whether in individual or group tutorial tasks and assessments.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title:
		Other:	
	Co-requisites:	Module Code: Module Title:	
9.	Learning and Teaching: Formal lectures and informal tutorials involving group and individual tasks which will be the main form of learning and teaching of this module		
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totaling 200 hours):	
	Lectures	24 hours	
	Tutorials	24 hours	
	Preparation for individual and group tutorial tasks	24 hours	
	Preparation for coursework assignments	40 hours	
	Independent study/directed study	86 hours	
	In-class assessments	2 hours	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	This module will be assessed by two assessments: <ul style="list-style-type: none"> • In Class Group Poster Presentation – worth 50% (LO 1 & 2) • Short Answer Examination – worth 50% (LO 2 & 3) 		
11.	Equality and Diversity		
	This module is appropriate for any student. The learning activities include		

	oral and written work, including the assessments, and where required appropriate student support will be put in place.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form the underpinning for the module content and ultimately for the learning outcomes and can be sourced in the university library:</p> <p>Books and Documents: Coakley J & Dunning E (2000) <u>Handbook of Sport Studies</u> London: Sage Publications Eady J (1993) <u>Practical Sports Development</u> Harlow: Longman Henry I (1993) <u>The Politics of Leisure Policy</u> Basingstoke, MacMillan Press Ltd Houlihan B & White A (2002) <u>The Politics of Sports Development</u> Basingstoke: Macmillan Houlihan B (1997) <u>Sport, Policy and Politics</u> London: Routledge Hylton, K, Bramham, P, Jackson D and Nesti M (2001) <u>Sports Development: policy, process and practice</u>. London: Routledge.</p> <p>sportscotland, Sport21 Strategy, Edinburgh, sportscotland. http://www.sportscotland.org.uk/pdffdocuments</p> <p>Journals: Journal of Sport Tourism Journal of Sport Management Leisure Studies Journal</p> <p>Websites: http://www.culture.gov.uk http://scottishexecutive.gov.uk http://www.scotland.gov.uk http://www.sisport.com http://www.sportdevelopment.org http://sportscotland.org.uk http://sportcoachuk.org http://uksport.gov.uk http://youthsporttrust.org</p>					
13.	Attendance Requirements					
	The minimum attendance requirement is 75%.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				✓		
15.	Course Reference Numbers (CRNs) (if known)					

	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport
20.	Moderator	Hayley McEwan
21.	External Examiner	Jon Cryer , University of Gloucestershire
22.	Accreditation Details	N/A
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination				N/A	N/A		
	Written Assignment				N/A	N/A		
	Presentation Assignment	✓	✓		N/A	N/A	50%	
	Class Test				N/A	N/A		
	Oral Examination/Viva				N/A	N/A		
	Practical Examination				N/A	N/A		
	Placement / WBL Elements				N/A	N/A		
	Laboratory Reports				N/A	N/A		
Other, Please specify:				N/A	N/A			
Combined Total for All Assessment Categories							100%	

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination		✓	✓	N/A	N/A	50%	
	Written Assignment				N/A	N/A		
	Presentation Assignment				N/A	N/A		
	Class Test				N/A	N/A		
	Oral Examination/Viva				N/A	N/A		
	Practical Examination				N/A	N/A		
	Placement / WBL Elements				N/A	N/A		
	Laboratory Reports				N/A	N/A		
Other, Please specify:				N/A	N/A			
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Issues in Sport <i>(NB. 30 Character Limitation must be adhered to)</i>
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2.	Code: SPOR07006	SCQF Level: 7 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Engineering and Science		
4.	Module Co-ordinator:	Angela Beggan <i>(N.B. The person identified might <u>not</u> necessarily teach the module)</i>		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)		
	<p>The aim of this module is to introduce students to a range of current issues in sport and use key transferable and intellectual skills to research and understand at least one of the issues in greater depth, while also allowing students to be more informed about the potential degree path they wish to choose. Key themes could include, but are not limited to: sport and its relationship to health, fitness, crime, community, disability, gender, religion, ethnicity, participation, performance, ergogenic aids, the role of sport and the media and tourism.</p> <p>The teaching and learning strategy for this module focuses on student-centred learning. Students will be responsible for gathering information, formulating ideas, and expressing them in support of an informed opinion. Students will learn skills that will aid their development as evidence-based practitioners.</p>		
6.	Learning Outcomes: (maximum of 5 statements)		
	<p>At the end of this module the student will be able to:</p> <p>L1. Outline and discuss the scope of a variety of current issues in sport.</p> <p>L2.Link knowledge with related subjects to formulate a coherent argument with reference to a chosen current issue.</p> <p>L3. Evaluate, in a routine manner, the context of the selected issue and propose solutions to problems.</p> <p><i>(N.B. The above learning outcomes should relate to SCQF Level Descriptors referred to within Section 7.)</i></p>		
7.	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 & U)	Demonstration of a broad, general knowledge of the subjects covered showing awareness of the evolving nature of understanding regarding emerging and controversial issues.	
	Practice: Applied Knowledge and Understanding	Association of the knowledge gained with some routine application in a would-be professional setting.	
	Generic Cognitive Skills	Evaluation of arguments using a range of approaches to define routine problems and issues.	
	Communication, ICT and Numeracy Skills	Display of a wide range of routine and some advanced skills in conveying complex ideas in a well-structured, coherent form including interpretation and graphical presentation of data.	
	Autonomy, Accountability and Working with others	Exercise of initiative and independence in carrying out defined tasks as well as acceptance of managerial responsibility for the work of others in a supervised structure.	
	<i>(N.B. *Refer to www.scaf.org.uk website for further details relating to the SCQF Level Descriptors)</i>		
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title:
		Other:	
	Co-requisites:	Module Code:	Module Title: None
9.	<p>Learning and Teaching: A series of keynote lectures and tutorials will introduce issues to students. These will be led by staff from a variety of sub disciplines (i.e. psychology, physiology, sociology, management). Each student will be exposed to a minimum of 6 current issues in sport and will then be asked to pick one that they would like to investigate further. All of the issues presented will be directly relevant to either Development, Coaching or Sports Journalism students. Once students have chosen their topic, they will be tutored by the member of staff who presented that topic through small group tutorial work making use of formative tasks.</p>		
	Learning Activities/Categories: 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)	
	Lectures	12	
	Tutorials	36	
	Directed and Independent study	104	
	Coursework assessment	48	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	This module is assessed 100% by coursework. The coursework elements		

	include: a current events folio and accompanying report covering the first six weeks of the module – worth 40% of available marks (LO 1); and a written assignment dedicated to arguing for and/or against one current issue of choice – worth 60% of available marks (Los 2 & 3).					
11.	Equality and Diversity					
	This module is appropriate for any student. The learning activities include oral and written work, including the assessments, and where required appropriate student support will be put in place.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cashmore, Ellis (2000) <u>Making Sense of Sport</u> 3rd ed., Routledge, London. Davis, R., Bull R., Roscoe, J. and Roscoe, D. (2000) <u>Physical Education and the Study of Sport</u>, 4th ed., Mosby</p> <p>Riddoch, C. & McKenna, J. (Eds) (2003) <u>Perspectives on Health and Exercise</u>, Palgrave MacMillan: Hampshire.</p> <p>www.sportscotland.org.uk www.uk sport.gov.uk</p> <p>Sport Discus database, via Athens</p>					
13.	Attendance Requirements					
	Students will be required to attend a minimum of 75% of available lectures, tutorials, and practicals. Failure to do so constitutes failure of the module requiring the student to re-sit the assessments.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				✓		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					

	<i>(Provided viable student numbers permit).</i>					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport
20.	Moderator	Laura Graham
21.	External Examiner	Andy Borrie - Loughborough University
22.	Accreditation Details	n/a
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment		✓	✓			60%	12
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Folio and Report	✓					40%		

Combined Total for All Assessment Categories			100%	
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UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Writing for Sports Journalists 2
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Elizabeth McLaughlin</i>		

5.	<p>Summary of Module:</p> <p>This module develops the students' knowledge and understanding of structuring copy, as well as providing a platform for gaining proficiency in producing diary and off-diary stories for tabloid and quality publications, both in print and online. Students also develop their professional skills in using Teeline shorthand to record and transcribe passages dictated at speeds of 80 words per minute (wpm).</p> <p>Students are introduced to the practices and procedures for covering diary events such as press conferences, as well as the core skills of covering courts and local government that are key to news journalists and can provide important background knowledge for the sports writer. The ability to cover diary events through the 'cycle' of both sport and news is also covered.</p> <p>It is a Level 8 module taught in Semester 1 of Year 2. Teaching involves a series of theory-based lectures and practical laboratory-based workshops, supported by tutorials. An additional 6 hours of PDP are provided during the course of this module and are used for aiding the students in achieving 80wpm shorthand.</p> <p>Formative assessment is important in terms of the student's learning experience on this module as achieving speeds of 80wpm requires a level of commitment and discipline. These formative assessments involve regular speed tests in order to gauge the student's ability and help to facilitate their progress in this module. Writing is also assessed in a formative manner in order to expose students to the importance of real-world conditions, such as writing to deadline.</p> <p>Assessment includes a coursework-based portfolio of a range of styles of news and sport writing, suitable for web and print editions, supported by a commentary, as well as a practical examination of Shorthand set at 80wpm involving the dictation of two passages of two minutes each, with an interval of 30 seconds and a transcription time of 35 minutes.</p>
6.	Learning Outcomes:

<p>At the end of this module the student will be able to:</p> <p>L1. Demonstrate a range of approaches to gathering material suitable for covering diary events that occur within the 'cycle' of news and of sport.</p> <p>L2. Demonstrate an advanced level of proficiency in writing accurate and legally sound copy suitable for publication in print and online that conforms to industry standards in terms of structure, house style and conforms to deadline.</p> <p>L3. Generate material for a range of copy suitable for publication in national quality and tabloid publications.</p> <p>L4. Demonstrate an effective use of shorthand at 80wpm to accurately record the spoken word suitable for the purposes of producing copy.</p> <p>L5. Produce an accurate, verbatim transcript of shorthand notes, using a word processor within given time constraints.</p>	
7.	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 & U)	<p>SCQF 8</p> <p>Understanding the procedures involved in covering diary events for both sports and news.</p> <p>Demonstrating a broad knowledge of the news values of tabloid and quality newspapers.</p> <p>Demonstrating a broad knowledge and understanding of Teeline theory through the accurate selection of a range of special outlines, words and word groupings.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 8</p> <p>Using a range of techniques of gathering information in order to produce accurate and legally sound diary copy.</p> <p>Applying knowledge of a range of writing styles appropriate for different publications.</p> <p>Using Teeline shorthand competently to write down passages dictated at 80wpm and transcribing them into word-processed longhand.</p>
Generic Cognitive Skills	<p>SCQF 8</p> <p>Evaluating the appropriateness of material for different styles of treatment.</p> <p>Evaluating shorthand notes and transcriptions in order to identify any errors.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 8</p> <p>Using a range of styles of newsgathering techniques at an advanced level.</p> <p>Using information technology to convey complex material to a range of audiences and for a range of purposes.</p>
Autonomy, Accountability and Working with others	<p>SCQF 8</p> <p>Exercising autonomy and initiative to gather and write copy in a professional manner.</p> <p>Taking the initiative for planning newsgathering processes in keeping with reasonable deadlines.</p> <p>Exercising autonomy and initiative in using Teeline shorthand to a</p>

		professional level of 80wpm. Working in keeping with current professional practice of using 80wpm Teeline shorthand, under guidance.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: n/a
		Other:	
	Co-requisites:	Module Code: Module Title: n/a	
9.	<p>Learning and Teaching: Teaching for this module involves a combination of lectures, practical laboratory-based workshops and tutorials. Lectures cover theoretical issues in news and sports reporting at an advanced level, while laboratory-based workshops allow students to experiment and develop their own skills at implementing the styles of writing covered in lectures, as well as develop their skills in achieving Teeline shorthand at 80wpm. These will be supported by tutorials that will be used for individual and group exercises, as well as for providing feedback. The module has a Blackboard site containing online materials in order to support study.</p>		
	<p>Learning Activities/Categories:</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>	
	Lectures	12	
	Laboratory-based workshops (including 6 hours PDP)	36	
	Tutorials	6	
	Distance Learning	40	
	Preparation for coursework assessments	32	
	Independent study	80	
		206 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	<p>Assessment involves the production of a portfolio of a range of news and sports writing (including writing for online and print editions) totalling 3,000 words in length, supported by a 500-word commentary, worth 70% of the final mark; and a practical examination consisting of the dictation of two passages of two minutes each with an interval of 30 seconds between them. Students are allowed a transcription time of 35 minutes, with 97.5% accuracy – the error margin being 2.5% (8 or fewer errors), worth 30% of the final mark.</p>		
11.	Equality and Diversity		
	This module is appropriate for any student. Appropriate support can be provided where required.		
12.	**Indicative Resources: (eg. Core text, journals, internet access)		

	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Andrews, P. (2005) <u>Sports Journalism: A Practical Guide</u>, London: Sage Publications. Bloy, D. (2006), <u>Media Law</u>, London: Sage Publications. Boyle, R. (2006) <u>Sports Journalism: Context and Issues</u>, London: Sage Publications. Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), <u>An Introduction to Journalism</u>, London: Sage Publications. Harrison, J. (2006), <u>News</u>, Abingdon: Routledge. Keeble, R. (Ed), (2006), <u>Print Journalism: A critical introduction</u>, Abingdon: Routledge. Keeble, R. (1998), <u>The Newspapers Handbook</u>, 3rd Ed, Abingdon: Routledge. Randall, D. (2000), <u>The Universal Journalist</u>, 2nd Ed, London: Pluto Press. McKane, A. (2006), <u>Newswriting</u>, London: Sage Publications. Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, London: Sage Publications. Phillips, A. (2007), <u>Good Writing for Journalists</u>, London: Sage Publications. Sissons, H. (2006), <u>Practical Journalism: How to Write News</u>, London: Sage Publications.</p> <p>Journalism Practice Journalism Studies British Journalism Review Press Gazette</p> <p>A range of national tabloid and quality newspapers, both in print and online.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
Session 2010/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

Onwards						
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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	✓	✓	✓			70%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Oral Examination/Viva							
	Practical Examination				✓	✓	30%	
	Placement / WBL Elements							
	Laboratory Reports							
	Combined Total for All Assessment Categories							100%

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Law and Media Regulation
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2.	Code: MEDI08018	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module:
	<p>This module will develop the students' knowledge of the main areas of the law affecting journalists and build on their understanding of the ethos of the various regulatory bodies.</p> <p>It will provide a practical working knowledge of the application of these areas of law and regulation from a journalistic perspective.</p> <p>The issues examined will include the roles and functions of relevant regulatory bodies including the Press Complaints Commission, Ofcom and the National Union of Journalists. The principles of contempt of court, defamation, malicious falsehood and the responsibilities of the court reporter in both civil and criminal cases will also be examined. Students will also look at the issues of imposing law and regulation in an online news environment.</p> <p>Assessment will be based around progressive insights into news journalism case studies and the impact of law and media regulation on their output. Students will critically evaluate a range of case studies in the context of the latest media regulation developments.</p> <p>This module is a Level 8 module offered in Semester 1 of Year 2</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars. Additional contact hours will be allocated to PDP and will concentrate on developing students' employability skills and in this module will focus on the continued development of research skills, including issues such as research ethics, basic statistical analysis and writing research proposals, as well as essay writing skills.</p> <p>Students will submit an essay and sit an exam to successfully complete the module.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Describe and analyse the roles and functions of regulatory bodies relevant to journalism.</p> <p>L2 Discuss and review journalistic codes of conduct.</p> <p>L3. Discuss the principles of the law of contempt and defamation to specific circumstances.</p>

	L.4. Explain and analyse restrictions placed on the reporter in criminal and civil court cases.	
7.	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 & U)	LEVEL 8 Evaluating the effectiveness of regulatory bodies. Understanding the main aspects of the law as it affects journalists.
	Practice: Applied Knowledge and Understanding	LEVEL 8 Applying legal principles to a range of news contexts. Understanding the impact of regulation on news gathering and writing Using research skills to enhance knowledge.
	Generic Cognitive Skills	LEVEL 8 Evaluating arguments relevant to the relationship between journalists, the law, and regulatory bodies.
	Communication, ICT and Numeracy Skills	LEVEL 8 Communicating effectively in writing. Interpreting, using and evaluating numerical data to achieve research goals.
	Autonomy, Accountability and Working with others	LEVEL 8 Exercise some initiative and independence in developing arguments related to press and media regulation.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: N/A	Module Title: N/A
	Other:	
	Co-requisites:	Module Code: N/A
		Module Title: N/A
9.	Learning and Teaching:	
	The teaching methods will be centred around tutor-led lectures and tutorials with students actively participating as the semester progresses via the use of seminars. This will allow students to actively participate in examinations of the law as it applies to journalists and approaches to developing their own legal insights from a journalistic perspective.	
	Learning Activities/Categories: 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):
	Lectures	36
	Seminars	12

	Preparation for coursework	60
	PDP activities	6
	Examination	2
	Self-directed study	90
		206 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Both formative and summative assessment methods will be used for this module. Formative assessments will examine the role of the various regulatory bodies and aspects of the law affecting journalists. Summative assessments will provide opportunities for students to illustrate their ability to handle the legal issues within copy.</p> <p>There will be two assessed pieces of work. An essay (c. 1,500 words) will form 50% of overall total and will assess LOs 2 & 3 and a two-hour examination which will assess LOs 1 & 4.</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles.</p> <p>Bonnington, A. et alii, (2000), <u>Scots Law for Journalists</u>, 7th ed, W Green & Son (<i>students are strongly recommended to purchase this title</i>)</p> <p>Crone, T, et alii (2002) <u>Law and the Media</u>, Focal Press</p> <p>Marshall, E.A. (1999) <u>General Principles of Scots Law</u>, 7th Ed, W Green & Son.</p> <p>Robertson, G. and Nicol, A. (2008), <u>Media Law</u>, 5th Ed, Penguin.</p> <p>Tapsall, S. (1998) <u>Journalism Theory in Practice</u>, Oxford University Press.</p> <p>Welsh, T. and Greenwood, W. (2003) <u>McNae's Essential Law for Journalists</u>, 17th Ed, Butterworths.</p>	
13.	Attendance Requirements	
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.	
14	Campus(s) for Module Delivery	
	The module will normally be offered on the following campuses / or by	

Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>						
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15. Course Reference Numbers (CRNs) <i>(if known)</i>						
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter				1867		
16. Semester(s)/Trimester(s) for Module Delivery						
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Ewan Crawford
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment		✓	✓			50%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination	✓			✓		50%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

MODULE DESCRIPTOR

1.	Title of Module: Introduction to Sports Broadcasting
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Ronnie Bergman</i>		

5.	Summary of Module:
	<p>The module will provide the students with the necessary skills required to construct, edit and deliver sports reports for the broadcast medium.</p> <p>Students will be given instruction in writing, interviewing, commentary as well as presenting and summarising sports events for broadcast using both studio based and portable equipment. The student will be required to attend at least one sporting event to compile and submit a variety of material suitable for broadcast. They will also be given the opportunity to practice reporting and summarising techniques using video and audio archive material.</p>

6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1 Identify, evaluate and utilise a range of sources appropriate for the generation of sports bulletin.</p> <p>L2 Write and broadcast sports bulletin content: including voice-pieces, copy and interview material, to an accurate and competent standard in a style appropriate to sports broadcasting.</p> <p>L3 Demonstrate advanced proficiency in broadcast interviewing techniques to generate clips appropriate for sports reporting.</p> <p>L4 Explain and analyse the process involved in producing material for broadcast.</p>

7.	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 & U)	SCQF 8 Understanding the procedures involved in covering sports' events. Demonstrating a broad knowledge of the broadcast medium Understanding of the variety of elements in sports broadcasting	
	Practice: Applied Knowledge and Understanding	SCQF 8 Using a range of techniques of gathering information in order to produce suitable material for broadcast. Applying knowledge of a range of presenting styles for the differing elements in sports' reporting to given timeframe.	
	Generic Cognitive Skills	SCQF 8 Evaluating the appropriateness of material and presentation styles to broadcaster. Evaluating and analysing the range of material available	
	Communication, ICT and Numeracy Skills	SCQF 8 Using a range of styles of sports gathering techniques. Using a variety of equipment to record, edit and present material to a range of audiences.	
	Autonomy, Accountability and Working with others	SCQF 8 Exercising autonomy and initiative to gather suitable material in a professional manner. Taking the initiative for organising interviews and presenting edited material to a given deadline	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: n/a
		Other:	
	Co-requisites:	Module Code:	Module Title: n/a
9.	<p>Learning and Teaching: Teaching for this module involves a combination of lectures, practical demonstrations, exercises and workshops including specialist guest lecturers. A mix of lectures using video and audio material alongside practical workshops will be the core of the module. Students will be required to produce material outside the normal hours of the course as a necessary element.</p> <p>The module has a Blackboard site containing online materials in order to support study.</p>		
	Learning Activities/Categories: 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):	
	Lectures	12	
	Studio-based workshops	26	
	Tutorials	10	
	Distance Learning	30	
	Preparation for coursework assessments	42	
	Independent study	80	

	200 Hours Total					
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>Assessment involves the production of a portfolio of a range of written and recorded reports suitable for inclusion in a sports bulletin as well as brief report on process. The portfolio, worth 80% of the module, will include written copy; copy and recorded 'voicer'; copy with edited audio clips from self-generated interview; copy with selection of audio clips in 'wrap' form; full unedited interview [LO1, 2 & 3].</p> <p>A short analytical report, worth 20%, on the method and structure of choosing, writing, interviewing and delivering material for inclusion in portfolio [LO4].</p>					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>Andrews, P. (2005), Sports Journalism, Sage Hudson, G. and Rowlands, S. (2007), The Broadcast Journalism Handbook, Harlow, Pearson Boyd, A. (2008), Broadcast Journalism, (6th edition), Oxford, Focal Press Trewin, J. (2003), Presenting on TV and Radio: an insider's guide, Oxford, Focal Press.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	X	Trimester 2		Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Ewan Crawford
21.	External Examiner	
22.	Accreditation Details	
23.	Changes / Version Number	

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment				✓		20%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify: portfolio of broadcast material.	✓	✓	✓			80%	
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Experiencing Sport Events
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Engineering & Science		
4.	Module Co-ordinator:	Scott Barclay		

5.	Summary of Module:
	<p>The Experiencing Sport Events module will explain, explore and discuss the keys factors and theories which encompass the subject of sport events. The module will also examine the evolution and organisation of sport events and students will then be able to demonstrate an understanding of reporting sport events.</p> <p>Students will be required to demonstrate a fundamental knowledge regarding event structure, event management and the dissemination of media from a sport event and will be required to examine topics such as: mega-events; national, regional and local events and the associated impacts, both positive and negative, that events have on society, policy, funding, the economy and the environment.</p> <p>Teaching methods will be focused around tutor-led lectures and tutorials plus students will be expected to read and discuss journal articles, books and other forms of media which report such sporting events.</p> <p>The 100% coursework will be in the form of two pieces of assessment. A written piece of coursework will cover the first two Learning Outcomes and the second will be a presentation which will cover Learning Outcomes 3 and 4.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Discuss the definitions and factors influencing sport events. L2. Examine the principles of event organisation and management. L3. Examine the planning, monitoring and evaluation required to organise an event. L4. Evaluate a range of media resources relevant to the reporting, publicising and communication of a sport event.</p>
7.	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 & U)	SCQF 8 Understanding the characteristics of a sport event. Illustrating an understanding of different types of events.	
	Practice: Applied Knowledge and Understanding	SCQF 8 Initiating, developing and writing publications to an appropriate professional standard for a range of audiences.	
	Generic Cognitive Skills	SCQF 8 Evaluating and drawing upon a range of information resources appropriate to journalism, sports and events writing.	
	Communication, ICT and Numeracy Skills	SCQF 8 Communicating effectively in writing features to an appropriate professional standard.	
	Autonomy, Accountability and Working with others	SCQF 8 Taking responsibility for the completion of own projects within specified deadlines. Exercise initiative and autonomy when developing features materials to professional standards.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: N/A
		Other:	
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching: Teaching methods will be centred on tutor-led lectures and tutorials. Students will actively participate in tutorials which will lead to developing their own practical writing and research skills.		
	Learning Activities/Categories: 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):	
	Lectures	24	
	Tutorials	12	
	Preparation for coursework	68	
	Independent study	96	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	The 100% coursework assessment is divided into two – one will take the form of a written piece of work of 1500 words (worth 40%) covering LOs 1 and 2. The		

	second piece will be a presentation (worth 60%), the type to be agreed with the module leader which will cover LOs 3 and 4.					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Andrews, P (2005), <u>Sports Journalism: A Practical Introduction</u>, Sage Publications Ltd</p> <p>Bowdin, G.A.J., McDonnell, I., Allen, J. & O'Toole, W. (2001) <u>Events management</u>. Oxford, Butterworth-Heinemann.</p> <p>Boyle, R. (2006), <u>Sports Journalism: Context and Issues</u>, Sage Publications.</p> <p>Higham J. (2004) <u>Sports Tourism Destinations: Issues and Analysis</u>, Oxford : Elsevier</p> <p>Hinch T & Higham J (2004) <u>Sport Tourism Development</u>, Oxford: Butterworth-Heinemann/Elsevier</p> <p>Davies, C (2008), <u>Behind the Back Page: The Adventures of a Sports Writer</u>, Know the Score Books</p> <p>Maguire J (1999) <u>Global Sport: identities, societies, civilizations</u>, Cambridge : Polity</p> <p>Steen, R (2007), <u>Sports Journalism: A Multimedia Primer</u>, Routledge</p> <p>Standeven J & De Knop P (1999) <u>Sport Tourism</u>, Champaign, Illinois: Human Kinetics</p> <p>Wilstein, S (2001), <u>Associated Press Sports Writing Handbook</u>, Associated Press Handbooks, McGraw-Hill Professional</p> <p>Students will also be strongly encouraged to read features, including specialist sports features in newspapers, magazines and online.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					

	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Sport
20.	Moderator	Fiona Averill
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓	✓			40%	
	Presentation Assignment			✓	✓	60%	
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify: Portfolio							
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sports Feature Writing
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2.	Code:	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:
	<p>Sports Feature Writing will look at the role of sports features in newspapers and magazines and will develop students' feature writing skills providing them with the confidence and ability to write longer, more analytical pieces. It will enable the students to develop generic feature writing skills that can be applied in a specialist way for the sports' market.</p> <p>It will focus on the structure of features, intros and endings, a range of writing techniques, interviewing and integration of quotes into copy. Students will learn how to write profiles, colour pieces and analytical features, all targeted towards the sports pages.</p> <p>Students will also learn how to propose, research and write features material.</p> <p>This is a level 8 module and will be offered in Year 2 of the programme and will build on existing newsgathering, interviewing and news writing skills. The skills gained in the module will also support students in other practical and production modules as they progress through the programme and in their future careers. Teaching methods will be tutor-led lectures and practical writing workshops. As well as instruction in writing features, students will also have the opportunity to review different feature styles and develop appropriate research and interview skills.</p> <p>There will be individual project work and supervised independent learning aimed at developing appropriate skills and knowledge. Assessment will primarily be portfolio-based with students producing a range of features, as well as supporting materials such as features proposals.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Write features proposals that are appropriate for inclusion in sports pages newspapers, magazines and online publications.</p> <p>L2. Write sports features for newspapers and magazines that are relevant to specific audiences and conform to industry standards in terms of writing style.</p>

	<p>L3. Gather information from a range of sources and devise appropriate research strategies.</p> <p>L4. Devise questions for interview purposes, identify appropriate contacts and arrange and conduct interviews and provide accurate reports of these.</p>					
7.	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 & U)	<p>SCQF 8</p> <p>Understanding the characteristics of feature writing for newspapers, magazines and online publications.</p> <p>Illustrating an understanding of different media audiences.</p>				
	Practice: Applied Knowledge and Understanding	<p>SCQF 8</p> <p>Initiating, developing and writing features materials to an appropriate professional standard for a range of audiences.</p>				
	Generic Cognitive Skills	<p>SCQF 8</p> <p>Evaluating and drawing upon a range of information resources appropriate to journalism, sports and feature writing.</p>				
	Communication, ICT and Numeracy Skills	<p>SCQF 8</p> <p>Communicating effectively in writing features to an appropriate professional standard.</p>				
	Autonomy, Accountability and Working with others	<p>SCQF 8</p> <p>Taking responsibility for the completion of own projects within specified deadlines.</p> <p>Exercise initiative and autonomy when developing features materials to professional standards.</p>				
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title: N/A	Other:	
Module Code:	Module Title: N/A					
Other:						
	Co-requisites:	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title: N/A</td> </tr> </table>	Module Code:	Module Title: N/A		
Module Code:	Module Title: N/A					
9.	Learning and Teaching:					
	Teaching methods will be centred around tutor-led lectures and workshops that will allow students to actively participate in examinations of feature writing styles and approaches and in developing their own practical writing skills					
	Learning Activities/Categories: 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):				
	Lectures	16				
	Practical workshops	36				
	Tutorials	8				

	Preparation for coursework	60
	Independent study	80
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will examine different features styles and provide opportunities for students to illustrate their ability to appropriately write and structure features and undertake interviews and other relevant research.</p> <p>The summative assessments will provide students with the opportunity to illustrate their feature writing ability and their understanding of the demands of this style of writing.</p> <p>Assessment 1 (L/O 1) will be a proposal document (c. 800 words) submitted that will illustrate students' understanding of the meeting the requirements of a specialist audience and writing styles required of a sports reporter, as well as general features writer. It will be worth 30% of the total mark. Assessment 2 (LOs 2, 3 & 4) will be a features portfolio of around 3,000 words, worth 70% of the total marks for the module. It will allow students to illustrate their feature writing skills and professional approach to researching and writing in this specialist format.</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Pape, S and Featherstone, S (2006) <u>Feature Writing: A Practical Introduction</u>, Sage Publications.</p> <p>Hennessy, B (2005), <u>Writing Feature Articles</u>, Focal Press, 4th edition.</p> <p>Davies, C (2008), <u>Behind the Back Page: The Adventures of a Sports Writer</u> Know the Score Books</p> <p>Andrews, P (2005), <u>Sports Journalism: A Practical Introduction</u>, Sage Publications Ltd</p> <p>Steen, R (2007), <u>Sports Journalism: A Multimedia Primer</u> Routledge</p> <p>Wilstein, S (2001), <u>Associated Press Sports Writing Handbook</u> Associated Press Handbooks, McGraw-Hill Professional</p> <p>Students will also be strongly encouraged to read features, including specialist sports features in newspapers, magazines and online.</p>	
13.	Attendance Requirements	
	It is expected that for most modules the minimum attendance requirement will be	

	75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓				30%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify: Portfolio		✓	✓	✓	70%		
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sport & Communities <i>(NB. 30 Character Limitation must be adhered to)</i>
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2.	Code: SPOR08007	SCQF Level: 8 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: <small>(European Credit Transfer Scheme)</small>
3.	School:	Engineering & Science		
4.	Module Co-ordinator:	Laura Graham <i>(N.B. The person identified might <u>not</u> necessarily teach the module)</i>		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)
	<p>In this module students will be introduced to basic sociological theory in order to facilitate a greater understanding of the scope and roles of sport in society. The syllabus will include;</p> <ul style="list-style-type: none"> - an introduction to basic sociology, ideology, and the nature of communities - the relevance of functionalism, conflict theory, and feminism to modern sport - an introduction to social stratification and inequalities - an introduction to the process of policy making and its implications for sport practice - the role of sport in urban and economic regeneration, and in the social inclusion agenda - an introduction to contemporary issues in sport sociology (race/ethnicity in sport, an investigation of football hooliganism, the role of sport in crime prevention) <p>One of the primary functions of the module is to encourage students to think critically about the world around them, to look beyond physical traits and performance to view sports as social constructions, and to appreciate the role of sport in reflecting, reproducing, and potentially changing socio-cultural themes.</p> <p>Lectures will be formulated to encourage interaction and discussion whilst still presenting the framework of essential theory. Tutorials will employ both group and individual work, informal presentations and simulated practical situations in order to ensure students are able to apply their learning to a professional context.</p> <p>The assessment will be through coursework alone and will involve an essay and a presentation. The essay component will assess students'</p>

	understanding of theory and the presentation will focus more on practical application.	
6.	Learning Outcomes: (maximum of 5 statements)	
	<p>At the end of this module the student will be able to:</p> <p>L1. Review and discuss elements of basic sociology with particular reference to three main theories; functionalism, conflict, and feminism, and identify interactions with sport.</p> <p>L2. Review, consider and outline the concept of community and the potential roles of sport in the social inclusion agenda and community regeneration.</p> <p>L3. Apply knowledge, skills and understanding to the discussion and evaluation of contemporary issues in the sphere of sport and society.</p>	
7.	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 & U)	A broad and integrated knowledge of social aspects of sport and structures of communities Understanding of a limited range of core sociological theories, principles and concepts
	Practice: Applied Knowledge and Understanding	Review and discuss key societal/communal problems and issues in relation to the potential influence of sport
	Generic Cognitive Skills	Synthesising solutions/ responses to societal/communal problems or issues using a range of approaches and/or critically evaluate existing solutions/programmes which utilise sport
	Communication, ICT and Numeracy Skills	Communicating complex information in both written and oral form
	Autonomy, Accountability and Working with others	Exercising autonomy in the planning and delivery of appropriate written work whilst also taking account of own and others' roles, responsibilities and contributions in group work exercises.
	<i>(N.B. *Refer to www.scqf.org.uk website for further details relating to the SCQF Level Descriptors)</i>	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title:
	Other:	
	Co-requisites:	Module Code: Module Title:
9.	Learning and Teaching:	
	<p>Learning and teaching in this module will predominately comprise formal lectures and informal tutorials. Lectures will be formulated to encourage interaction and discussion whilst still presenting the framework of essential theory. Tutorials will employ both group and individual work, informal presentations and simulated practical situations in order to ensure students are able to apply their learning to a professional context.</p>	

	<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
	Lectures	24 hours
	Tutorials	24 hours
	Independent/directed study including preparation for tutorial tasks	104 hours
	Preparation for assessments	48 hours
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>The assessment for this module will be through coursework alone and will comprise:</p> <ul style="list-style-type: none"> - An essay of 3,000 words, worth 70% (LOs 1, 2 & 3) - A presentation of 10-15 minutes, worth 30% (LO 2 & 3) <p>The essay component will assess students' understanding of theory and the presentation will focus more on practical application.</p>	
11.	Equality and Diversity	
	<p>This module is appropriate for any student. The learning activities include oral and written work, including the assessments, and where required appropriate student support will be put in place.</p>	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials provide recommended theoretical underpinning for the module content and ultimately for the learning outcomes:</p> <p><u>Core Texts</u></p> <p>Cashmore, E. (2005) <u>Making Sense of Sport</u> London: Routledge Coakley, J. (2007) <u>Sports in Society: Issues and Controversies</u> International Edition London: McGraw-Hill Coakley, J., Donnelly, P. (1999) <u>Inside Sport</u> London: Routledge Giddens, A. (2006) <u>Sociology</u> 5th Edition Polity Press Houlihan, B.[ed] (2007) <u>Sports & Society: A Student Introduction</u> 2nd Edition London: Sage Sweeney, T., Lewis, J., Ethertington, N. (2003) <u>Sociology and Scotland</u></p>	

	Paisley: Unity Publications Woods, R.B. (2007) <u>Social Issues in Sport</u> Leeds: Human Kinetics <u>Journals</u> International Review for the Sociology of Sport Journal of Sport and Social Issues Sociology of Sport Journal <i>(**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)</i>					
13.	Attendance Requirements					
	The minimum attendance requirement is 75%.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport
20.	Moderator	Fiona Averill
21.	External Examiner	John Cryer.- University of Gloucestershire
22.	Accreditation Details	N/A
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	✓	✓	✓			70%	
	Presentation Assignment		✓	✓			30%	
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Practical Examination							
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Exploring Sport Performance
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2.	Code:	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Engineering and Science		
4.	Module Co-ordinator:	Mark McKenna		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)
	<p>It is important that sport journalists have underpinning knowledge and understanding of current issues and key criteria in sport performance so they can investigate, interview and report on the subject with confidence and authority. Therefore this module will introduce the students to a broad range of topics relevant to this area with the focus being on developing a wide foundation of knowledge rather than in-depth understanding.</p> <p>The module will provide students with an introduction to methods, technologies, and people that are used in athlete preparation and performance. Specific issues may include, but not exclusively: physical and psychological preparation, game play and video analysis, coaching science, drugs and ergogenic aids, and sports equipment. The teaching and learning approach will involve a mixture of individual and group work in classroom, laboratory, practical, and VLE settings to give the students a variety of experiences. Finally the assessment procedures will involve production of academic posters and report after thorough investigation of the sport performance topics covered.</p>
6.	Learning Outcomes: (maximum of 5 statements)
	<p>L1. Briefly explain the wide range of methods, technologies, and people behind athlete preparation and performance.</p> <p>L2. Investigate and analyse further information on specific sport performance issues.</p> <p>L3. Appropriately present the key issues surround sport performance issues to a lay audience.</p>

	L4. Discuss the factors affecting a specific sport performance issue.	
7.	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 & U)	A broad knowledge of sport performance issues, and an understanding of their defining features. More detailed knowledge and understanding in one specific sport performance issue.
	Practice: Applied Knowledge and Understanding	Utilise the journalistic skills developed in other modules to carry out routine lines of enquiry in sport performance
	Generic Cognitive Skills	Undertake analysis and evaluation sport performance information as part of the process of investigation. Critically evaluate and self-evaluate your own work and the work of others.
	Communication, ICT and Numeracy Skills	Develop oral skills to convey sport performance issues to a lay audience. Use a range of standard applications to process information, e.g. using Powerpoint to develop poster presentation skills. Evaluate numerical and graphical information generated from biomechanical analyses.
	Autonomy, Accountability and Working with others	Exercise autonomy and initiative in sourcing relevant information and completing coursework to the desired standard and on time. Take the lead and support other in tutorial tasks, and manage the use of recording equipment. Take account of your own work and others as you work towards completion of your group assignment.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: Other:	Module Title: n/a
	Co-requisites:	Module Code: Module Title: n/a
9.	Learning and Teaching:	
	The teaching and learning approach will involve a mixture of individual and group work in classroom, laboratory, practical, and VLE settings to give the students a variety of experiences. Finally the assessment procedures will involve production of academic posters and report after thorough investigation of the sport performance topics covered.	
	Learning Activities/Categories:	Student

	During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Learning Hours (Normally totaling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
	Lectures	12
	Tutorials	12
	Practicals (laboratory and sports barn)	12
	Assignment completion	64
	Independent study	100
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>In groups students will produce a range of academic posters on the sport performance issues covered in the modules and then individually present one of their groups posters in a poster presentation (50%) (L/O1, 2 & 3)</p> <p>Finally each student will write a detailed report discussing the key factors surrounding a specific sport performance issue. This report, which can take the form of an essay or piece of journalism, will be c.2,500 words in length (50%). (L/O 2 & 4)</p>	
11.	Equality and Diversity	
	<p>This module is appropriate for any student. The learning activities include oral and written work, including the assessments and, where required, appropriate student support will be put in place. In order for the student to complete this module an element of practical work will be required to be undertaken. Students with a physical disability can be accommodated with the assistance of a helper.</p>	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>Cross, N., Lyle, J., (1999). <u>The Coaching Process</u>. Oxford, Butterworth Heinemann.</p> <p>Gimshaw, P. (2006). Sport and Exercise Biomechanics. Taylor & Francis: Oxford.</p> <p>Honeybourne, J. (2006) <u>Acquiring Skill in Sport An Introduction</u>. New York. Routledge.</p> <p>Weinberg & Gould (2006) <u>Foundations of Sport and Exercise Psychology, 4th ed.</u> Illinois, Human Kinetics.</p> <p>Wilmore & Costill (1999) <u>Physiology of Sport & Exercise, 3rd ed.</u> Illinois, Human Kinetics.</p> <p>Coaching Edge Magazine</p>	
13.	Attendance Requirements	

	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				✓		
15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
	Enter					
16.	Trimester(s) for Module Delivery					
	Please indicate the trimesters when the module will normally be delivered: <i>(Provided viable student numbers permit).</i>					
	10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Sport
20.	Moderator	Duncan Buchan
21.	External Examiner	Andy Borrie – Loughborough University
22.	Accreditation Details	N/A.
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment		✓		✓		60%	
	Presentation Assignment (Poster)	✓	✓	✓			40%	
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify: Academic poster								

Combined Total for All Assessment Categories	100%	
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MODULE DESCRIPTOR

1.	Title of Module: Newsroom Practice
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2.	Code: MEDI09036	SCQF Level: 9 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Amanda Geary</i>		

5.	Summary of Module:
	<p>This module provides students with ‘real-world’ experience of working in a simulated newsroom environment to produce a range of publications to deadline during a series of weekly newsdays. It builds on many of the students’ existing professional skills such as their ability to generate, research and write news and features, together with appropriate photographs, within tight deadlines in order to mirror industry conditions. Students also take on the responsibilities of sub-editing their publications, involving text handling, headline and caption writing, as well as designing and laying out the newspapers.</p> <p>Teamwork, professional newsgathering skills, as well as the ability to edit and write in a range of styles play a central part in this module. Students are involved in a range of journalistic roles, gaining experience as news reporters, features writers, sub editors, chief sub editors and editors. The newspapers produced by students are daily and weekly, local and regional publications, typical of the sort of newspapers where they may seek employment. Every newsgay commences with an editorial conference, chaired by the editor of the team, and a series of deadlines are set throughout the day for copy and page layouts to be completed, in order that the team prints their publication by a defined deadline towards the end of the day. Each newsgay concludes with a reflective tutorial session in order to assess the day’s experiences and the work produced.</p> <p>Working journalists are invited to act as guest editors at regular intervals in order to provide students with opportunities to work alongside industry professionals and to develop their contacts within a range of publications.</p> <p>The module is a Level 9 module offered in semester 1 of Year 3. Teaching methods comprise of an introductory seminar, followed by practical laboratory-based newsdays, supported by tutorial sessions to reflect upon each week’s efforts. Due to the valuable nature of this module in terms of PDP and enhancing employability skills, it attracts an additional 12 contact hours in order to focus on the importance of a range of relevant issues that will equip students for working in a newsroom environment e.g. the importance of good contacts, tackling stories in a professional manner (including handling legal and ethical issues), the importance of deadlines and the need to work</p>

	effectively as a team. Assessment is coursework-based involves the production of a portfolio that evidences the students' work undertaken during each of the roles, and is supported by a reflective commentary that focuses on their experiences and work.	
6.	Learning Outcomes:	
	At the end of this module the student will be able to: L1. Demonstrate well-developed skills in working in various roles as part of an editorial team. L2. Demonstrate proficiency in producing a range of news, features and editorials targeting specific geographical areas. L3. Demonstrate proficiency in advanced sub-editing and layout skills to produce professionally designed newspaper pages. L4. Consider and evaluate their own work in a reflexive manner, with reference to professional standards, issues and conventions.	
7.	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 & U)	SCQF 9 Demonstrating an ability to work as part of a team to tight deadlines. Knowledge of a range of writing and sub-editing styles and editorial roles.
	Practice: Applied Knowledge and Understanding	SCQF 9 Using journalistic techniques of writing, editing, and design and applying them to newspaper production. Practicing newspaper research methods including interviewing.
	Generic Cognitive Skills	SCQF 9 Undertaking critical analysis of a range of approaches to newspaper production
	Communication, ICT and Numeracy Skills	SCQF 9 Using specialised skills in IT to produce a newspaper. Communicating effectively and appropriately in speech and writing.
	Autonomy, Accountability and Working with others	SCQF 9 Exercising initiative to produce a publication at a professional level. Dealing with ethical and professional issues in producing a newspaper.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: Other:	Module Title: N/A
	Co-requisites:	Module Code: Module Title: N/A

9.	Learning and Teaching:	
	The teaching methods are centred around workshops and practical production sessions where students work as part of a team, not only under the leadership of the designated editor for a particular day but under the guidance of the tutor who will play the role of managing editor. Guest editors will also participate. Students will be encouraged and supported in post-production discussions during tutorial sessions.	
	Learning Activities/Categories: 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):
	Seminars	2
	Laboratory-based workshops (Including 12 hours PDP)	40
	Independent study	164
	Tutorials	6
		212 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	Both formative and summative assessment methods are used in this module. Formative assessments are carried out on an ongoing basis with students during the process of newscasts. The summative assessment provides students with the opportunity to produce a portfolio including the best examples of their work produced in each of the editorial roles undertaken during the module. The portfolio will include a range of copy (totalling between 3,000 and 3,500 words), as well as copies of the editions produced, while acting both as Editor and Chief Sub-editor, supported by a reflective commentary (c.1,000 words in length) that details and evaluates their experiences and their work.	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bonnington, A. McInnes, R. and McKain, B. (2000), <u>Scots Law for Journalists</u>, 7th Ed, W Green and Son.</p> <p>Frost, C. (2003), <u>Designing for Newspapers and Magazines</u>, Routledge.</p> <p>Hicks, W. (2006), <u>English for Journalists</u>, Routledge.</p> <p>Hodgson, F.W. (1998), <u>New Subediting</u>, 3rd Ed, Butterworth Heinemann.</p> <p>Keeble, R. (Ed), (2006), <u>Print Journalism: A critical introduction</u>, Routledge.</p> <p>Pape, S. and Featherstone, S. (2006), <u>Feature Writing: A Practical Introduction</u>, Sage Publications.</p> <p>Pape, S. and Featherstone, S. (2005), <u>Newspaper Journalism: A Practical Introduction</u>, Sage Publications.</p>	

	Sissons, H. (2006), <u>Practical Journalism: How to Write News</u> , Sage Publications. http://www.mediapoint.press.net Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis, both the print and online versions.					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
10/11	Trimester 1 (Session 2009/10)	Yes	Trimester 2 (Session 2009/10)	No	Trimester 3 (Session 2009/10)	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Kenneth Pratt
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
ASSESSMENT CATEGORY 1	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
	Other, Please specify: Portfolio	✓	✓	✓	✓	100%	
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Research Methods
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2.	Code:	SCQF Level: 9 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:
	<p>The purpose of this module is to promote a critical knowledge and understanding of the principles and practice of research within the field of journalism and media research. It is designed to develop students' capacity to read research studies critically and to begin to create a research study of their own as part of the Journalism Dissertation module in Year 4.</p> <p>The content includes an analysis of research process and design and a review of research methodologies appropriate to the study of journalism and communication, such as content analysis, surveys and interviews, case studies and action research. The areas covered will be designing a research process, formulating a research proposal, conducting a literature review and examining a range of methodological approaches to academic research including the use of qualitative and quantitative approaches to data collection, as well as techniques for content and discourse analysis. The principles underlying critical evaluation of research reports will be discussed, as will the key stages in developing a specific research proposal.</p> <p>This module will be offered in semester 1 of Year 3. This module will use an additional 12 hours to develop PDP skills that will be focussed on enhancing students' research skills.</p> <p>Teaching methods will include lectures, seminars, tutorials and individual guidance. There will be two assessments – one will be an essay and the other a research proposal.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Critically discuss research processes and practices appropriate to journalism</p>

	<p>research.</p> <p>L2. Critically evaluate literature appropriate to journalism research.</p> <p>L3. Develop a research proposal on a suitable issue in journalism research.</p> <p>L4. Critically evaluate, discuss and review information from a range of sources.</p>		
7.	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 & U)	SCQF 9 Demonstrating a critical understanding of the appropriateness of research methodologies. Demonstrating detailed knowledge of a chosen research design.	
	Practice: Applied Knowledge and Understanding	SCQF 9 Practicing skills of research critique. Using skills and techniques of research design to produce a research proposal.	
	Generic Cognitive Skills	SCQF 9 Undertaking critical analysis and evaluation of concepts, information and issues. Critically analysing established research within a literature review. Analysing information from a range of sources. Demonstrating critical awareness, scholarship and originality in addressing practical and ethical issues of research.	
	Communication, ICT and Numeracy Skills	SCQF 9 Using formal presentation formats for research critiques and proposals. Interpreting and evaluating numerical and graphical data.	
	Autonomy, Accountability and Working with others	SCQF 9 Exercising autonomy and initiative in carrying out research activities at the appropriate level. Taking responsibility for own work and responsibilities in team approaches and in meeting deadlines.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: N/A
		Other:	
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching:		
	Teaching methods will be centred around tutor-led lectures and seminars that will allow students to actively participate in examining a range of research process and approaches and the opportunity to fine tune their own research methodologies in preparation for the Journalism Dissertation in Year 4. This module will use 12 hours as		

	part of students' PDP.	
	<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>
	Lectures	18
	Seminars	12
	Tutorials	10
	PDP Skills development	12
	Preparation for coursework	80
	Independent study	80
		212 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will take the form of seminar and workshops in research design, literature review and other methodological approaches in journalism research.</p> <p>There will be two pieces of assessed coursework. Assessment 1 will be an essay (2,500 words) that critiques literature and research processes (L/O 1, 2 & 4) and will be worth 50% of total marks for the module. Assessment 2 will be a research proposal (2,500 words) appropriate to journalism research (L/O 3 & 4) will be worth 50% of total marks for the module.</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Bryman, A. (2008) <u>Social Research Methods</u>, 4th edition. Oxford University Press, Oxford</p> <p>Deacon, D et al (2007), <u>Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis</u>, Hodder Arnold, London</p> <p>Jensen, K. B. et al (2002), <u>Handbook of Media and Communications Research: Qualitative and Quantitative Methodologies</u>, Routledge, London</p> <p>Murray, R (2002) <u>How to Write a Thesis</u>, Strathclyde University, Glasgow</p> <p>Seale, C (2004), <u>Researching Society and Culture</u>, Sage, London</p>	

	Journals British Journalism Review European Journal of Communication Journalism Journalism Practice Journalism Studies					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment	✓	✓		✓	50%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment			✓	✓	50%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sport Policy
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2.	Code: SPOR09007	SCQF Level: 9	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Engineering & Science		
4.	Module Co-ordinator:	Scott Barclay		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)
	<p>Providing an analysis of sport policy in the context of “rapidly changing political, economic and social conditions” (Henry, I 2001), this module sets out the history of sport policy, with some cognizance of the arts, active recreation, culture and urban regeneration, from the industrial revolution to present times. The historical trajectory of state involvement in sport is threaded through the module, from ‘non interventionist’ phases towards the state playing a more active role in shaping or curtailing sport behaviour.</p> <p>The module takes a chronological view of policy development and focuses on the relationship between political ideologies and sport. Main political vision in the delivery of sport policy is considered, with an emphasis on sport policy theoretical debates in Scotland. Central Government role in policy and a theoretical underpinning of why and how sport policy has developed in contemporary Britain; and how this policy cascades to local authorities and devolved government in Scotland.</p> <p>The policy frameworks and processes will be examined for sport, including such contemporary policy issues as health, disability, urban regeneration, education, anti-social behaviour, women and sport. The module is supported by lectures and tutorials examining issues in sport policy past to present. The module gains currency from a ‘guest lecture’ approach with confirmed lectures from SportsScotland policy department, SportsScotland women and gender department, Local authority sport/leisure trust director and a specialist in post devolution policy – Edinburgh University.</p>
6.	Learning Outcomes: (maximum of 5 statements)
	<p>At the end of this module the student will be able to:</p> <p>L1. Examine and appraise historical role of sport in respect to the state and politics.</p> <p>L2. Develop a clear understanding and critically assess the many facets of state sport policy</p> <p>L3. Examine the sport process, planning and policy for sport through central and local processes</p> <p>L4. Review, explain and interpret government policy and interaction with agencies involved with sport provision in the U.K. e.g. national policy, local</p>

	<p>authorities, and ‘<i>Quangos</i>’.</p> <p>L5. Appraise the influence of macro and micro environmental factors on sport policy formulation</p>					
7.	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 & U)	<p>SCFQ 10</p> <p>A broad and integrated knowledge of the historical development of sport policy in Britain</p> <p>Critical understanding of the major political parties in the UK concepts/ ideologies associated with them. Understanding contemporary issues of a devolved parliament’s role in sport policy formulation.</p> <p>Critical understanding of theoretical principles underpinning sport policy delivery.</p>				
	Practice: Applied Knowledge and Understanding	<p>SCFQ 10</p> <p>Interpreting and explaining policy issues relating to sport.</p> <p>Sourcing, interpreting and deconstructing information from a variety of sources.</p>				
	Generic Cognitive Skills	<p>SCFQ 10</p> <p>Ability to critically examine and evaluate policy in relation to sport and argue their relevance from historical and contemporary sources</p> <p>Homologating information from a variety of sources, current media, electronic and academic text.</p>				
	Communication, ICT and Numeracy Skills	<p>SCFQ 10</p> <p>Communicating individually and as part of a group in tutorial discussion</p> <p>Using information technology applications to present documents in the desired form.</p>				
	Autonomy, Accountability and Working with others	<p>SCFQ 10</p> <p>Working effectively in a team or group situation, accepting a leadership role in debate or discussion.</p> <p>Identification and examining and addressing issues of learning needs</p>				
8.	Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1"> <tr> <td>Module Code: N/A</td> <td>Module Title: N/A</td> </tr> <tr> <td colspan="2">Other:</td> </tr> </table>	Module Code: N/A	Module Title: N/A	Other:	
Module Code: N/A	Module Title: N/A					
Other:						
	Co-requisites:	<table border="1"> <tr> <td>Module Code: N/A</td> <td>Module Title: N/A</td> </tr> </table>	Module Code: N/A	Module Title: N/A		
Module Code: N/A	Module Title: N/A					
9.	Learning and Teaching:					
	<p>Formal lectures supported by guest lectures from public, government and academia. Tutorials analysing issues from state policy on sport.</p>					
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module	Student Learning Hours (Normally totaling 200 hours):				

	learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
	Lectures	24
	Tutorials/seminars	24
	Preparation for coursework assignment	40
	Independent study/directed study revision and assessment	112
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>The module assessment is by coursework only, but this will be a significant undertaking requiring extended research.</p> <p>1. Short Essay (1500-2000 words) – 30% Assessment 1 consists of a <i>short essay</i> (1500 - 2000 words) worth 30% of the overall marks. Analyse this statement and place its relevance to sport policy in 21st Century UK (work MUST be underpinned by evidence from newspapers, journals and theoretical academic text) (LOs 1 & 2)</p> <p>2. Extended Essay (4000 words) – 70% Assessment 2 consists of an <i>extended essay</i> (4000 - 4500 words) worth 70% of the overall marks. Using both theory (from academic text) and examples (from a variety of sources, journals, newspapers) to illustrate your arguments; <u>critically evaluate</u> a current issue in sport policy. (LOs 3, 4 & 5)</p>	
11.	Equality and Diversity	
	<p>This module is appropriate for any student. The learning activities include two written assessments for which appropriate support can be provided if/when required.</p> <p><i>(N.B. every effort will be made by the university to accommodate any equality and diversity issues brought to the attention of the school)</i></p>	
12.	**Indicative Resources: (e.g. Core text, journals, internet access)	
	<p>The following materials form the underpinning for the module content and ultimately for the learning outcomes:</p> <p>Academic Text Abercrombie N and Warde A (2000) <u>Contemporary British Society</u> Polity press Beech, J. and Chadwick, S. <u>Sport Management</u> Harlow : Prentice Hall Coakley, J & Dunning, E (2000) <u>Handbook of Sport Studies</u> Sage. Collins, M (1996) Vol. 2 <u>Leisure in Industrial and Post Industrial Societies</u> Leisure Studies Association Collins, M and Kay, T (2003) <u>Sport and Social Exclusion</u> London : Routledge *Henry, I.P. (2001) <u>The Politics of Leisure Policy</u> Basingstoke : Palgrave Hill J (2002) <u>Sport, Leisure and Culture in 20th Century Britain</u> *Houlihan, B (1997) <u>Sport, Policy and Politics: a comparative analysis</u> London : Routledge Houlihan, B (1991) <u>The Government and Politics of Sport.</u> London : Routledge Weed, M. and Bull, C. (2003) <u>Sports Tourism: participants, policy and providers</u> Oxford: Elsevier</p> <p>Journals</p>	

	<p>Leisure Studies Managing Leisure Journal of Sport Management Journal of Social Policy Social Policy and Society Public Administration</p> <p>Web sites http://www.policyinstitute.info – a Scottish think tank http://www.scottishexecutive.gov.uk www.scotland.gov.uk http://www.sportdevelopment.org.uk/downloads/government/government.html http://www.uksport.gov.uk/sitemap.asp http://www.sportscotland.org.uk/contents/sportspolicy/sport21intro.htm http://www.parliament.uk, http://www.scottish.parliament.uk</p> <p><i>(**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)</i></p>	<p>Recreation (ISRM) Leisure Management Leisure Intelligence / Mintel Sport Management Leisure Manager</p>				
13.	Attendance Requirements					
	Normal University regulations apply - Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick	X			X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
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18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport
20.	Moderator	Angela Beggan
21.	External Examiner	Jon Cryer - University of Gloucestershire
22.	Accreditation Details	N/A
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8) <small>(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)</small>	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Formal Written Examination							
	Written Assignment 1	✓	✓				30%	n/a
	Written Assignment 1			✓	✓	✓	70%	n/a
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify: Workshop delivery							
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sport Marketing
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2.	Code: SPOR09008	SCQF Level: 9	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Engineering & Science		
4.	Module Co-ordinator:	Scott Barclay		

5.	<p>Summary of Module (Intended for All Audiences): (This should include general Syllabus details)</p> <p>This module offers students through lectures, tutorials and guest lectures, the opportunity to analyse the business of marketing sport. The module will take a chronological view of sport marketing and focus on its development to the present where it will attempt to dispel myths that marketing sport is merely selling, glossing the commodification and commercialism of sport and that "promotion or marketing of sport is a corruption of the purity of sport" (Beech, J ed 2005) The intention would be to show that marketing sport is product led and that sport products are socially and culturally embedded. This will be presented to students in the form of a critical examination, appropriately theoretically underpinned from marketing, promotion and media in the form of academic text, electronic and journals with the addition of current case studies in each specific area. The module will examine the growth of sport markets; an analysis of the economic impact of sport; components of the sport industry; sports products defined; participation and lifestyle images; sport involvement and market research.</p> <p>The module will also consider current development of branding, brand awareness/building and brand equity; sponsorship types, covering strategic use of sponsorship, design of sponsorship packages, categories and customisation, sport sponsorship, pricing and planning sport sponsorship. The emphasis will be to examine marketing and its many aspects related to sport in a current sport business environment. The module will gain currency from guest lectures drawn from sport marketing industry, current case studies and guided reading.</p>
6.	<p>Learning Outcomes: (maximum of 5 statements)</p> <p>At the end of this module the student will be able to:</p> <p>L1. Critically examine marketing within sports markets and the structure of the sports industry L2. Analyse sport participation, lifestyle images and branding L3. Review and appraise the synergy between sport sponsorship and product/service L4. Evaluate competitive forces that exist within sports industries L5. Review and assess the future of sport marketing.</p>

7.	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 & U)	<p>SCFQ 10</p> <p>A broad and integrated knowledge of sport industry and the development of sport marketing.</p> <p>Critical understanding the distinctive characteristics of sport marketing.</p> <p>Critical understanding of the contemporary challenges sport marketing faces when interpreting a product or service for a local/national/international and global audience.</p> <p>Evaluation of theoretical principles underpinning sport promotion</p>	
	Practice: Applied Knowledge and Understanding	<p>SCFQ 10</p> <p>Interpreting and explaining key stages in the development of sport marketing strategies for sport organisations (public/private)</p> <p>Sourcing, interpreting and deconstructing sport marketing information from a variety of sources.</p>	
	Generic Cognitive Skills	<p>SCFQ 10</p> <p>Ability to identify and examine the theoretical and practical dimensions of sport marketing</p> <p>Homologating information from a variety of sources, current media, electronic and academic text.</p>	
	Communication, ICT and Numeracy Skills	<p>SCFQ 10</p> <p>Communicating individually and presenting as part of a group in tutorial discussion</p> <p>Using information technology applications to present documents in the desired form.</p>	
	Autonomy, Accountability and Working with others	<p>SCFQ 10</p> <p>Working effectively in a team or group situation, accepting a leadership role in debate or discussion.</p> <p>Identification and examining and addressing issues of learning needs</p>	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: N/A	Module Title: N/A
		Other:	
	Co-requisites:	Module Code: N/A	Module Title: N/A
9.	Learning and Teaching:		
	Formal lectures supported by guest lectures from public, government and academia. Tutorials analysing issues from state policy on sport. Workshops will be supported by current case studies examining issues of sport marketing. Students will be required to lead tutorials over the semester.		
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module	Student Learning Hours (Normally totaling 200 hours):	

	learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
	Lectures	24
	Tutorials/seminars	24
	Preparation for coursework assignment	40
	Independent study/directed study revision and assessment	112
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>The module assessment is by a single piece of coursework; this will be a significant undertaking requiring extended research.</p> <p>1. Management Report – (100%) 5000 words (LOs 1, 2, 3, 4 & 5) Students will be required to prepare a management report on sport marketing function within an appropriate sport organisation or association [a sample list will be provided that is not definitive] Distinct headings will be:</p> <p>Company background/SWOT – PEST analysis/customer behaviour/business support/company promotional activity/future of sport marketing within the company. From a basis of theoretical underpinning</p>	
11.	Equality and Diversity	
	<p>This module is appropriate for any student. The learning activities include one written assessments for which appropriate support can be provided if/when required.</p>	
12.	**Indicative Resources: (e.g. Core text, journals, internet access)	
	<p>The following materials form underpinning for the module content and ultimately for the learning outcomes:</p> <p>Essential text Brooks, C.M. (1994) <u>Sports Marketing</u> Prentice-Hall Mullins, B et al (2000) <u>Sport Marketing</u>, Human Kinetics Shank, M.D. (1999) <u>Sports marketing: A Strategic Perspective</u> Prentice Hall Schaaf, P. (1995) <u>Sport Marketing</u> Prometheus, Amherst NY Staudohalr, P.D. & Mangan, J.A. (1991) <u>The Business of Professional Sports</u> University of Illinois Urbana</p> <p>Sports Goods Market and Market Research, http://www.sbrnet.com/ International Journal of Sports Marketing, http://www.winthrop-publications.co.uk/SMSFrontpage.htm http://www.thetimes100.co.uk/casestud/thefa/thefa.html http://www.thetimes100.co.uk/casestud/umbro/umbro.html Case studies in Sport Marketing http://www.amazon.com/exec/obidos/ASIN/1885693133/inktomi-bkasin-</p>	

	20/102-5940689-4429768 Archive Sport marketing Papers http://pandora.nla.gov.au/nla/pandora/cjism.html Does sport sponsorship have a direct effect on product sales (assignment question) http://pandora.nla.gov.au/nph-arch/O1998-Mar-12/http://www.cad.gu.edu.au/cjism/wilson.htm Assessment? http://www2.mtroyal.ab.ca/~clondon/ World Guide to University Sport Management Programmes http://www.nassm.com/universities.htm SPORT MARKETING NETWORK http://www.feesmg.ru/smn/sm_links.htm Marketing Solutions** http://www.swcollege.com/marketing/gitm/					
13.	Attendance Requirements					
	Normal University regulations apply - Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i> Tick all that apply					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16.	Semester(s)/Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport

20.	Moderator	Angela Beggan
21.	External Examiner	Jon Cryer - University of Gloucestershire
22.	Accreditation Details	N/A
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Written Assignment	✓	✓	✓	✓	✓	100%	
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sports News Production
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2.	Code:	SCQF Level: 9 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Elizabeth McLaughlin</i>		

5.	Summary of Module:
	<p>Sports news production will offer students the opportunity to write, design and produce a specialist publication on a sporting subject of their choice for online and broadcast markets.</p> <p>The students will identify a sport or sporting issue and conduct indepth research and interviews before planning and producing a sports publication for online and broadcast markets, as well as producing their own sports commentary and live reporting for a sporting event.</p> <p>The module builds on the students' existing professional skills including identifying issues of sports news value, generating, researching and writing articles within tight deadlines in line with "real life" industry conditions and expectations. The students' will also be expected to create and select appropriate photographs and video and audio material, which will build on skills on the Introduction to Sports Broadcasting in year 2 and Newsroom Practice module (offered in semester 1 of year 3).</p> <p>The module is at Level 9 and is offered in Semester 2 of year 3.</p> <p>Teaching methods will be predominately tutor-led production days, following the format used in Newsroom Practice and students will produce a range of print and online publications as well as broadcast programmes to daily deadlines. There will also be a number of guest lectures and workshops from professional sports commentators.</p> <p>Assessment will be the production of two specialist supplements – one to produce an online sports publication and the other to produce a sports programme suitable for broadcast.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Competently generate sports material and design a range of sports publications suitable for online.</p> <p>L2. Demonstrate proficiency in producing, editing and selecting appropriate</p>

	<p>material to generate content suitable for sports broadcasting.</p> <p>L3. Demonstrate newsgathering and interviewing to a professional standard.</p> <p>L4. Demonstrate an ability to provide sports commentary and live reporting to a professional standard.</p>		
7.	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 & U)	SCQF 9 Demonstrate detailed knowledge of a range of sports publications styles as well as the understanding of the target audiences. Illustrating an understanding of different media audiences.	
	Practice: Applied Knowledge and Understanding	SCQF 9 Using advanced journalistic techniques of writing, editing and design to create a range of print, online and broadcast sports publications.	
	Generic Cognitive Skills	SCQF 9 Identifying and analysing ways of developing sports articles for specialist publications and programmes.	
	Communication, ICT and Numeracy Skills	SCQF 9 Communicating effectively in speech and writing Exercising advanced page layout and broadcast skills to produce specialist sports publications	
	Autonomy, Accountability and Working with others	SCQF 9 Dealing with ethical and professional issues of producing a sports publications for print, online and broadcast. Exercise initiative and autonomy to produce a sports publications or broadcast at a professional standard.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title: N/A
		Other:	
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching:		
	Teaching methods will be centred around tutor-led lectures and workshops that will allow students to actively participate in examinations of feature writing styles and approaches and in developing their own practical writing skills		
	Learning Activities/Categories:	Student Learning Hours (Normally totalling 200 hours):	
	During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:		
	Tutorials	4	

	Seminars	2
	Practical workshops	36
	Self-directed study	158
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Both formative and summative assessment methods will be used in this module. Formative assessments will examine different sports publications' content and style</p> <p>The summative assessments will provide students with the opportunity to illustrate their sports news production writing and design skills.</p> <p>Assessment will be based on two publication portfolios (L/Os 1, 2, 3 and 4) produced for online and broadcast audiences worth 50% each.</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Allan, S. (2006) <i>Online News: Journalism and the Internet</i>, Open University Press.</p> <p>Andrews, P. (2005) <i>Sports Journalism: A Practical Introduction</i>, Sage Publications Ltd.</p> <p>Frost, C. (2003) <i>Designing for newspapers and magazines</i>. Routledge.</p> <p>Hicks, W. and Holmes, T. (2002) <i>Subediting for Journalists</i>, Routledge.</p> <p>Hudson, G. and Rowlands, S. (2007) <i>The Broadcast Journalism Handbook</i>, Harlow, Pearson.</p> <p>McLeish, R. (2003) <i>Radio Production</i> 4th edition, Focal Press, London.</p> <p>Steen, R (2007), <i>Sports Journalism: A Multimedia Primer</i> Routledge</p> <p>Whittaker, J. (2002) <i>Web Production for Writers and Journalists</i>, Routledge. McGraw-Hill Professional</p> <p>Wilstein, S (2001), <i>Associated Press Sports Writing Handbook</i> Associated Press Handbooks,</p> <p>Students will also be strongly encouraged to read features, including specialist sports features in newspapers, magazines and online.</p>	
13.	Attendance Requirements	
	It is expected that for most modules the minimum attendance requirement will be	

	75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
10/11	Trimester 1	NO	Trimester 2	YES	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Portfolio:	✓	✓	✓		50%		

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Portfolio:	✓	✓	✓		50%		
Combined Total for All Assessment Categories						100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Work Related Learning
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2.	Code: MUSC09007	SCQF Level: 9	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	Jim Prime		

5.	<p>Summary of Module (Intended for All Audiences): (This should include general Syllabus details)</p> <p>Students will use a variety of skills in preparation for work-related learning, including researching the area in which they will be learning. It is closely linked with employability, graduate skills and the PDP process as it provides the opportunity to critically analyse employability and how it relates to the graduate employment market.</p> <p>The module encourages reflection on past experiences and future career plans to ensure the student obtains the most appropriate and relevant work related learning experience.</p> <p>All students must complete a notional 70 hours WRL in addition to the other requirements of the module.</p> <p>Employment Based Work and Learning The student works in an 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 or organised by the School in co-operation with partner institutions overseas. 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.</p> <p>Regardless of the method of identification of WBL, the experience must be selected and approved based on the University's criteria for placement setting and will be governed by a tripartite agreement between the student, the employer and the University. This agreement will define the learning outcomes for the experience and confirm elements of support and commitment from all parties. The agreement will be signed by each party prior to commencement of the experience.</p> <p>Supervised Project Work/Industry Brief The students apply to complete a University based project or a brief project description set to University standards. Most opportunities will be promoted</p>
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	<p>by the School e.g. special projects in the community or industry. Supervision in this instance is normally a member of University staff and although much of the work may be for an external client and involve site visits, the preparation and supervision of the project is normally internal to the University.</p> <p>Preparation for work related learning will involve teaching in the areas of CVs, applications and interviews, health and safety, legal and ethical issues and employability, goal setting, reflection and PDP. This will involve staff from the School and input from the University Careers Service.</p> <p>Pre-WRL, students will undertake research into the area of experience and will demonstrate understanding of the theory underpinning work related learning at the end of the experience through production of a reflective essay.</p> <p>Whilst undertaking the work-related learning, students will use various skills already learned throughout their University work for example, technical, practical and transferable skills.</p> <p>Pre-planning and development will be charted in a personal development portfolio that will record their weekly work related activities and how they relate to their own generic competencies and employability. The portfolio will focus on evaluation and reflection.</p>				
6.	Learning Outcomes:				
	<p>At the end of this module the student will be able to:</p> <p>L1 Negotiate appropriate learning objectives in conjunction with the University and the external client if appropriate</p> <p>L2. Evaluate elements of the work experience as it relates to themes and issues of academic study relevant to the designated degree</p> <p>L3 Critically analyse the culture, structure, values, operational methods and effectiveness of the work experience and their role within it</p> <p>L4 Apply skills of self-reflection, criticality, observation and evaluation to demonstrate their ability to apply skills of learning to learn, along with analytical, problem solving, interpersonal and transferable transferable skills</p>				
7.	Employability Skills and Personal Development Planning (PDP) Skills				
	<table border="1"> <tr> <td data-bbox="316 1688 571 1771">*SCQF Headings</td> <td data-bbox="571 1688 1418 1771">During completion of this module, there will be an opportunity to achieve core skills in:</td> </tr> <tr> <td data-bbox="316 1771 571 2020">Knowledge and Understanding (K & U)</td> <td data-bbox="571 1771 1418 2020"> SCQF Level 9 One or more designated areas in the field of the programme of study A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in the creative industries A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of work related learning Knowledge of work and employability requirements relating to the creative industries </td> </tr> </table>	*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:	Knowledge and Understanding (K & U)	SCQF Level 9 One or more designated areas in the field of the programme of study A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in the creative industries A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of work related learning Knowledge of work and employability requirements relating to the creative industries
*SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:				
Knowledge and Understanding (K & U)	SCQF Level 9 One or more designated areas in the field of the programme of study A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in the creative industries A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of work related learning Knowledge of work and employability requirements relating to the creative industries				

	<p>Practice: Applied Knowledge and Understanding</p> <p>Generic Cognitive Skills</p> <p>Communication, ICT and Numeracy Skills</p>	<p>Awareness of the economic forces which frame the media, cultural and creative industries and the role of such industries in specific areas of contemporary political and cultural life</p> <p>SCQF Level 9</p> <p>The application of the principal skills, techniques, practices and/or materials associated with the creative industries</p> <p>Observation, understanding, interpretation and manipulation of sound, image and/or the written word</p> <p>Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources.</p> <p>Practice in a range of professional level contexts which include a degree of unpredictability</p> <p>Understanding of the ways in which participatory access to the central sites of public culture and communication is distributed along axes of social division such as disability, class, ethnicity, gender, nationality and sexuality</p> <p>SCQF Level 9</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues</p> <p>Identify and analyse routine professional problems and issues</p> <p>Draw on a range of sources in making judgments</p> <p>The ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses</p> <p>SCQF Level 9</p> <p>Make formal and informal presentations on standard/mainstream topics in the creative industries to a variety of audiences</p> <p>Use a range of IT applications to support and enhance work</p> <p>The ability to assimilate and synthesise complex information</p>	
	<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 9</p> <p>Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity</p> <p>Manage time, personnel and resources effectively, by drawing on planning and organizational skills</p> <p>An ability to react spontaneously, manage risk, and cope with the unexpected</p> <p>Work productively in a group or team</p> <p>Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.</p>	
	<p>(N.B. *Refer to www.scqf.org.uk website for further details relating to the SCQF Level Descriptors)</p>		
	<p>Pre-requisites</p>	<p>Module Code: None</p>	<p>Module Title: None</p>
	<p>Co-requisites:</p>	<p>Module Code: None</p>	<p>Module Title: None</p>
9.	<p>Learning and Teaching:</p>		
	<p>This module is student-centred and much of the Learning will be individual. Preparatory lectures will be provided early in level 9 to ensure all students registered on the module have their work related learning organized ready</p>		

	to commence in trimester 2. Support will be provided by the careers service in terms of the application process, along with support and guidance for PDP. The lectures will contain the theory pertinent to WRL, including health and safety, employers liability, writing and presentations; PDP and reflection; articulation of experience to the learning outcomes for the module and presentation of any WRL projects identified by the School.	
	<p>Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totaling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small></p>
	Lectures	5
	Seminars	10
	Work related learning	70
	Preparation for work-related learning	30
	Reflection and PDP	30
	Independent study and assessment	55
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Assessment for this module will take the form of a reflective report of the work related learning (100%).</p> <p>The reflective report should include discussion and evidence of application of the underlying theory relating to the WRL and a reflective diary which reflects the Learning outcomes of the module, goals for development and PDP (which may be in the form of an e-Portfolio); evidence of feedback from the Careers Service regarding their CV and an employers report.</p> <p>Formative assessment in the form of progress presentations will take place throughout the module, along with feedback on performance at critical points during the module.</p> <p>Students will not be able to undertake work-related learning if the preparatory requirements are not fulfilled.</p> <p>Student will be encouraged to maintain an e-Portfolio of the experience.</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form <u>essential</u> underpinning for the module content and ultimately for the learning outcomes:</p> <p>Boud, D & Solomon, N (eds) (2001) <u>Work-based Learning: A new Higher Education?</u> Milton Keynes: Open University Press</p>	

	<p>Douglas, A & O'Neill's (2000) <u>The Essential Work Experience Handbook</u>. London: Gill & McMillan</p> <p>Longson, S (1999) <u>Making Work Experience Count (How – to)</u> London: Reed</p> <p>QAA Scotland (2006). <u>Effective Learning Framework: supporting effective learning</u>. Glasgow: Quality Assurance Agency for Higher Education</p> <p>Scottish Funding Councils for Further and Higher Education (2006). <u>Learning to work</u>. Edinburgh: SFCFHE</p> <p>Ward, R & Richardson, H (2006). <u>Getting What You Want: e-Portfolios</u>. London: Careers Education Support Programme</p> <p>Yorke, M (2004). <u>Employability in higher education: what it is – and what it is not</u>. Learning and Teaching Support Network Generic Centre and ESECT</p> <p><i>(**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 materia l)</i></p>					
13.	Attendance Requirements					
	In accordance with normal University Regulations, the minimum attendance requirement is 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick	√	√				Part Placement
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
10/11	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
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18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	PDP
20.	Moderator	Jane Robertson
21.	External Examiner	Dependent on the programme of study
22.	Accreditation Details	None
23.	Changes / Version Number	V1/08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Reflective Report	√	√	√	√	N/A	100%	N/A

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sport Tourism Development
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2.	Code: SPOR09013	SCQF Level: 9	Credit Points: 20	ECTS: 10
3.	School:	Engineering and Science		
4.	Module Co-ordinator:	Fiona Averill		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)
	<p>This module introduces students to the multi-faceted subject of sport tourism and where it fits into the typology of sport, tourism, sport development and sport tourism development. Through a series of lectures and tutorials students will explore the linking of sport and tourism from the past to the present and be able to forecast future developments.</p> <p>Although a holistic approach will be the focus of this module, particular areas which influence the importance of sport tourism to a country will be explored. For example, examining why sport tourism is used as a catalyst for economic generation, and urban regeneration to a host community and/or country, what impacts it has on a destination environmentally and socio-culturally and how sport tourism, in particular sport events, is developed and utilised by governments in partnership with the private and voluntary sector.</p> <p>During the course of this module students will be able to develop various skills, such as transferable ones gained by team working (tutorial tasks require group and individual work), communication skills either individually or in a group through verbal presentations to the peer group using a variety of media such as Powerpoint, posters, role play, group debate and empowerment of individuals and groups to question other students about their informed opinion of tutorial topics.</p> <p>Overall it is expected that students will be able to conceptualise the knowledge gained and be able to apply it to their own area of sport or coaching knowledge particularly from the point of view of future employability in the growth area of sport tourism.</p>
6.	Learning Outcomes: (maximum of 5 statements)
	<p>At the end of this module the student will be able to:</p> <p>L1. Define and discuss the concepts of sport tourism, sport development and sport tourism development from a variety of perspectives both historical and contemporary</p>

	<p>L2. Explain and describe the potential economic, socio-cultural and environmental impacts of sport tourism both positive and negative</p> <p>L3. Critically analyse the motivations, benefits, policies and practices that contribute to the development of domestic and international sport tourism</p>	
7.	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 & U)	A broad and integrated knowledge of sport tourism and its development historically and its impact on contemporary society
	Practice: Applied Knowledge and Understanding	Practise routine methods of sourcing, interpreting and deconstructing a range of contexts associated with sport tourism
	Generic Cognitive Skills	Undertake critical analysis of the impacts of sport tourism, its ideas, concepts and issues
	Communication, ICT and Numeracy Skills	Make formal and informal presentations individually and as part of a group using a range of ICT applications to support and enhance the work
	Autonomy, Accountability and Working with others	Through team working or working autonomously, using own initiative be able to practice ways which take account own of others' roles and responsibilities
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title:
	Other:	
	Co-requisites:	Module Code: Module Title:
9.	Learning and Teaching:	
	Formal lectures and informal tutorials will be the main form of learning and teaching of this module	
	Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totaling 200 hours):
	Lectures	24 hours
	Tutorials	12 hours
	Preparation for individual and group tutorial tasks	24 hours
	Preparation for coursework assignment	40 hours
	Independent study/directed study	86 hours
	Examination	2 hours

		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>This module will be assessed by two assessment outcomes:</p> <ul style="list-style-type: none"> • An essay of 3000-3500 words – worth 60% • A two hour examination – worth 40% 	
11.	Equality and Diversity	
	<p>This module is appropriate for any student. The learning activities include oral and written work, including the assessments, and where required appropriate student support will be put in place.</p>	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form the underpinning for the module content and ultimately for the learning outcomes which can be found on the university library:</p> <p>Books Hill J (2002) <u>Sport, Leisure and Culture in 20th Century Britain</u> Houndsmill: Palgrave Gammon S & Kurtzman J (eds) (2002) <u>Sport Tourism: Principles & Practice</u>. Leisure Services Association Higham J. (2004) <u>Sports Tourism Destinations: Issues and Analysis</u> Oxford : Elsevier Page S, Brunt P, Busby G and Connell J (2001) <u>Tourism: A Modern Synthesis</u> London: Thomson International Robinson T (2004) <u>Sports Tourism: an Introduction</u> London: Continuum *Standeven J & De Knop P (1999) <u>Sport Tourism</u> Champaign, Illinois: Human Kinetics Swarbrooke J, Beard C, Leckie S, Pomfret G <u>Adventure Tourism</u> Oxford: Butterworth-Heinemann Weed and Bull C (2003) <u>Sports Tourism: Participants, Policy and Providers</u>. Oxford :Butterworth-Heinemann</p> <p>Journals Journal of Sport Tourism Journal of Sustainable Tourism Journal of Sport Management Tourism Management Journal</p> <p>Websites:</p> <p>http://scottishexecutive.gov.uk http://www.scotland.gov.uk http://www.sportdevelopment.org http://www.visitscotland.com http://www.newzealand.com http://www.australia.com http://www.southafrica.net</p>	

13.	Attendance Requirements					
	The minimum attendance requirement is 75%.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				✓		
15.	Course Reference Numbers (CRNs) <i>(if known)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
	<i>(Provided viable student numbers permit).</i>					
^{10/11}	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Sport and Exercise
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Sport
20.	Moderator	Scott Barclay
21.	External Examiner	Jon Cryer , University of Gloucestershire
22.	Accreditation Details	N/A
23.	Changes / Version Number	Version 1

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination	✓	✓	✓			40%	2 hours
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	✓	✓	✓			60%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Journalism Dissertation
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2.	Code: MEDI10019	SCQF Level: 10 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 40	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Margaret Hughes</i>		

5.	Summary of Module:
	<p>The BA (Hons) Journalism Dissertation provides students with the opportunity to undertake extended research into an area of journalism that will allow them to demonstrate critical engagement with their chosen topic and the related theoretical issues, principles and theories.</p> <p>Students will have developed a range of academic and journalistic research skills as they have progressed through the programme and this module will enable them to illustrate these in a scholarly piece of work.</p> <p>The Dissertation is a 40-credit module that will be offered across both trimesters of year four of the programme.</p> <p>There are a number of ways that the student will be able to undertake the dissertation. They may choose to critically analyse the literature and theoretical issues pertaining to a specific field of journalism, for example, how the internet has impacted on the way news is gathered, produced and presented. Alternatively, students may undertake some empirical research in journalism, for example, conduct a rigorous content analysis of how newspapers cover a specific issue like a general election campaign or particular high-profile politician, celebrity or court case. The choice of subjects to research is vast and support will be provided to all students in making their decision.</p> <p>In preparation for this module students will have received teaching and been assessed in research methods across the previous three years of the programme, however, a series of lectures and workshops at the start of the module will underline the methodological approaches and issues that students need to consider to successfully complete the Dissertation. This will include devising appropriate methods of enquiry, writing research questions and hypotheses, writing research proposals, qualitative and quantitative data collection methods and compiling literature reviews.</p>

	<p>Every student will be assigned a Dissertation supervisor with whom they will have regular meetings.</p> <p>As this module will operate over two trimesters, students will be expected by the end of trimester 1 to submit a research hypothesis, proposed methodology, a literature review and complete a seminar presentation on early findings. The completed Dissertation project, which will be 12,000 words in length, will be submitted by the end of trimester 2.</p> <p>In the execution and completion of this module students will be expected to work independently and to actively engage with their supervisor and with other professionals, if their research requires use of interviews as a way of collecting data. Students will also be expected to illustrate appropriate skills in data collection and analysis, undertaking literature reviews, conducting interviews, recognising existing knowledge in the field, understanding and critically analysing theories, concepts and principles and relating them to their chosen research topic and design. Originality of thought and expression will be expected, as will the very practical skills of presenting research in a well-organised and properly documented way.</p>	
6.	Learning Outcomes:	
	<p>At the end of this module the student will be able to:</p> <p>L1. Identify a clearly defined and appropriate research hypothesis and methodology.</p> <p>L2. Undertake appropriate independent research.</p> <p>L3. Critically analyse and evaluate theories, concepts and principles related to chosen research topic.</p> <p>L4. Exercise initiative and originality in the research and writing of the dissertation.</p> <p>L5. Critically evaluate, discuss and review information from a range of resources.</p>	
7.	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 & U)	<p>SCQF 10</p> <p>Recognising, understanding and critically evaluating existing knowledge, theories and concepts underpinning the chosen research topic.</p> <p>Critically evaluating appropriate research methods in chosen topic.</p>
	Practice: Applied	SCQF 10

	Knowledge and Understanding	Applying appropriate research methodology for chosen topic. Critically evaluating evidence acquired through research.	
	Generic Cognitive Skills	SCQF 10 Deriving judgements and conclusions with sound theoretical underpinning about the merits of competing schools of thought or evidence, within chosen topic. Demonstrating self-critical awareness, scholarship and originality in addressing the practical and ethical issues of research.	
	Communication, ICT and Numeracy Skills	SCQF 10 Selecting and using appropriate ICT applications and resources in the conduct of research and on the communication of detailed, complex information and evidence to a knowledgeable audience.	
	Autonomy, Accountability and Working with others	SCQF 10 Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary source materials as appropriate. Work effectively under guidance in a peer relationship with qualified practitioners to execute a research project at Honours level in accordance with University regulations and academic conventions. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of research practice.	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: Other:	Module Title: N/A
	Co-requisites:	Module Code:	Module Title: N/A
9.	Learning and Teaching:		
	<p>A series of lectures and workshops will be used to support students as they progress through this module. Before work gets underway on the dissertation, students will have the opportunity through a series of workshops to fine tune their research methods knowledge and skills and will meet with lecturers on an individual basis to discuss topics of study. Throughout the course of the module students will meet regularly with supervisors to discuss the progress of their work and will, as far as possible, be paired with a lecturer who has undertaken similar research.</p> <p>This module will also be used to develop a range of PDP skills and therefore attracts an additional 8 hours.</p>		
	Learning Activities/Categories: 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):	
	Lectures & workshops	18	
	Individual tutorials	10	
	Independent study	359	

	Preparation for assessment	20				
	Presentation of research proposal	1				
		408 Hours Total				
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)					
	<p>The major piece of assessed work will be the Dissertation, which will account for 90% of the marks and will be covered by LOs 2, 3, 4 & 5.</p> <p>Students will also submit a research hypothesis, research methodology and literature review (c. 1,500 words), which will be presented in a seminar and will account for 10% of the total mark and is covered by LO 1.</p>					
11.	Equality and Diversity					
	This module is appropriate for any student. Appropriate support can be provided where required.					
12.	**Indicative Resources: (eg. Core text, journals, internet access)					
	<p>Students will be required to undertake a wide range of reading relevant to their chosen topic, however, the following titles will be useful as support tool in undertaking the research project:</p> <p>Murray, R (2002) <u>How to Write a Thesis</u>, Strathclyde University, Glasgow</p> <p>Rudestamm, K. and Newton, R. (2000) <u>Surviving Your Dissertation</u>, Sage, London</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (<i>if known</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					

10/11	Trimester 1	Yes	Trimester 2	Yes	Trimester 3	No
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For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcast, Journalism & Communication
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
	Formal Written Examination							
	Written Assignment							
	Presentation Assignment	✓					10%	1 hour
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
	Formal Written Examination							
	Written Assignment		✓	✓	✓	✓	90%	N/A
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
	Other, Please specify:							
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sports Journalism Portfolio
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2.	Code:	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Elizabeth McLaughlin</i>		

5.	Summary of Module:
	<p>This module will provide students with an opportunity to illustrate their range of journalistic abilities as they develop and produce a portfolio of sports news and features that will showcase their range of skills to future employers.</p> <p>Applying an in-depth knowledge of advanced newsgathering and writing skills, students will generate a range of professional standard sports copy that meets the demands of industry. Students will have the opportunity to produce work that seeks to investigate and develop their knowledge of either a specialist area of sport through sports writing, commentary and broadcasting. They will also be required to show that they have a firm understanding of meeting the demands and challenges of what is required by the market, that is, commissioning editors.</p> <p>Students will develop a detailed proposal for the content of their portfolio and will agree this with a member of the lecturing team. This proposal, which will be a reflective commentary, will then be presented in a seminar presentation at the completion of the portfolio to demonstrate that the student has reflected objectively and subjectively on the content and preparation involved in the production of the sports portfolio.</p> <p>This module will be offered in semester 1 of year 4 and will build on students' existing professional skills.</p> <p>The teaching method adopted will comprise practical workshops, tutorials and seminars, including guest lectures, with each student being given individual supervision by a member of staff.</p> <p>Assessment will comprise a sports portfolio of copy presented in print, broadcast or online format and a seminar presentation that discusses the proposal and reflects on the students' work and activities in completing the project.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Initiate, develop and realise distinctive and creative sports journalism using various forms of writing and newsgathering</p>

	<p>techniques.</p> <p>L2. Demonstrate proficiency in professional newsgathering activities to produce a portfolio of work covering sport and sporting events for print, online or broadcast markets.</p> <p>L3. Produce work to a professional standard, given length, format, brief and deadline.</p> <p>L4. Consider and evaluate their own work in a reflexive manner, with reference to professional standards, issues and debates.</p>		
7.	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 & U)	<p>SCQF 10</p> <p>Recognising, understanding and critically evaluating existing knowledge, theories and concepts underpinning the journalism portfolio.</p> <p>Critically evaluating established news values.</p>	
	Practice: Applied Knowledge and Understanding	<p>SCQF 10</p> <p>Applying appropriate advanced interview and newsgathering techniques.</p> <p>Critically evaluate information acquired during research.</p>	
	Generic Cognitive Skills	<p>SCQF 10</p> <p>Demonstrating self-critical awareness and originality in the creation of the journalism portfolio.</p>	
	Communication, ICT and Numeracy Skills	<p>SCQF 10</p> <p>Communicating detailed, complex information and evidence to a knowledgeable audience.</p> <p>Selecting and applying appropriate ICT applications during journalism portfolio research.</p>	
	Autonomy, Accountability and Working with others	<p>SCQF 10</p> <p>Work effectively under guidance with qualified practitioners to produce a journalism portfolio at Honours level and in conjunction with journalistic conventions.</p> <p>Exercise initiative and independence in carrying out defined activities at a professional level when working alone and with others.</p>	
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code: N/A	Module Title: N/A
		Other:	
	Co-requisites:	Module Code: N/A	Module Title: N/A

9.	Learning and Teaching:		
	A series of tutorials and workshops will be used to support students as they progress through the module, which will include input by sports commentators and writers. Before work starts on the journalism portfolio students will have the opportunity through a series of workshops to critically evaluate their present knowledge about freelance techniques and to fine tune their target house styles, news values, and editors. Students will meet once per fortnight with their course tutor for individual sessions on portfolio progression.		
	Learning Activities/Categories: 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):	
	Practical workshops	24	
	Preparation for coursework	72	
	Tutorials	4	
	Presentation seminar	2	
	Self directed study	98	
		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
	The major piece of assessed work will be the journalism portfolio, which will account for 90% of the marks and will be covered by LOs 1, 2 and 3. Students will conduct a seminar presentation and reflective commentary that will account for 10% of the total mark and is covered by LO 4.		
11.	Equality and Diversity		
	This module is appropriate for any student. Appropriate support can be provided where required.		
12.	**Indicative Resources: (eg. Core text, journals, internet access)		
	Students will be required to undertake a wide range of reading relevant to their chosen portfolio, however, the following titles will be useful as a support tool. Andrews, P (2005) <u>Sports Journalism: A Practical Introduction</u> , Sage Publications Ltd. Gibson, J. (2008), <u>Media 08</u> , London: Guardian Newspapers		

	<p>Keeble, R. (2005) <u>The Newspapers Handbook</u>, London: Routledge, UK Spark, D. (2003) <u>Investigative Reporting</u>, London: Focal Press, UK Wilstein, S (2001) <u>Associated Press Sports Writing Handbook</u>, Associated Press Handbooks, McGraw-Hill Associated</p> <p>Students will also be expected to be reading a range of local, regional and national newspapers on a daily basis.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (<i>Provided viable student numbers permit</i>)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Semester(s)/Trimester(s) for Module Delivery					
09/10	Trimester 1	No	Trimester 2	No	Trimester 3	No
10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No (delete as appropriate)
19.	Subject Panel	Broadcasting, Communication and Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Formal Written Examination						
	Written & presentation Assignment				✓	10%	
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Other, Please specify:						

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment						
	Class Test						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other. Please specify: Portfolio	✓	✓	✓		90%		
Combined Total for All Assessment Categories							100%

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Sport and the Media <small>(NB. 30 Character Limitation must be adhered to)</small>
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2.	Code:	SCQF Level: 10	Credit Points: 20	ECTS: 10
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Kenneth Pratt</i>		

5.	Summary of Module (Intended for All Audiences): (This should include general Syllabus details)
	<p>This module gives students the opportunity to contextualize and critically analyse the way in which sport is represented in the media. Students will have already developed a range of academic and sports journalism research skills and this module will enable them to build on this knowledge by firstly scrutinizing a specific area of sport in terms of how it is represented both within journalism and by journalists and then by providing students with the opportunity to identify and investigate a wide range of topical matters to further their awareness of how sport in the media is prone to challenges, changes and influence from a wide range of quarters. Examples of issues covered in the module include: the role that mediated sport plays as a form of symbolic ritual in many modern industrialized societies; media sport and representations of race, gender and nationality; and the political and ideological manipulation of sport via media coverage. The module builds on advanced research and presentation skills developed elsewhere in the programme to present informed critical discussion and debate of topical, and at times controversial issues that affect media coverage of sport.</p> <p>This module is a Level 10 module offered in Semester 1 of Year 4.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars as well as use of visual materials, such as film, newspapers and books.</p> <p>Assessment will be an essay and an examination.</p>
6.	Learning Outcomes: (maximum of 5 statements)
	<p>At the end of this module the student will be able to:</p> <p>L1. Engage critically with topical debates within the field of Sport and</p>

	<p>the Media.</p> <p>L2. Undertake appropriate independent research.</p> <p>L3. Critically analyse and evaluate theories, concepts and principles related to the media's representation of sport.</p> <p><i>(N.B. The above learning outcomes should relate to SCQF Level Descriptors referred to within Section 7.)</i></p>	
7.	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 & U)	<p>LEVEL 10</p> <p>Critically understanding principal theories, concepts and principles of the representation of sport in the media.</p> <p>Demonstrating detailed knowledge in one or more specialist areas that are topical within sport in the media.</p>
	Practice: Applied Knowledge and Understanding	<p>LEVEL 10</p> <p>Applying appropriate research methodology for chosen topic.</p> <p>Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.</p>
	Generic Cognitive Skills	<p>LEVEL 10</p> <p>Deriving judgements and conclusions with sound theoretical underpinning about the merits of competing schools of thought or evidence, within chosen topic.</p> <p>Demonstrating self-critical awareness, scholarship and originality in addressing the practical and ethical issues of research.</p>
	Communication, ICT and Numeracy Skills	<p>LEVEL 10</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>Making effective use of information retrieval systems and use information technology applications to</p>

	Autonomy, Accountability and Working with others	<p>present documents in an appropriate form.</p> <p>LEVEL 10</p> <p>Systematically identifying and addressing their own learning needs both in current and in new areas, making use of research primary source materials as appropriate.</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of research practice.</p>	
<i>(N.B. *Refer to www.scf.org.uk website for further details relating to the SCQF Level Descriptors)</i>			
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
		Module Code:	Module Title:
		Other:	
	Co-requisites:	Module Code:	Module Title:
9.	Learning and Teaching:		
Teaching involves a short series of introductory lectures, followed by student-led seminars. These seminars are used for debate and discussion prompted by students' research as well as for presentations on key issues relevant to the module. The tutorials are tutor-led and are used to facilitate further discussion, wider reading and also for providing feedback on assessments.			
Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:		Student Learning Hours (Normally totaling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)	
Lectures		20	
Seminars		16	
Independent study		80	
Preparation for assessment		82	
Examination		2	
<i>(eg. Lectures / tutorials / practicals / laboratory / seminars / project work (individual) / project work (group) / placements / e-learning / flexible learning / problem-based learning / blended learning / field trips / distance learning / other approaches)</i>		200 Hours Total	
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)		
There will be two pieces of assessed work: an essay of 2,500 words accounting for 50% of the marks and covered by L/O 1, 2, & 3 and an exam accounting for 50% of the marks covered by L/O 1 & 3.			

11.	Equality and Diversity												
	This module is appropriate for any student. Appropriate support can be provided where required.												
12.	**Indicative Resources: (eg. Core text, journals, internet access)												
	<p>Students will be required to undertake a wide range of reading relevant to their chosen topic, however, the following titles will be useful as support tool:</p> <p>Boyle, R (2000) <u>Power Play, Sport, the Media and Popular Culture</u>, Longman, UK. Boyle, R (2006) <u>Sports Journalism: Context and Issues</u>, Sage, UK. Berger, A (1998) <u>Media Analysis Techniques</u>, Sage Publications, UK.. Rowe, D (2004) <u>Critical Readings: Sport, Culture and the Media</u>, Open University Press. Schultz, B (2005) <u>Sports Media: Reporting, Producing and Planning</u>, Focal Press. US.</p> <p>Journals:</p> <p>Journal of Sports Media (journalsportsmedia.blogspot.com)</p> <p>International Review for the Sociology of Sport (University of Brighton) Published by the International Sociology of Sport Association.</p>												
13.	Attendance Requirements												
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.												
14	Campus(s) for Module Delivery												
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>												
	<table border="1"> <thead> <tr> <th>Paisley:</th> <th>Ayr:</th> <th>Crichton:</th> <th>Hamilton:</th> <th>D/L Virtual Campus:</th> <th>Other: (Please specify)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)				X		
Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)								
			X										
Tick													
15.	Course Reference Numbers (CRNs) (if known)												
	<table border="1"> <thead> <tr> <th>Paisley:</th> <th>Ayr:</th> <th>Crichton:</th> <th>Hamilton:</th> <th>D/L Virtual Campus:</th> <th>Other: (Please specify)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)						
Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)								
Enter													
16.	Semester(s)/Trimester(s) for Module Delivery												

10/11	Trimester 1	Yes	Trimester 2	No	Trimester 3	No

For Internal Use Only

17.	Learning and Teaching Committee (LTC)	School of Media, Language and Music
18.	Assessment Results (Pass / Fail)	No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Margaret Hughes
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1/08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination							
	Written Assignment	√	√	√			50%	
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)							
	Formal Written Examination	√		√			50%	
	Written Assignment							
	Presentation Assignment							
	Class Test							
	Oral Examination/Viva							
	Practical Examination							
	Placement / WBL Elements							
	Laboratory Reports							
Other, Please specify:								
Combined Total for All Assessment Categories							100%	

UNIVERSITY OF THE WEST OF SCOTLAND

MODULE DESCRIPTOR

1.	Title of Module: Global Issues in Sport
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2.	Code:	SCQF Level: 10 <small>(Scottish Credit and Qualifications Framework)</small>	Credit Points: 20	ECTS: 10 <small>(European Credit Transfer Scheme)</small>
3.	School:	Media, Language and Music		
4.	Module Co-ordinator:	<i>Elizabeth McLaughlin</i>		

5.	Summary of Module:
	<p>Global Issues in Sport will study, analyse and evaluate the keys issues surrounding the world of sport, issues such as: doping concerns, funding of sports and sporting events. Students will be expected to debate, discuss and critically evaluate the role of sport in the wider social, political and cultural world and in particular how these issues are reported by the mass media.</p> <p>Students will also be expected to consider the ethical issues surrounding global issues in sport, for example: the arguments about performance enhancing drugs in sport, how different countries monitor and police drug taking in sport, Olympic Games bidding scandals and “bungs” in football row.</p> <p>The module will also discuss the rules and regulations which surround sport, paying particular attention to the bodies which govern sport in the UK and the layers of governance which concentrate on sports development.</p> <p>Teaching methods will be focused around tutor-led lectures, student-led seminars and workshops plus students will be expected to read and critically evaluate Journal articles, books and other forms of media which report such issues affecting sport globally.</p> <p>Assessment will be based on developing research skills and demonstrating the ability to analyse, critically evaluate, examine and present examples of global issues in sport. Students will write two pieces of coursework, which includes individual presentation of a seminar paper on a chosen issue.</p>
6.	Learning Outcomes:
	<p>At the end of this module the student will be able to:</p> <p>L1. Critically discuss key concepts and theories surrounding the influence of the news media on issues affecting sport globally.</p> <p>L2. Critically evaluate the role of the media and how it relates to global issues in sport.</p> <p>L3. Critically analyse by means of content analysis issues in sport, which have a</p>

	global impact.	
	L4. Critically evaluate a range of information resources relevant to issues of sport at a global level.	
7.	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 & U)	SCQF 10 Critical understanding of principal theories, concepts surrounding global issues in sport Demonstrating detailed knowledge in one or more areas of global sport and the media.
	Practice: Applied Knowledge and Understanding	SCQF 10 Executing an investigation into issues of global sport and journalism. Interpreting and explaining complex policy issues relevant to global issues in sport.
	Generic Cognitive Skills	SCQF 10 Critically identifying and defining complex issues in global sport. Demonstrating some originality and creativity in discussing controversial professional issues.
	Communication, ICT and Numeracy Skills	SCQF 10 Communicating effectively and appropriately in speech and writing.
	Autonomy, Accountability and Working with others	SCQF 10 Working effectively, together with others in groups or teams, taking a leadership role where appropriate. Dealing with complex issues in accordance with current professional practice.
8.	Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	Module Title: N/A
	Other:	
	Co-requisites:	Module Code: Module Title: N/A
9.	Learning and Teaching:	
	Teaching methods will be centred on tutor-led lectures and student-led seminars and tutorials that will allow students to actively participate in examinations of writing styles, approaches and further developing their own practical writing and research skills.	
	Learning Activities/Categories: 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):
	Lectures	18
	Seminars	18
	Tutorials	12

	Preparation for coursework	60
	Independent study	92
		200 Hours Total
10.	Assessment: (also refer to Assessment Outcomes Grids at end of document)	
	<p>Both formative and summative assessment methods will be used in this module. Formative assessment will take the form of seminar paper presentation and discussion within the peer group.</p> <p>The summative assessment will provide students with the opportunity to illustrate their ability to fully discuss and evaluate a range of issues and theories studied and the case studies examined.</p> <p>There will be two assessed pieces of work. An essay (c. 2,000 words) worth 40% which will assess will LOs 3 and 4 and a seminar presentation and a 2,000 word report worth 60% which will assess LOs 1 and 2.</p>	
11.	Equality and Diversity	
	This module is appropriate for any student. Appropriate support can be provided where required.	
12.	**Indicative Resources: (eg. Core text, journals, internet access)	
	<p>The following materials form an important element of the module content and in achieving the learning outcomes. Students will be advised, via module handbooks, of the most up-to-date books and journal articles, however, they are strongly recommended to purchase the following titles:</p> <p>Andrews, P (2005), <u>Sports Journalism: A Practical Introduction</u>, Sage Publications Ltd</p> <p>Boyle, R. (2006), <u>Sports Journalism: Context and Issues</u>, Sage Publications.</p> <p>Boyle, K. (2004), <u>Sport and Broadcasting: Economic, Legal and Technical Developments in the Digital Age</u>, Lawrence Erlbaum Assoc. Inc.</p> <p>Higham J. (2004) <u>Sports Tourism Destinations: Issues and Analysis</u>, Oxford : Elsevier</p> <p>Hinch T & Higham J (2004) <u>Sport Tourism Development</u>, Oxford: Butterworth-Heinemann/Elsevier</p> <p>Hoye, R. & Cuskelly, G. (2006) <u>Sports Governance</u>, London: Butterworth-Heinemann.</p> <p>Hong, F. and Schneider, A. J. (2007), <u>Doping in Sport: Global Ethical Issues</u>, Routledge.</p> <p>Davies, C (2008), <u>Behind the Back Page: The Adventures of a Sports Writer</u>, Know the Score Books</p> <p>Maguire J (1999) <u>Global Sport: identities, societies, civilizations</u>, Cambridge : Polity</p> <p>Steen, R (2007), <u>Sports Journalism: A Multimedia Primer</u>, Routledge</p>	

	<p>Standeven J & De Knop P (1999) <u>Sport Tourism</u>, Champaign, Illinois: Human Kinetics</p> <p>Wilstein, S (2001), <u>Associated Press Sports Writing Handbook</u>, Associated Press Handbooks, McGraw-Hill Professional</p> <p>Students will also be strongly encouraged to read features, including specialist sports features in newspapers, magazines and online.</p>					
13.	Attendance Requirements					
	It is expected that for most modules the minimum attendance requirement will be 75%. Refer to Regulation 5.7 for further details.					
14	Campus(s) for Module Delivery					
	The module will normally be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): <i>(Provided viable student numbers permit)</i>					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Tick				X		
15.	Course Reference Numbers (CRNs) (if known)					
	Paisley:	Ayr:	Crichton:	Hamilton:	D/L Virtual Campus:	Other: (Please specify)
Enter						
16.	Trimester(s) for Module Delivery					
Session 2010/11 Onwards	Trimester 1	No	Trimester 2	Yes	Trimester 3	No

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17.	Learning and Teaching Committee (LTC)	Media, Language and Music
18.	Assessment Results (Pass / Fail)	Please confirm if the Pass/Fail decision will be used? (This will only apply in exceptional cases where the usual A-E Grading system is deemed inappropriate) No
19.	Subject Panel	Broadcasting, Communication & Journalism
20.	Moderator	Amanda Geary
21.	External Examiner	
22.	Accreditation Details	N/A
23.	Changes / Version Number	V1.08

Assessment Outcomes Grids (referred to within Section 10)

ASSESSMENT CATEGORY 1	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment			✓	✓	40%	
	Presentation Assignment						
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify:							

ASSESSMENT CATEGORY 2	Learning Outcome (Identified in Section 8)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	(Where less than 5 Learning Outcomes exist, please enter N/A where appropriate)						
	Formal Written Examination						
	Written Assignment						
	Presentation Assignment	✓	✓			60%	
	Class Test						
	Oral Examination/Viva						
	Practical Examination						
	Placement / WBL Elements						
	Laboratory Reports						
Other, Please specify: Portfolio							
Combined Total for All Assessment Categories						100%	

APPENDIX D

BA (H) JOURNALISM/SPORT (UWS) 2016

BA (H) JOURNALISM/SPORT

Programme Specification
Module Descriptors
ILO Curriculum Map
Assessment Map

April 2016

**UNIVERSITY OF THE WEST OF SCOTLAND
PROGRAMME SPECIFICATION**

1.	NAMED AWARDS:
	BA (H) JOURNALISM/BA (H) JOURNALISM (SPORT) BA JOURNALISM/BA JOURNALISM (SPORT) DIP HE JOURNALISM CERT HE JOURNALISM
2.	DATE OF VALIDATION:
	MARCH 2016
3.	COHORTS AFFECTED:
	All intakes from September 2016 including current L7
4.	AWARDING BODY/INSTITUTION:
	UNIVERSITY OF THE WEST OF SCOTLAND
5.	TEACHING INSTITUTION(S):
	UNIVERSITY OF THE WEST OF SCOTLAND
6.	LANGUAGE:
	ENGLISH
7.	AWARD ACCREDITED:
	Award will seek on-going accreditation from the Broadcast Journalism Training Council
8.	UCAS CODE:
	P500
9.	NORMAL PERIOD OF STUDY:
	4 years FT
10.	MODE OF STUDY:
	Full-time
11.	CAMPUS:
	Ayr
12.	SCHOOL:
	Media, Culture & Society

13.	PROGRAMME BOARD:
	Journalism

14.	ADMISSIONS CRITERIA:
	<p>Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Section 6 of the University Regulatory Framework together with the following programme requirements:</p> <p>SQA National Qualifications Grades BBBC @ Higher including Higher English and Mathematics at Grade B at least at standard grade</p> <p>or GCE Grades CCC @ A Level including English at least at GCSE</p> <p>or SQA National Qualifications An appropriate HNC/HND award with the level of entry and/or credit awarded being subject to the content of the HN programme</p> <p>Irish Leaving Certificate Grades BBBC inc. English</p> <p>International Baccalaureate (IB) Diploma 24 points (4, 4 at HL)</p> <p>Other Required Qualifications/Experience Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.</p> <p>All applicants for BA (H) Journalism/(Sport) will be invited for interview with the programme leader and members of the teaching team. The purpose of the interview is to establish the applicant's educational standard, suitability for and capacity to benefit from the programme. Applicants seeking entry to BA (H) Journalism/(Sport) at Level 8 onwards and from a previous programme of study, will be dealt with by scrutiny of results, receipt of a report on performance in their previous studies and by an interview with the programme leader and/or one other member of the teaching team.</p>

15.	GENERAL OVERVIEW:
	<p>All students will join the BA (H) Journalism degree programme, with students who wish to specialise in the field of sports journalism being given the opportunity at the end of level 8 to join the pathway that will enable them to develop their knowledge and skills in this area and to exit with the award of BA (H) Journalism/Sport.</p> <p>The programme will produce graduates who are ready for the world of work in the dynamic, competitive, multi-platform world of journalism.</p> <p>In reality this means developing a curriculum that reflects what the actual experience of the rapidly changing newsrooms will be and the skills required to</p>

operate successfully in these environments at a practical and intellectual level. This is allied with the need to achieve those 'graduate' skills that will enable the students/graduates to explore, analyse and critique Journalism in a forensic way to more fully understand why the news/ethics/managerial decisions being made in the newsroom are being made. The students will also develop a very firm grasp of the role of Journalism in the social, economic, civic and democratic life of our societies.

As such, the UWS Journalism programme will seek to be responsive to this need to produce graduates who have the ability to master the technical skills required by the news media, but also have the intellectual skills to critique, analyse and interpret the news. The curriculum explores the world of news and journalism from both UK and international perspectives. As the news media has become more global in its presentation and, indeed, in its business model, the need for students to have an understanding and knowledge of the global nature of news and the opportunities it provides is key.

Therefore, the curriculum will be the bridge across which we provide the graduates who met the professional requirements of the industry as well as meeting the academic standards of a university graduate.

Learning and teaching on the programme is focussed around the development of skills and knowledge that reflects both the demands of the university, the expectations of what makes a graduate and the preparedness and skillset expected by the news media.

We will also seek to support students to explore opportunities to develop their own academic careers by providing opportunities, either within the subject area or more broadly in the School and University, to provide pathways into postgraduate programmes. Students typically will be well positioned to continue to study Journalism and related fields at Masters and other PG levels.

The design of the curriculum will seek to meet these expectations.

The programme is unique in the Scottish HEI sector, offering as it does the opportunity for students to specialise in sports journalism. The re-designed programme builds on the success of the BA (H) Journalism and BA (H) Sports Journalism who have performed well in terms of recruitment, student employment and NSS.

Level 7 and 8 of the programme will be common. They will provide the students with core skills in:

Newsgathering

Writing for a range of news environments/audiences

Audio and broadcast production

Feature writing

Magazine journalism

Study of journalism's role from social, economic and cultural contexts

Law & media regulation

Politics

Students will have the opportunity to produce portfolios of their work that they can use to showcase to future employers and work placement providers. Modules such as magazine journalism, feature writing, advanced news production (in a range of formats) will provide this focus of teaching and assessment.

Levels 9 & 10 will offer the pathway choice for students.

BA (H) Journalism pathway

Those who opt for the Journalism path will continue to build on what has been offered in earlier years with opportunities to undertake work placement, produce portfolio-based work in news, features, specialist magazine journalism across a range of digital and online formats.

Critical thinking skills will be developed in modules that explore the wider role of journalism – we will explore how we can work more collaboratively with colleagues across the School to develop modules that deepen students ability to analyse and critique, these could encompass exploring issues around crime & the news media, the sociology of mass culture, psychology of news, mediation of political news etc.

Developing research methods will be a key part of the structure and the skills developed here will be most widely used in the final year creative research project. The final year will also see students producing a substantial piece of portfolio-based work as part of the creative research project that will enable them to showcase their work to a professional standard, as well as allow some of them to shape their work into specialist fields if this is appropriate. Enhancing their employability skills will be the focus of the entrepreneurship module that students in both pathways will undertake.

BA (H) Journalism (Sport) pathway

Students who opt for the BA (H) Journalism (Sport) pathway will undertake some of the same modules as the Journalism pathway students, eg, research methods, newsroom practice, creative projects. However, the focus of their final two years will be in meeting the requirements of sports journalism, as well as their own aspirations. Modules will explore sports news production in a range of sports programmes, with news, features, commentary and live reporting being key (much of this will be focused around our involvement with St Mirren TV).

Students will develop critical thinking skills in modules that will explore the role of sport in the media, in society and look at governance and policy issues that impact sport both nationally and globally tapping into the expertise which exists both within MCS and other Schools in the university.

In level 10, and in common with the Journalism pathway, students will complete a creative research project that will seem them produce substantial piece of work to a professional standard allowing them to showcase their skills and, if appropriate, specialist areas of expertise developed during their undergraduate careers. Enhancing their employability skills will be the focus of the entrepreneurship module that students in both pathways will undertake.

Students on both pathways will also undertake a module in entrepreneurship and professional practice which will enable them to develop knowledge and understanding of the requirements to be entrepreneurial in a market place that is very receptive to opportunities to create new business ideas and models around the presentation of news in all its formats. Students will have the opportunity to prepare themselves more readily fro the competitive world of work by undertaking practice in presenting themselves to potential future employers and in ensuring that they are aware of the need to build their own 'brand' around themselves are future employees and entrepreneurs.

All students will also have the opportunity to undertake modules from across a range of other programmes within the School, most notably L10 modules in the BA (H) Broadcast Production and BA (H) Filmmaking and Screenwriting programmes and will be given details of these in student handbooks and through induction processes etc.

The learning, teaching and assessment strategies adopted by the teaching team will focus on a sustainable approach to producing assessments that will prepare the students for the workplace, while at the same time progressive nature of assessment will be developing good critical thinking and analytical skills that support learners and build confidence.

The programme is reflective of the UWS 'Enabling Plan' which seeks to:

- ☐ offer inspirational and transformative learning within a flexible and personalised curriculum
- ☐ ensure transitions into, within and beyond UWS that raise the horizons for all stakeholders
- ☐ maximise staff and student engagement in a culture and environment of support and development
- ☐ ensure high quality information to support effective interventions in enhancement
- ☐ ensure that our graduates will be highly employable and able to make a difference locally and globally.

Learning, teaching and assessment in the programme will be aligned with professional practice through the amalgamation of assessments that meet the needs of the university and a range of graduate skills, yet also help prepare students for the demands of the working environment beyond university.

For example, aligned assessments are likely to include the production of a range of professionally produced news and journalistic artifacts that would be expected in industry and where effective communication, engagement and collaborative practice are key learning outcomes. The experiential learning opportunities in the programme will also students to learn how to work in teams co-operate with others in group projects, pose and resolve a range of problems both in the content and production of a range of journalism outputs, such as news, sports and magazine projects, and give and receive feedback through peer-review involving the whole class.

Teaching will comprise practice-based workshops, simulated newsroom environments, production days, seminars and lectures. All modules are supported Moodle, an online VLE which enables staff and students to both communicate and share content on assessment, learning activities, information sources such as online broadcast and print materials, discussion forums and support for teaching and learning. MCS has adopted as a key teaching strategy an inquiry-based learning approach, this will be embedded in the programme and developed throughout it.

This will provide students with an opportunity to become reflective practitioners in their own learning experiences and enable them to adopt a more creative and

	<p>critical approach to journalism inquiry. Developing key transferable skills and academic literacy, as well as, illustrating understanding of the citizenship more broadly will be made explicit in assessments approaches and these will be progressive throughout the programme.</p> <p>Assessment will comprise the production of portfolios of professionally produced work across all platforms and will typically include news and features type materials in a range of digital formats from short news pieces to longer analytical features programmes to digital magazines. Students will also illustrate their learning through pitches to teaching staff and industry professionals, seminar papers and presentations, essays and research projects, as well as examinations. Inquiry-based learning will be utilised to help prepare students for the progressive nature of the degree programme.</p> <p>Learning and teaching on the programme is underpinned by the research activities of staff. The programme sits within the Culture and Creativity research hub and both staff and students benefit from the wider research activities of colleagues in the wider MCS environment.</p>
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16.	EMPLOYABILITY SKILLS AND PDP:
	<p>The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme.</p> <p>Students will be encouraged to maintain a PDP portfolio of feedback, evidence, reflection and goals – this may be through use of Mahara or alternative formats. This also enables students to utilise entrepreneurial approaches to showcasing their work for future employers.</p> <p>Employability is developed throughout the programme. This commences at Level 7 (Newsgathering Techniques) where students gain an insight into the various roles and responsibilities within news organisations.</p> <p>The body of knowledge developed through the programme is well focused on the needs of industry and the need for students to be prepared to meet the changing demands of the workplace.</p> <p>Modules such as Digital Journalism 1(L7), Advanced News Reporting (L8), Magazine Journalism (L8 & 9), Newsroom Practice (L9), Entrepreneurship & Professional Practice (L10) and Creative Research Project (L10) will provide an opportunity for students to produce work to a high professional standard, which enhances their employability, as will many others.</p>

	<p>The principles of PDP are supported both in the curriculum and through the personal tutor support system.</p> <p>Essentially PDP is embedded within all modules of the Programme because each is contextualized to provide students with the ability to develop the required graduate attributes of good communication skills, digital literacy, critical thinking, entrepreneurial skills, awareness of personal effectiveness and global citizenship. Although PDP will be linked to learning outcomes at every opportunity it will be predominantly on going and formative while also drawing on assessed activities. The aim is not only to encourage students to develop skills such as numeracy, language, study skills, employability and analytical thought but also to raise students' self-awareness and confidence through a process of critical reflection and planning of practice.</p>
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17.	WBL/PLACEMENT:
	<p>All students on the programme will be expected to undertake either work-based learning in a newsroom environment or work-related learning as part of specific projects.</p> <p>Newsroom Practice, a core level 9 module, includes a requirement for students to undertake placement which enables students to apply the skills and knowledge they have gained in a workplace setting and from which the students will gain a valuable experience that is aimed at supporting both their learning and employability.</p> <p>Although assessed work placement activity is focused on this module, students are encouraged to participate on work-related activity across a range of modules and to begin to develop their own portfolios of work from early in the programme. Given the practice-based aspects of the programme, students are expected to progressively develop their skills in newsgathering, writing and presentation of journalistic work thereby growing their confidence, enabling the development and nurturing of industry links and enhancing their employability. Staff will be fully involved in the process of securing placements, in line with the University's criteria for the approval of placement setting policy. The work placement will consist of at least 100 hours spent in the workplace (in line with BJTC accreditation requirements).</p> <p>Each student will receive at least one pre-placement and one post-placement guidance interview with a member of the teaching team. This will be supported by a series of lectures and tutorials with students to discuss expectations, explore opportunities and agree objectives prior to students going out on placement. During the work placement there will be email and telephone contact with the module co-ordinator and other staff to discuss progress with both workplace supervisor and student. Each student will also receive feedback from the workplace supervisor and have an opportunity to discuss this feedback with the tutor.</p>

18.	EQUALITY AND DIVERSITY:
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	<p>In line with the Equality Act 2010, the curriculum and delivery of Media, Culture & Society programmes are designed to promote the general equality duty, namely to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act; • Advance equality of opportunity between people who share a protected characteristic and those who do not; and • Foster good relations between people who share a protected characteristic and those who do not. <p>The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The School of Media, Culture & Society is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>
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19.	PROGRAMME STRUCTURES AND REQUIREMENTS, SCQF LEVEL, TRIMESTERS, MODULE NAMES AND CODES, CREDITS AND AWARDS:	
	LEVEL 7 LEARNING OUTCOMES	
	Knowledge and Understanding	
	A1	Demonstrate an historically informed knowledge of news organisations
	A2	Demonstrate an understanding of how news organisations operate and are managed
	A3	Demonstrate an awareness of the role the news media has in society and key issues surrounding this.
	Practice – Applied Knowledge and Understanding	
	B1	Demonstrate basic skills of generating and structuring news and features copy
	B2	Acquire knowledge of editing and design software and the requisite practical skills for presenting content in a range of journalistic formats
	B3	Develop and maintain contacts appropriate to journalism research
	B4	Produce work showing competence in the use of Teeline shorthand at 50 wpm

Communication, ICT and Numeracy Skills

C1	Demonstrate good use of the English language in terms of grammar and text handling
C2	Demonstrate and attain skills of personal and inter-personal communication

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Develop skills in gathering, organising and managing sources of information
D2	Demonstrate a capacity to study and learn at undergraduate level
D3	Reflect on a range of issues related to the roles and responsibilities of journalists/journalism

Autonomy, Accountability and Working With Others

E1	Demonstrate the ability to work independently and to manage workload
E2	Demonstrate the ability to work collaboratively and contribute in group work settings
E3	Demonstrate and attain skills of personal and inter-personal communication

SCQF	Module Code	Module Name	Core/Option	Credit	T1	T2
7	new	Digital Journalism	C	40		
7	MEDI07018	Issues in Journalism	C	20		
7	MEDI07016	Newsgathering Techniques	C	20		
7	MEDI07025	News Reporting	C	20		
7	new	The business of News	0	20		

Criteria for Progression and Award

Criteria for progression / award do not differ from the requirements of the University Regulatory Framework, please refer Regulation 7.3 for more detail.

Progression to Level 8 requires at least 120 credits of which a minimum of 100 is at SCQF level 7.

The Programme Panel may permit a student to progress with credit deficit in two modules in order to enable progression to the next level of study, provided that: the student is required to be re-assessed in (or chooses to re-take) the modules while studying at the next level.

Distinction is awarded to candidates who have met the following criteria at their first attempt:

- have taken a minimum of 120 credit points modules of study
- A mean mark of 70% or above. (The student must pass the modules at the first attempt and the mean mark to be used in determining distinction will also be taken from the module marks at the first attempt.)

The Certificate of Higher Education (CertHE) Journalism is typically offered as an exit award after successful completion of 120 credits of which a minimum of 100 are at least SCQF Level 7.

LEVEL 8 LEARNING OUTCOMES

Knowledge and Understanding

A1	Develop a detailed knowledge and understanding of media law and regulatory and ethical frameworks which affect news production, circulation and consumption
A2	Demonstrate a broad knowledge and understanding of local, Scottish, UK, EU politics and international relations
A3	Evaluate the roles and responsibilities the news media has in society and key issues surrounding this.

Practice – Applied Knowledge and Understanding

B1	Demonstrate an advanced knowledge of producing and structuring copy
B2	Demonstrate skills of generating and structuring news copy for broadcast news media
B3	Develop knowledge of specialist areas of journalism associated with more specific vocational paths, for example, mainstream news for broadcast, online and print environments
B4	Develop knowledge of specialist areas of journalism associated with more specific vocational paths, for example, sports broadcasting and online sports news

Communication, ICT and Numeracy Skills

C1	Demonstrate a developing knowledge of editing software and the requisite practical skills for presenting content in a range of journalistic formats
C2	Demonstrate an advanced knowledge of design software and the requisite practical skills for presenting content in a range of journalistic formats
C3	Communicate the outcomes of learning more effectively in a range

of written, visual and oral formats

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Evaluate and draw upon a range of sources appropriate to journalistic research
D2	Evaluate and draw upon a range of sources appropriate to academic research
D3	Summarise differing perspectives on the role of journalism in society

Autonomy, Accountability and Working With Others

E1	Engage effectively in group working and manage group tasks
E2	Engage effectively when work independently and managing time and workload
E3	Undertake reflective critique of own practice

SCQF	Module Code	Module Name	Core/Option	Credit	T1	T2
8	New	Advanced News Reporting	C	20		
8	MEDI08020	Feature Writing	C	20		
8	MEDI08018	Law & Media Regulation	C	20		
8	New	Ethics for Journalists	C	20		
8	MEDI08021	Magazine Journalism	O	20		
8	New	Reporting UK Politics	C	20		

Criteria for Progression and Award

Criteria for progression/ award do not differ from the requirements of the University Regulatory Framework, please refer Regulation 7.3 for more detail.

Progression to Level 9 requires at least 240 credits of which a minimum of 100 is at SCQF level 8. The Programme Panel may permit a student to progress with credit deficit in two modules in order to enable progression to the next level of study, provided that: the student is required to be re-assessed in (or chooses to re-take) the modules while studying at the next level.

Distinction is awarded to candidates who have met the following criteria at their first attempt:

- have taken a minimum of 120 credit points modules of study
- A mean mark of 70% or above. (The student must pass the modules at the first attempt and the mean mark to be used in determining distinction will also be taken from the module marks at the first attempt.)

The Diploma of Higher Education (DipHE) Journalism is typically offered as an exit

award after successful completion of 240 credits of which a minimum of 100 are at least SCQF Level 8.

LEVEL 9 LEARNING OUTCOMES

Knowledge and Understanding

A1	Develop a critical understanding of a selection of the principal theories, principles, concepts and terminology of journalism and news production.
A2	Develop a critical understanding of a range of key theories, principles and concepts around the role of journalism and the news media in society
A3	Demonstrate knowledge and competence in a range of social research methods relevant to the study of journalism

Practice – Applied Knowledge and Understanding

B1	Develop advanced knowledge and gain skills in applying ethical knowledge in practical scenarios and demonstrate awareness of professional codes of practice
B2	Illustrate an advanced understanding of key production processes relevant to news production and obtain experience of the discipline through a work placement within an editorial department/related workplace environment
B3	Gain and demonstrate skills within specialist fields of journalism to a professional standard
B4	Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices across a range of platforms

Communication, ICT and Numeracy Skills

C1	Communicate effectively with professional level peers, senior colleagues and specialists.
C2	Make formal presentations and pitches about specialised topics to informed audiences.
C3	Demonstrate advanced knowledge of editing software and the requisite practical skills for presenting content in a range of journalistic formats to a professional standard
C4	Demonstrate an advanced knowledge of design software and the requisite practical skills for presenting content in a range of journalistic formats to a professional standard

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Demonstrate skills of critical and analytical thinking through the
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	process of applying research techniques
D2	
D3	Develop a greater capacity for independent study and utilise enhanced methods of enquiry and research

Autonomy, Accountability and Working With Others

E1	Work collaboratively with others to produce online publications and news output across a range of formats
E2	Demonstrate the ability to monitor and evaluate the progress of own contribution in carrying out defined tasks
E3	Undertake analytical reflective critique of own practice
E4	Practice in a range of professional level contexts which include a degree of unpredictability and/or specialism
E5	Demonstrate some originality and creativity in dealing with professional news scenarios
E6	Demonstrate an awareness and understanding of how to effectively and professionally respond to the key ethical and practical issues of project management in accordance with professional codes of practice

SCQF	Module Code	Module Name	Core/ Option	Credit	T1	T2
9	MEDI09036	Newsroom Practice	C	40		
9	MEDI09043	Research Methods	C	20		
9	MEDI09032	Broadcast Feature Production	O	20		
9	New	Advanced Magazine Journalism	O	20		
9	SOCY09021	Media & Society	O	20		
9	MEDI09050	Sports News Production	O	20		
9	New	Policy & organisation of Sport	O	20		
9	New	Sport & the Media	O	20		

Criteria for progression and award

Criteria for progression/ award do not differ from the requirements of the University Regulatory Framework, please refer Regulation 7.3 for more detail.

Progression to Level 10 requires 360 credits of which a minimum of 120 is at SCQF level 9 and an overall aggregate mark of 40% or above. Students will not normally be eligible for progression with less than 360 credits i.e. Progression with credit deficit from SCQF level 9 to level 10 is not normally permitted.

Distinction is awarded to candidates who have met the following criteria at their first attempt:

- have taken a minimum of 120 credit points modules of study

- A mean mark of 70% or above. (The student must pass the modules at the first attempt and the mean mark to be used in determining distinction will also be taken from the module marks at the first attempt.)

The Bachelor of Arts (BA) Journalism/(Sport) is typically offered as an exit award after successful completion of 360 credits with 200 in the subject area, of which a minimum of 100 are at least SCQF Level 9.

LEVEL 10 LEARNING OUTCOMES

Knowledge and Understanding

A1	Develop a critically informed insight into different global, international, national and local issues from a journalistic perspective
A2	Critically appraise issues and debates relevant to the mechanics of news and the influence of political institutions, organisations and public opinion.
A3	Identify and critically evaluate a range of research methods relevant to the study of journalism and its role in society
A4	Critically evaluate the role of data journalism in the creation of news output

Practice – Applied Knowledge and Understanding

B1	Formulate appropriate research questions and employ appropriate methods and resources for both an academic and journalistic perspective
B2	Produce work which is informed by, and contextualised within, relevant theoretical issues and debates
B3	Utilise data to produce a range of journalism across a number of platforms to a high professional standard
B4	Produce work which shows professional competence in operational aspects of news production technologies, systems, techniques and practices

Communication, ICT and Numeracy Skills

C1	Make formal presentations in a professional manner about specialised topics to informed audiences
C2	Communicate effectively with professional peers, senior colleagues and specialists
C3	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

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation						
D1	Undertake various forms of research for essays, projects and dissertations involving sustained independent enquiry					
D2	Demonstrate the ability to critically analyse and evaluate a range of literature relevant to the study of journalism					
Autonomy, Accountability and Working With Others						
E1	Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of news media platforms					
E2	Take significant responsibility for own work and the management of self-directed study					
E3	Work effectively as part of a team, taking into account the roles and responsibilities of self as well as that of others in group tasks					
E4	Undertake critical reflection of own practice					
SCQF	Module Code	Module Name	Core/Option	Credit	T1	T2
10	New	Creative Project	C	60		
10	New	Data Journalism	C	20		
10	New	Entrepreneurship & Professional Practice	C	20		
10	MEDI10022	News & Politics	O	20		
10	MEDI10033	Global Issues in Sport	O	20		
Criteria for award						
Criteria for award does not differ from the requirements of the University Regulatory Framework, please refer Regulation 7.3 for more detail.						
The award of BA (H) Journalism/(Sport) is awarded to students who have at least 480 credits of which a minimum of 200 points are at SCQF Levels 9 and 10, and of which a minimum of 100 are at SCQF Level 10. Please refer to Regulation 7 for Honours Classifications.						
Degree classification is in accordance with the University Regulations whereby the mean mark is used as outlined in Regulation 7.5.1.						

20.	REGULATIONS OF ASSESSMENT:
	All assessment on the programme is governed by the University's Regulations for the Assessment of Students on Taught Programmes. These Regulations are part of the University's wider Regulatory Framework, which can be accessed at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/ Assessment is covered by Regulation 7.

21.	CHANGES SINCE LAST PUBLICATION:
	<p>BA (H) JOURNALISM/(SPORT)</p> <p>Red = new modules * = amended modules</p> <p>LEVEL 7</p> <p>Digital Journalism 1 (40) *Issues in Journalism (20) The business of news (20) *News Reporting (20)</p> <p>LEVEL 8</p> <p>Advanced News Reporting (20) Ethics for Journalists (20) *Reporting UK Politics (20)</p> <p>LEVEL 9</p> <p>*Newsroom Practice (40)</p> <p>BA (H) Journalism Advanced Magazine Journalism (20) *Media & Society (20)</p> <p>BA (H) Journalism (Sports) Sport & the Media (20) Policy & organisation of Sport (20)</p> <p>LEVEL 10</p> <p>Creative Research (60) Data Journalism (20) Entrepreneurship & Professional Practice (20)</p> <p>BA (H) Journalism *News & Politics (20)</p>

BA (H) JOURNALISM/SPORTS

	Module	Credits	TR	Module co-ordinator
LEVEL 7				
	Digital Journalism 1	40	1 & 2	Annie McGuire
	The business of news	20	1	Margaret Hughes
	Newsgathering Techniques	20	1	Elizabeth McLaughlin
	Issues in Journalism	20	2	Kenneth Pratt
	News Reporting	20	2	Elizabeth McLaughlin
LEVEL 8				
	Advanced News Reporting	20	1	Annie McGuire
	Features & Specialist Writing	20	1	Margaret Hughes
	Law & Media Regulation	20	1	Ewan Crawford
	Ethics for Journalists	20	2	Kenneth Pratt
	Magazine Journalism	20	2	Margaret Hughes
	Reporting UK Politics	20	2	Ewan Crawford
LEVEL 9				
	Newsroom Practice	40	1 & 2	Elizabeth McLaughlin
	Research Methods	20	1	Kenneth Pratt
BA J	Broadcast Feature Production	20	1	Ronnie Bergman
	<i>Media & Society*</i>	20	2	<i>Maria Feeney</i>
	Advanced Magazine Journalism	20	2	Margaret Hughes
BA J/S	Sports News Production	20	1	Elizabeth McLaughlin
	Policy & Organisation of Sport	20	2	Fiona Averill
	Sport & the Media	20	2	Elizabeth McLaughlin
LEVEL 10				
	Creative Research	60	1 & 2	Margaret Hughes
	Data Journalism	20	2	Ewan Crawford
	Entrepreneurship & Professional Practice	20	1 & 2	Lynn Sinclair
BA J	News & Politics	20	1	Margaret Hughes
BAJ/S	Global Issues in Sport	20	1	Elizabeth McLaughlin

* = validated as part of BA (H) Social Sciences

LEVEL 7

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	Newsgathering Techniques
2.	MODULE CODE:
	MEDI07016
3.	SCQF LEVEL:
	7
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Elizabeth McLaughlin
8.	SUMMARY OF MODULE:
	<p>The module provides students with an introduction to news and to the procedures involved in newsgathering, including knowledge and understanding of the professional skill of accurate note-taking using Teeline shorthand.</p> <p>It involves consideration of the theories for defining and identifying news, as well as looking at issues of news values and news judgment. Students learn a range of approaches to researching news stories and the importance of networking skills, including identifying appropriate contacts and the importance of the journalist's contacts book as a newsgathering tool. They also begin to practice a range of interview techniques, for example face-to-face, phone and online methods of enquiry. Students are also provided with an understanding of the principles, rules, special outlines, words, word groupings and distinguishing outlines of the Teeline shorthand system.</p> <p>The module is delivered through lectures, tutorials and practical workshops around news values, news story ideas, interviewing skills and building news sources and contacts.</p> <p>Key content/scope/topics:</p> <ul style="list-style-type: none"> • Understanding and defining "what is news" • Understanding editorial roles and responsibilities • Understanding news theories and academic research in this area • Understanding how to gather news and sports stories

	<ul style="list-style-type: none"> • Understanding how to build news and sports contacts • Learning interviewing techniques: face-to-face/online and phone • Understanding the rules and principles of shorthand
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9.	LEARNING OUTCOMES:
	<p>L1. Define 'news' and outline a range of popular theories relating to news values.</p> <p>L2. Present ideas for news stories and identify appropriate contacts and use a range of interview techniques to gather information suitable for publication.</p> <p>L3. Demonstrate knowledge of the roles and responsibilities of journalists within the multimedia newsroom.</p> <p>L4. Demonstrate knowledge of special outlines, words and word groupings in shorthand</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Help to develop practice-based skills in identifying news values and news story ideas • Develop interviewing skills to help generate news content and build contacts and sources • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance.

	<ul style="list-style-type: none"> • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	The module involves a series of theory-based lectures and tutorials, as well as laboratory-based workshops where students have the opportunity to practice and hone their newsgathering skills through practical exercises. An additional 12 hours are provided for PDP purposes during the course of this module and these sessions take the form of laboratory-based workshops that focus on developing understanding of the theoretical concepts and terminology involved with shorthand and students can focus on improving their technique and their speed.

15.	ASSESSMENT:
	<p>Assessment 1: Online discussion forum to define and discuss what news is and illustrate understanding of news values and editorial roles and responsibilities (40%)</p> <p>Assessment 2: Portfolio of work: including ideas for news/sports stories, full contact details for news and sports sources and a Q&A interview. There is also a shorthand test around theory and outlines. (60%)</p>

16.	ASSESSMENT GRIDS:							
	Assessment Category 1							
	Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Assignment	Online forum	✓			✓	40	0
	Assessment Category 2							
	Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Assignment	Portfolio of written work		✓		✓	60	0
Combined Total For All Assignment Categories						100%	0 hours

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), An Introduction to Journalism, Sage Publications. Harcup, T. (2015), Journalism Principles and Practice, 3rd Ed, Sage Publications Harris, G. and Spark, D. (2010), Practical Newspaper Reporting, 4th Ed, Focal Press. Johnston, D. (2013), Teeline for Journalists, Oxford: Heinemann Educational. Keeble, R. (Ed), (2006), Print Journalism: A critical introduction, Routledge.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	1860

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	Digital Journalism 1
2.	MODULE CODE:
3.	SCQF LEVEL:
	7
4.	CREDIT POINTS:
	40
5.	ECTS CREDITS:
	20
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Annie McGuire
8.	SUMMARY OF MODULE:
	<p>Digital Journalism is now at the core of how news and features are covered in many areas of the media, including traditional print titles, broadcast and sources which have grown up on digital platforms.</p> <p>The aim of this module is to introduce students to journalism in the digital age and equip them with the basic tools of digital journalism – including radio, television, online and mobile. It is complemented by the Level 8 module ‘Digital Journalism 2’ which builds upon the core skill taught here – writing for radio, television, and online audiences, understanding the needs of different media platforms and performing the role of a digital journalist for the first time. Students will also begin to explore mobile journalism and gain an understanding of how technology is changing how news organisations are telling stories.</p> <p>Teaching will include lectures, production days, tutorials, seminars and practical workshops, with input from industry professionals</p> <p>In this module students will:</p>

	<ul style="list-style-type: none"> • Gain an understanding of the wide variety of skills which contribute to producing digital journalism on a range of platforms • Learn best practice for producing digital journalism from industry experts. • See real-life industry settings for the production of digital journalism. • Gain an understanding of how emerging technologies are influencing news production across a range of platforms including mobile and online.
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9.	LEARNING OUTCOMES:
	<p>L1. Describe the interdisciplinary nature of digital journalism</p> <p>L2. Demonstrate proficiency in basic newsgathering, recording and writing for digital platforms.</p> <p>L3. Produce a portfolio of original digital journalism content.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of digital journalism to a professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit.

	<ul style="list-style-type: none"> Using formative feedback to support the reflection necessary to enhance student performance. Providing sustainable assessment that supports students' ongoing learning. Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and practical workshops. Students will receive some initial lectures giving context to a complex industry. The focus of the module will be on practical digital production in audio, video and online – with focus on the end of trimester 2 for the largest part of assessment.

15.	ASSESSMENT:
	<p>The student is required to produce a portfolio of edited digital material (with supporting scripts where appropriate), which must include:</p> <p>Assessment 1 (LO 1) - Participation in online forums (10%)</p> <p>Assessment 2 (LO 2 & 3) – Produce a portfolio of work that comprises: a voicer of not less than 25 seconds and a script and performance of an illustrated reporter two way on a news/sport news topic (end of Trimester 1) (40%)</p> <p>Assessment 3 (LO 2 & 3) – Produce a portfolio that comprises a multiplatform interpretation of a story, with versions for TV, radio, online and social. (End of Trimester 2) (50%)</p>

16.	ASSESSMENT GRIDS:																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6" style="text-align: center;">Assessment Category 1</th> </tr> <tr> <th style="text-align: center;">Learning Outcome</th> <th style="text-align: center;">Learning Outcome (1)</th> <th style="text-align: center;">Learning Outcome (2)</th> <th style="text-align: center;">Learning Outcome (3)</th> <th style="text-align: center;">Weighting (%) of Assessment Element</th> <th style="text-align: center;">Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Assessment Category 1						Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours						
Assessment Category 1																			
Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours														

Online participation	✓			10	0
Assessment Category 2					
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio & script		✓	✓	40	0
Assessment Category 3					
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio		✓	✓	50	0

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Brock, G (2013) Out of Print: Newspapers, Journalism and the Business of News in the Digital Age, Routledge Hernandez, R and Rue, J (2015), The Principles of Multimedia Journalism: Packaging Digital News, Routledge Ray, V (2003) , The Television News Handbook: An Insider's Guide to Being a Great Broadcast Journalist, Pan MacMillan</p>

19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all

	delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/
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20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	1 & 2

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	Business of News
2.	MODULE CODE:
3.	SCQF LEVEL:
	7
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Margaret Hughes
8.	SUMMARY OF MODULE:
	<p>This module will explore the history and development of the news media in the UK.</p> <p>From the power and influence of the press barons of the 20th century and the birth (and growth) of the BBC to the powerful media moguls and media conglomerates of today, students will learn how the news media plays a significant role in our social, cultural and economic lives.</p> <p>Students will study the business of the news media, looking at current trends and challenges, exploring the role of multi-platform news, the role of online news and social media and how technology impacts on newsgathering and presentation of news.</p> <p>The module will also explore the opportunities and challenges presented to the sector as business models change and multi-platform strategies are developed to meet the diverse requirements of changing audiences.</p> <p>In this module students will focus on:</p> <ul style="list-style-type: none"> • History of the news media • Organisation of the news media • Trends in news products • Impact of technology in newsgathering, production & presentation • Business models in 21st century news

9.	LEARNING OUTCOMES:
	<p>L1. Describe current trends and features of the new media in the 21st century.</p> <p>L2. Demonstrate knowledge & understanding of the development of the news media in the UK.</p> <p>L3. Undertake independent research utilising and presenting appropriate resources.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop a knowledge and understanding of the world of the news media from the perspective of its history and how the business is organised and the opportunities and challenges within it. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
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	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.
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14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures and seminars. Students will receive some initial lectures discussing the history and organization of the news media, guest lecturers from the industry will help you to explore and learn about the opportunities and challenges of operating businesses in the news media in the 21 st century and how you can begin to shape a future career within it.

15.	ASSESSMENT:
	<p>Assessment 1 (LO 2 & 3) – Presentation on a news media outlet, exploring its history, development and challenges/opportunities for the future. (30% of total marks)</p> <p>Assessment 2 (LO1 & 3) – Report that explores current markets and business models in the UK news media (70% of total marks)</p>

16.	ASSESSMENT GRIDS:																																										
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Assessment Category 1																																											
Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours																																						
Presentation		✓	✓	30	0																																						
Assessment Category 2																																											
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17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Curran, S & Seaton J, (2009) Power Without Responsibility, 7th edition, Routledge</p> <p>Williams, K (2009) Get me a murder a day, 2nd edition, Bloomsbury</p> <p>Williams, K (2009) Read all about it!, Routledge</p> <p>Temple, M (2008), The British Press, OUP</p> <p>Conboy, M (2011), Journalism in Britain, Sage Publications</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: News Reporting
2.	MODULE CODE: MEDI07025
3.	SCQF LEVEL: 7
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Elizabeth McLaughlin
8.	<p>SUMMARY OF MODULE:</p> <p>This module develops the students' competence in news reporting, with the primary focus being on producing news for local media suitable for print and multimedia publications. The module is delivered through a series of lectures and workshops.</p> <p>Students carry out a range of news reporting tasks consistent with the expectations of a district reporter covering specific geographical areas or news patches. They are expected to generate ideas for news stories and gather the relevant material to enable them to write stories to be published that is purposed for various media platforms. The students will also engage with how blogging and social media are used in the reporting of news. They will also have the opportunity to combine their news writing and Shorthand skills while undertaking a series of practical exercises that imitate 'real world' reporting situations.</p> <p>Students will also learn the rudiments of news writing, including the industry-accepted styles and formula for structuring copy: such as intro writing; the inverted pyramid; the Five W's; as well as using appropriate language and house style. The module covers a range of writing styles of news and features for different media platforms.</p> <p>The module also develops the students' knowledge and skill in the use of Teeline shorthand, enabling them to record and transcribe passages dictated at speed</p>

	<p>Key scope:</p> <ul style="list-style-type: none"> • Develop the ability to write content for print and online to recognized industry standards • Identify a range of news stories including leads, middles and News In Briefs (NIBS) • Identify contacts for stories and news patches • Understand how social media works within the news industry • Ability to write in shorthand and transcribe the notes
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9.	LEARNING OUTCOMES:
	<p>L1. Generate ideas for developing stories using different multimedia platforms.</p> <p>L2. Identify and conduct effectively newsgathering to produce a range of news stories from a specific news patch suitable for publication in local media.</p> <p>L3. Write news material suitable to be published both in print publications and via multimedia platforms, that conforms to current professional practices and standards.</p> <p>L4. Use shorthand at speed to accurately record the spoken word suitable for the purposes of producing copy.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of news portfolios to a professional standard, familiarising the students with the editorial skills required by the news media. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of the demands of understanding audiences and their different news requirements across a range of platforms.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the</p>

	<p>following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. <p>Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence</p>
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and practical workshops. Students will examine news and sports stories' structures, writing for local markets and basic news and sports writing skills. The focus of the module will be on practical writing and creating content suitable for print and online publications. There will also be shorthand speed classes to help students achieve a speed of 50words per minute.

15.	ASSESSMENT:
	<p>To be positioned next to the Assessment Outcome Grids so that both fields are together. More instructions to be provided about what is expected in terms of a description of assessment strategy, the use of formative and summative assessment within the module and alternative arrangements that can be made for students with specific requirements as per equality and disability</p> <p>Assessment 1: Portfolio of news stories (70%) Assessment 2: Shorthand speed test (30%)</p>

16.	ASSESSMENT GRIDS:																		
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Assessment Category 1																			
Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours														

Portfolio	✓	✓	✓	70	0
Assessment Category 2					
Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Shorthand speed test			✓	30	0
Combined Total For All Assignment Categories				100%	0 hours

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Bradshaw, P. and Rohumaa, L. (2011), The Online Journalism Handbook, Harlow: Pearson Education.</p> <p>Bull, A. (2010) Multimedia Journalism: a practical guide. Abingdon: Routledge.</p> <p>Dix, A. (2012), Teeline Fast, Oxford: Heinemann Educational.</p> <p>Evans, H. (2000), Essential English: For Journalists, Editors and Writers, London: Pimlico.</p> <p>Fleming, C., Hemmingway, E., Moore, G. and Welford, D., (2006), An Introduction to Journalism, London: Sage Publications.</p> <p>Frost, C. (2010), Reporting for Journalists, 2nd ed. Abingdon: Routledge.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the</p>

	following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/
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20.	CAMPUSES:
	Ayr

21.	CRNs:
	10366

22.	TRIMESTERS:
	2

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	Issues in Journalism
2.	MODULE CODE:
	MEDI07018
3.	SCQF LEVEL:
	7
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Ken Pratt
8.	SUMMARY OF MODULE:
	<p>This module introduces students to a range of current social, political and cultural issues that impact upon the study of journalism, including new ethics for journalists and how we can begin to analyse British press and media coverage both at home and internationally. The module offers insights into both how the press and media operate and how media academics examine journalism practice. It will provide students with a greater understanding of the different demands on journalism and to recognise a range of social, cultural, political and technological issues that can impact on them. Students are therefore introduced to basic media research techniques such as the literature review, research methodologies and how to construct a journalism research proposal based around one of the themes covered in class. During the module students will develop essay writing, presentation and group working skills as well as a range of research activities such as how to source on-line academic journals, designing questionnaires, and interviewing as a method of data collection. The module will provide a grounding in the principles of inquiry based learning, introducing students to the processes of research and inquiry. Students will be able to reflect on their work and evaluate the learning experience and groups will be encouraged to take a creative approach to journalism inquiry.</p> <p>Key points covered in the module:</p> <ul style="list-style-type: none"> • Introduction to a range of current issues for journalists and the news

	<p>media today</p> <ul style="list-style-type: none"> • Introduction to range of research methodologies • How to structure a basic research proposal
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9.	LEARNING OUTCOMES:
	<ol style="list-style-type: none"> 1. Demonstrate the ability to identify and formulate an appropriate research question 2. Demonstrate the ability to collate, analyse and present evidence 3. Demonstrate an ability to present evidence in an appropriate written and visual forms 4. Demonstrate the ability to work effectively within group settings.

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The module will provide opportunities to learn in ‘discovery mode’, facilitating understanding of and encouraging positive responses to complexity, uncertainty and ambiguity. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in presentation techniques, familiarising students with interpersonal/communication skills required by industry. • Developing confidence in working in group contexts to build practical understanding of the ethos of effective team work as practised in journalism and communication industries. • Supporting students to develop independent thinking/leadership and understanding of emerging issues within the journalism industry. •

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. Further more the module learning outcomes and assessments have been designed to ensure that, in addition to the development of subject-based knowledge, students are able to identify and demonstrate their developing academic literacies, personal transferable skills and citizenship competencies.</p>

	<p>This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of emerging issues in industry to innovative individual approaches. • Designing formative feedback to ensure compatibility with both industry and student requirements. • Providing opportunities for individual self-reflection and evaluation based on group work experiences. • Surfacing of assessment-employability linkages to ensure the skills and competencies students are developing are made explicit
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in the module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching is made up of a series of seminars and presentation workshops. Students will be introduced to a range of emerging journalistic issues, guest speakers from industry will explore real areas of development in this thriving sector. The focus of the module will be on how we will consider these issues in both an academic/research context merging with a range of vocational considerations.

15.	ASSESSMENT:
	<p>Assessment will be based around developing research skills and demonstrating an understanding of a range of issues.</p> <p>Assessment 1 (LO 2, 3 & 4) - students will present a group paper on an issue in journalism studied as part of the module, this will require that they undertake literature review and collectively present a seminar paper. (worth 60% of total marks)</p> <p>Assessment 2 (LO 1) students will submit a research proposal to successfully complete the module. (worth 40% of total marks)</p> <p>The module will be punctuated with periodic formative assessments and will use inquiry based learning techniques to engage students with problem solving issues related to journalism practice and academic research into journalism. The module is taught using lectures and tutorials with built in formative exercises.</p>

16.	ASSESSMENT GRIDS:						
	Assessment Category 1						
	Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment	Timetabled Contact Hours

						Element	
Review/seminar paper						60	0
Assessment Category 2							
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Research Proposal					40	0	
		Combined Total For All Assignment Categories		100%		0 hours	

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Allan, S (2010), News Culture, Open University Press Allan, S (2005), Journalism: Critical Issues, Open University Press Crème, P & Lea, M (2008) Writing at University, Open University Press Curran, J and Seaton, J (2009) Power Without Responsibility, 7th edition, Routledge Davies, M B & Hughes, N (2014), Doing a Successful Research Project, Palgrave</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection</p>

	under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/
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20.	CAMPUSES:
	Ayr

21.	CRNs:
	1862

22.	TRIMESTERS:
	2

LEVEL 8

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Advanced News Reporting
2.	MODULE CODE:
	MEDI08026
3.	SCQF LEVEL:
	8
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Annie McGuire
8.	SUMMARY OF MODULE:
	<p>In today's fast moving news journalism environment a range of efficient and ethical news gathering techniques are paramount. Reporters are now expected to create compelling news content captured in field using multifaceted tablet technology. Reporters are also expected to write straight to page and create on-line content for cross media use.</p> <p>The module aims to provide students with knowledge and transferable skills that will equip them to develop into professional journalists and communicators able to operate in professional media organisations, producing fast and accurate news to specific briefs and house-styles.</p> <p>Students are taught how to construct a range of news narratives built on traditional techniques such as identifying sharp news story material, what elements they need to make the story work, how to speak to people, where to look for material – then integrating their material onto a range of on-line and digital platforms.</p> <p>The ability to shoot and edit using a camera and smartphone The module teaches social media awareness in relation to newsgathering including how to avoid the ethical and legal pitfalls, as well as how to shoot and edit using a camera and smartphone.</p> <p>Key content/topics:</p> <ul style="list-style-type: none"> • Where and how to source advanced news • How to pitch to specific news desks/editors • Reflecting on your ethical/legal practice

	<ul style="list-style-type: none"> • Shooting/editing using a camera/smartphone • How to operate professionally in the field
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9.	LEARNING OUTCOMES:
	<p>L1. Demonstrate advanced knowledge of newsgathering to cover a series of diary and off-diary events to deadline.</p> <p>L2. Produce a range of diary and off-diary news stories that conform to industry standards in terms of structure and language.</p> <p>L3. Demonstrate advanced knowledge and understanding of how to produce news reports suitable for publication and broadcast via a range of media platforms.</p> <p>L4. Demonstrate advanced proficiency in the use of editing software and technical equipment appropriate to the content</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> *Providing opportunities for students to develop professional, practice-based skills in the production of digital news to a high professional standard, familiarising students with the reporting and editorial skills required by industry in both an on and off diary context. *Supporting students to develop contact cultivation and networking skills within the industry, enhancing assertiveness and negotiation and interview skills. *Encouraging students to gain detailed awareness of the commercial aspects of news.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> *Using formative feedback to support house-style specific outlines customised to individual student preferences. *Providing sustainable assessment that supports students on-going learning. *Creating opportunities for individual self-reflection on Mahara portfolio development.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise of some initial short lectures, seminars but will mostly be based around practical workshops including the participation of some guest lecturers. The focus of the module will be on practical interviews/writing/production with the creation of a news portfolio tailored to current industry requirements in news and sports journalism.

15.	ASSESSMENT:
	<p>Assessment 1 (LO 1): Participation in online forums discussing and evaluating the range and suitability of advanced newsgathering techniques across platforms. (10%)</p> <p>Assessment 2 (L/O 1,2,3 & 4) - production of a digital news portfolio suitable for a range of professional media organisations and a reflective commentary (100%).</p> <p>News days are also held with students expected to produce copy/story material to deadline and to provide materials for portfolio.</p> <p>Formative assessment will be professionally pitched in editorial style conferences working in tandem with selected participating professional journalists and editors.</p>

16.	ASSESSMENT GRIDS: Assessment Category 1						
	Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	Online fourm	✓				10	
	News Portfolio	✓				90	0

17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

18.	INDICATIVE RESOURCES:
	<p>Pape, S. and Featherstone, S. (2005), Newspaper Journalism: A Practical Introduction, London: Sage Publications</p> <p>Phillips, A. (2007), Good Writing for Journalists, London: Sage Publications.</p> <p>Randall, D. (2011), The Universal Journalist, 4th ed. London: Pluto Press.</p> <p>Brock, G (2013) Out of Print: Newspapers, Journalism and the Business of News in the Digital Age, Routledge</p> <p>Hernandez, R and Rue, J (2015), The Principles of Multimedia Journalism: Packaging Digital News, Routledge</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	1

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Feature Writing

2.	MODULE CODE:
	MEDI08020

3.	SCQF LEVEL:
	8

4.	CREDIT POINTS:
	20

5.	ECTS CREDITS:
	10

6.	SCHOOL COORDINATOR:

7.	MODULE COORDINATOR:
	Margaret Hughes

8.	SUMMARY OF MODULE:
	<p>Feature Writing will look at the role of features content and long form journalism. It will develop students' feature writing skills providing them with the confidence and ability to write longer, more analytical pieces.</p> <p>It will focus on the structure of features, intros and endings, a range of writing techniques, interviewing and integration of quotes into copy. Students will learn how to write profiles, specialist features, colour pieces and analytical features. Students will also look at the importance of targeting features for particular audiences and learn how to propose, research and write features material for a range of general and specialist fields.</p> <p>This module will build on existing newsgathering, interviewing and news writing skills. The skills gained in the module will also support students in other practical and production modules as they progress through the programme and in their future careers.</p> <p>As well as instruction in writing features, students will also have the opportunity to review different feature styles and develop appropriate research and interview skills.</p> <p>There will be individual project work and supervised independent learning aimed at developing appropriate skills and knowledge. Assessment will primarily be portfolio-based with students producing a range of features, as well as supporting materials such as features proposals.</p>

	<p>In this module students will:</p> <ul style="list-style-type: none"> • Explore what features are and how they differ from news • Feature ideas and developing ideas into stories • Feature types • Interview and review skills • Writing features and long form journalism for a range of mainstream and specialist audiences
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9.	<p>LEARNING OUTCOMES:</p> <p>At the end of this module the student will be able to:</p> <p>L1. Write features proposals that are appropriate to a range of targeted audiences.</p> <p>L2. Write features content relevant to specific audiences and conform to industry standards in terms of writing style.</p> <p>L3. Gather information from a range of sources and devise appropriate research strategies.</p> <p>L4. Devise questions for interview purposes, identify appropriate contacts and arrange and conduct interviews and provide accurate reports of these.</p>
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10.	<p>EMPLOYABILITY SKILLS:</p> <p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of features to a high professional standard, familiarising the students with the editorial demands and skills required by industry. • Developing competency and confidence in networking with the profession, audiences, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.
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11.	<p>PERSONAL DEVELOPMENT PLANNING:</p> <p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p>
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	<ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and practical workshops. Students will receive some initial lectures exploring the practice and process of feature writing, guest lecturers from the industry will help you to explore and learn more about the need to target features to distinct readerships, as well as, the opportunities to write more analytical pieces of journalism. The focus of the module will be on practical writing workshops with the production of a portfolio of carefully targeted features.

15.	ASSESSMENT:
	Assessment 1 (LO 1) will be a features proposal document (1,000 words) that illustrates students' understanding of meeting the needs of specific audiences - 25% of total mark Assessment 2 (LOs 2, 3 & 4) will be a features portfolio of c.2,500 words - 75% of total mark

16.	ASSESSMENT GRIDS:																																																	
	<table border="1"> <thead> <tr> <th colspan="7">Assessment Category 1</th> </tr> <tr> <th>Learning Outcome (Footnote B.)</th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Proposal</td> <td>✓</td> <td></td> <td></td> <td></td> <td>25</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">Assessment Category 2</th> </tr> <tr> <th>Learning Outcome (Footnote B.)</th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Portfolio</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>75</td> <td>0</td> </tr> <tr> <td colspan="5">Combined Total For All Assignment Categories</td> <td>100%</td> <td>0 hours</td> </tr> </tbody> </table>	Assessment Category 1							Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Proposal	✓				25	0	Assessment Category 2							Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Portfolio		✓	✓	✓	75	0	Combined Total For All Assignment Categories					100%	0 hours
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Portfolio		✓	✓	✓	75	0																																												
Combined Total For All Assignment Categories					100%	0 hours																																												

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17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Pape, S and Featherstone, S (2006) Feature Writing: A Practical Introduction, Sage Publications.</p> <p>Hennessy, B (2013), Writing Feature Articles, Focal Press, 4th edition.</p> <p>Levenson, E (2015) creativity and Feature Writing, Routledge</p> <p>Students will also be strongly encouraged to read features in newspapers and magazines.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	1869

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Law and Media Regulation
2.	MODULE CODE: MEDI08018
3.	SCQF LEVEL: 8
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Ewan Crawford
8.	<p>SUMMARY OF MODULE:</p> <p>This module outlines the main aspects of Scots and UK law and regulation relevant to working journalists. The idea is to equip students with the key knowledge required to write and broadcast stories without falling foul of the law or infringing regulatory codes. In addition, students are encouraged to discuss and analyse competing arguments about the balance of rights between freedom of speech/freedom of the press and other rights such as the right to reputation, right to privacy and the right to a fair trial. The development of editorial codes in both broadcasting and the printed press is discussed and analysed. Key contemporary ethical debates, particularly given the events in the lead-up to, and aftermath of, the Leveson Inquiry are discussed and evaluated.</p> <p>Issues covered include:</p> <ul style="list-style-type: none"> *Introduction to the Scottish legal system *Court reporting – principles and practical reporting *Contempt of Court *Defamation *Broadcasting and press regulation *Social media and the internet *Privacy and the European Convention on Human Rights
9.	LEARNING OUTCOMES:

	<p>L1. Report safely from criminal and civil court hearings by demonstrating an understanding of relevant legal constraints.</p> <p>L2. Analyse and evaluate the restrictions placed on the reporter in criminal and civil court cases</p> <p>L3. Discuss, analyse and apply press and broadcasting regulatory codes taking into account ethical considerations.</p> <p>L4. Discuss, analyse and apply key legal concepts related to journalism such as contempt of court, defamation and privacy.</p>
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10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • In the exam students apply legal and regulatory concepts to scenarios and situations – such as court reporting - they can be expected to come across in a professional newsroom environment. • For the exam students are taught the most important areas of the law that employers would expect journalists starting out on their careers, or going on work experience, to know. • Given the importance of the internet and social media to journalism, both the exam and essay demand an understanding of how these changes impact on professional journalism practice.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback, for example in seminar discussion activities, to support the reflection necessary to enhance student performance. • Providing opportunities for self-reflection and to contribute to group work in seminar activities.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module will be delivered by way of lectures and seminars.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Lectures will be given to explain the key legal and regulatory concepts required. The lectures are structured in such a way to prompt questions and whole-class discussions. Seminar activities are structured around journalism scenarios where application of the law is required. Throughout both lecture and seminar activities the idea of relating the law and regulations to current and recent cases is important. Students are encouraged to relate current news events to the material discusses in class.

15.	ASSESSMENT:
	<p>Assessment will be by way of exam and essay.</p> <p>Asst 1 (LO 2, 3 & 4) - The essay is designed to assess students' ability to analyse and evaluate the way the law tries to reach a balance between competing interests (50% of total marks).</p> <p>Asst 2 (LO 1 & 2) - exam ensure students can report safely from common journalism assignments. Scenarios are presented to test decision-making that requires knowledge of relevant law and/or regulation (50% of total marks).</p>

16.	ASSESSMENT GRIDS:																																																	
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="7">Assessment Category 1</td> </tr> <tr> <th>Learning Outcome</th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> <tr> <td>Essay</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>50</td> <td>0</td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="7">Assessment Category 2</td> </tr> <tr> <th>Learning Outcome</th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> <tr> <td>Exam</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>85</td> <td>0</td> </tr> <tr> <td colspan="5">Combined Total For All Assignment Categories</td> <td>100%</td> <td>0 hours</td> </tr> </table>	Assessment Category 1							Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Essay		✓	✓	✓	50	0	Assessment Category 2							Learning Outcome	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Exam	✓	✓			85	0	Combined Total For All Assignment Categories					100%	0 hours
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17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>McInnes, R, (2010), Scots Law for Journalists, 8th ed. Edinburgh, W. Green.</p> <p>Dodd M. and Hanna, M. (2014), McNae's Essential Law for Journalists, 22nd edition, Oxford, Oxford University Press (this book is basically the equivalent text book to Scots Law for Journalists for students in the rest of the UK).</p> <p>Robertson G. and Nicol A. (2012) Media Law, 5th ed, London, Penguin.</p> <p>BBC Journalism Academy has a useful section on law as it impact on journalism: http://www.bbc.co.uk/academy/journalism/law</p> <p>The International Forum for Responsible Media is a useful resource for media law issues: https://inform.wordpress.com/</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	1867

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Ethics for Journalists
2.	MODULE CODE:
3.	SCQF LEVEL: 8
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Kenneth Pratt
8.	<p>SUMMARY OF MODULE:</p> <p>This module will provide an introduction to ethics (moral philosophy) within the context of issues relevant to journalism.</p> <p>It will examine ethical issues and standards of professionalism as they apply to journalism. It aims to equip students with the ability to have a critical understanding of their own journalistic practices – both in terms of newsgathering and writing techniques – in relation to legal, moral and regulatory issues.</p> <p>Key focus in the module will be: An Introduction to Ethics: what are ethics and their rationale in the field of journalism; the historical and philosophical foundations of ethics.</p> <p>A responsible news media: the module will explore the conflicting demands of press freedom, social responsibility and ethical values. An examination and evaluation of how ethical behaviour is encouraged through a responsibility to society, employers and audiences; the right to information - issues of rights, censorship, freedom of expression, access to information, privacy and press freedom, the public interest, official secrets legislation.</p> <p>Ethics and Journalism: an applied industry perspective. An analysis of ethical issues affecting the industry: truth, impartiality, balance, objectivity, taste and</p>

	<p>decency.</p> <p>It will also evaluate situations that can present ethical problems for journalists, for example: dealing with the public; handling complaints effectively; dealing with grief; victims of crime; interviewing children; protection of sources; payment for stories; privacy; accuracy; publishing names and addresses; and plagiarism.</p>
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9.	LEARNING OUTCOMES:
	<ol style="list-style-type: none"> 1. Demonstrate an awareness and a critical understanding of the concept of ethics within the field of journalism practice 2. Identify and analyse areas of professional practice and key moral issues that affect the industry including those of truth, impartiality, balance, objectivity, taste and decency. 3. Discuss, debate and evaluate a range of case studies that have proved controversial from a journalistic perspective by evaluating the challenges and demands facing news organisations in terms of ethical values and the publication of controversial information. 4. Demonstrate an applied knowledge of key methodological approaches to journalism-related research

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop a knowledge and understanding of the role of ethical and professional behaviours underpinned by theoretical perspectives in the field of ethics and moral philosophy and applying this critical knowledge to practical scenarios. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
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	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures and seminars. Students will receive some initial lectures discussing the key themes of ethics, ethical behavior, professional codes of conduct and applying this knowledge and understanding to a range of practical scenarios.

15.	ASSESSMENT:
	<p>Assessment 1: Essay (50%) – exploring the role of ethics in the context of journalism practice (LO 1, 2 & 4)</p> <p>Assessment 2: Case study presentation (50%) – exploring the ethical challenges around a range of news stories (LO 3 & 4)</p>

16.	ASSESSMENT GRIDS:
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Assessment Category 1							
Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Assignment	Essay	✓	✓		✓	50	0
Assessment Category 2							
Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Assignment	Case study & presentation			✓	✓	50	0
Combined Total For All Assignment Categories						100%	0 hours

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Frost, C. (2007), Journalism Ethics and Regulation, 2nd Ed, Harlow: Pearson Longman</p> <p>Harcup, T. (2007), The Ethical Journalist, London: Sage Publications.</p> <p>Keeble, R. (2009), Ethics for Journalists, Abingdon: Routledge.</p> <p>Starkey, G. (2006), Balance and Bias in Journalism: Reputation, Regulation and Democracy, Basingstoke: Palgrave Macmillan.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the</p>

	following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/
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20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	Magazine Journalism

2.	MODULE CODE:
	MEDI08021

3.	SCQF LEVEL:
	8

4.	CREDIT POINTS:
	20

5.	ECTS CREDITS:
	10

6.	SCHOOL COORDINATOR:

7.	MODULE COORDINATOR:
	Margaret Hughes

8.	SUMMARY OF MODULE:
	<p>The magazine publishing industry in the UK is one of the fastest-growing sectors of the media with more than 8,000 titles published every year and new titles being launched on an almost weekly basis. This module will introduce students to the changing nature of this market, its production processes and the editorial demands of different magazine styles. It will also examine the opportunities and challenges presented to magazine publishers in developing their brands online and the exciting developments that digital publishing now bring to the world of magazines.</p> <p>Students will have the opportunity to develop the writing and design skills they have already acquired and use these to produce for a range of different publication styles, for example, consumer, business or customer magazines. The main component of assessment in the module will be the production of a digital magazine to a professional standard. Students will pitch ideas for magazines to industry professionals and gain advice and guidance from them. Students will also work in groups across a series of production days to produce this magazine and will develop their team working, time management and organisational skills.</p> <p>Teaching will include lectures, production days, tutorials, seminars and practical workshops, with input from industry professionals who will offer advice and guidance on both content and design matters. These workshops will also be an opportunity for students to prepare for the newsroom and magazine production environment that will be more fully developed in year 3.</p>

	<p>In this module students will:</p> <ul style="list-style-type: none"> • Explore the diverse market for magazines • Pitch their ideas to industry professionals • Write, design and produce magazines for specialist audiences • Work collaboratively to produce magazines
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9.	LEARNING OUTCOMES:
	<p>At the end of this module the student will be able to:</p> <p>L1. Illustrate a knowledge and understanding of targeting magazines to targeted market sectors and readerships.</p> <p>L2. Demonstrate an advanced level of proficiency in writing copy that meets the editorial criteria for a range of magazine publications.</p> <p>L3. Demonstrate proficiency in the design and production of magazines to a professional standard.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of magazines to a high professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work

	settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and practical workshops. Students will receive some initial lectures discussing the market, guest lecturers from the industry will help you to explore and learn about the opportunities in this dynamic sector. The focus of the module will be on practical writing and production workshops with the production of a digital magazine that you will publish online.

15.	ASSESSMENT:
	Assessment 1 (LO 1) will comprise a pitch to an industry professional consisting of a report of c.800 words that will analyse a target audience. 15% of total marks. Assessment 2 (LO 2 & 3) will be the production of a digital magazine that students will research, write and design. 85% of total marks.

16.	ASSESSMENT GRIDS:																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6" style="text-align: center;">Assessment Category 1</th> </tr> <tr> <th style="text-align: center;">Learning Outcome (Footnote B.)</th> <th style="text-align: center;">Learning Outcome (1)</th> <th style="text-align: center;">Learning Outcome (2)</th> <th style="text-align: center;">Learning Outcome (3)</th> <th style="text-align: center;">Weighting (%) of Assessment Element</th> <th style="text-align: center;">Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Pitch</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">15</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6" style="text-align: center;">Assessment Category 2</th> </tr> <tr> <th style="text-align: center;">Learning Outcome (Footnote B.)</th> <th style="text-align: center;">Learning Outcome (1)</th> <th style="text-align: center;">Learning Outcome (2)</th> <th style="text-align: center;">Learning Outcome (3)</th> <th style="text-align: center;">Weighting (%) of Assessment Element</th> <th style="text-align: center;">Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Production of Magazine</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">85</td> <td style="text-align: center;">0</td> </tr> <tr> <td colspan="4" style="text-align: center;">Combined Total For All Assignment Categories</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">0 hours</td> </tr> </tbody> </table>	Assessment Category 1						Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Pitch	✓			15	0	Assessment Category 2						Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Production of Magazine		✓	✓	85	0	Combined Total For All Assignment Categories				100%	0 hours
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17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity

	<p>stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>
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18.	INDICATIVE RESOURCES:
	<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Morrish, J. (2003), Magazine Editing: How to develop and manage a successful publication, Routledge</p> <p>McKay, J. (2012), The Magazines Handbook, Routledge</p> <p>Whittaker, J. (2008), Magazine Production, Routledge</p> <p>Gough-Yates, A (2003), Understanding Women's Magazines, Routledge</p> <p>www.ppa.org.uk</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	1870

22.	TRIMESTERS:
	2

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Reporting UK Politics
2.	MODULE CODE:
3.	SCQF LEVEL: 8
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Ewan Crawford
8.	<p>SUMMARY OF MODULE:</p> <p>This module will introduce students to the principles and practices of local, regional and central government in the United Kingdom. It will evaluate the institutions and policies of the European Union in relation to the governments and devolved parliaments in the UK.</p> <p>Students will gain grounding in the role that politics plays in our society and the roles and responsibilities that we have as citizens and journalists.</p> <p>The module will explore the constitution, the role of political parties, elections and examine devolution and the role of local government in Scotland and the ongoing relationship between the Scottish and UK governments and the European Union. This module will provide students with a knowledge and understanding of political institutions and assessments will allow them to illustrate this through an essay that explores the history and theory and a journalism portfolio that will enable them to produce work illustrates the links between the news media and politics.</p> <p>In this module students will:</p> <ul style="list-style-type: none"> • Gain an understanding what politics is and why it is important • Examine and discuss the Constitution • Explore the role of the Legislature, Executive and the Judiciary • Appraise devolution in the UK • Look at the role of political parties • Explore elections in the UK

9.	LEARNING OUTCOMES:
	<p>At the end of this module the student will be able to:</p> <p>L1. Explain the constitutional principles on which the British parliamentary system is founded and its relationship with the European Union</p> <p>L2. Evaluate the different electoral systems used in the UK.</p> <p>L3. Analyse and discuss devolution and local government in Scotland.</p> <p>L4. Produce journalistic content that explores issues relevant to local, regional and national politics.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop an understanding of how political institutions work and the impact that these have in wider society and therefore need to be reflected in the content of journalism produced. This module will enable students to produce professional, practice-based content that reflects the nature and diversity of reporting on political institutions. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and

	confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and practical workshops. Students will receive lectures that explore the political institutions of the UK at a regional and national level, guest lecturers from the industry will help you to explore and learn about the opportunities and challenges of reporting politics in the UK in the 21 st century. The focus of the module will be on producing both theory-based and practice-based work that is contextualized around the reporting of politics.

15.	ASSESSMENT:
	Assessment 1 (LOs 1, 2 & 3) an essay (c.1,500 words) that explores UK politics – 60%. Assessment 2 (LO 4) portfolio (c. 1,000 words) of political reporting on local, regional or national politics - 40%.

16.	ASSESSMENT GRIDS:																																																	
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17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of

	<p>opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>
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18.	INDICATIVE RESOURCES:
	<p>Jones, B. et al (2013), Politics UK, 8th ed. Pearson</p> <p>Leach, R. et al (2011), British Politics, Palgrave Macmillan.</p> <p>Keating, M. (2010), The Government of Scotland, Edinburgh University Press</p> <p>McCormick, J. (2011) Understanding the European Union: A Concise Introduction, London: Palgrave</p> <p>Bogdanor, V. (2004), The British Constitution in the Twentieth Century (Oxford University Press)</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	2

LEVEL 9

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Newsroom Practice

2.	MODULE CODE:
	MEDI09036

3.	SCQF LEVEL:
	9

4.	CREDIT POINTS:
	40

5.	ECTS CREDITS:
	20

6.	SCHOOL COORDINATOR:

7.	MODULE COORDINATOR:
	Elizabeth McLaughlin

8.	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. 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</p>

	<p>opportunity to present an extensive portfolio of work completed either as a result of workplace experience or work-related projects. This portfolio will reflect the nature of the workplace and can be presented in formats that are representative of the workplace and can include print, online and broadcast materials. The module will be workshop-based reflecting and simulating a multimedia newsroom environment around online, radio and TV broadcasting and will also include lectures on reflective and critical analysis of industry practice.</p> <p>Key scope:</p> <ul style="list-style-type: none"> • Produce news and sports content appropriate for online, audio and video to appropriate industry standards • Conduct research and interviews to generate news and sport content • 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
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9.	<p>LEARNING OUTCOMES:</p> <p>L1. Demonstrate well-developed skills in working in a range of newsroom roles, both individually and as part of a team</p> <p>L2. Demonstrate proficiency in the production and presentation of a range of journalistic content.</p> <p>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</p> <p>L4. Negotiate appropriate learning objectives in conjunction with the University and the external client if appropriate</p>
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10.	<p>EMPLOYABILITY SKILLS:</p> <p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of news and sports content to a high professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work.
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	<ul style="list-style-type: none"> • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands. • Engaging with industry through placements to build on their professional skills and practice and build on communication and production skills in an industry-relevant environment
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11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	The module will include lectures and practice-based workshops/newsroom days.

15.	ASSESSMENT:
	<p>To be positioned next to the Assessment Outcome Grids so that both fields are together. More instructions to be provided about what is expected in terms of a description of assessment strategy, the use of formative and summative assessment within the module and alternative arrangements that can be made for students with specific requirements as per equality and disability</p> <p>Assessment 1: week-long news day assessment and portfolio of content (60%) Assessment 2: evidence of work placement and reflective essay (40%)</p>

16.	ASSESSMENT GRIDS:

Assessment Category 1						
	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio/News Week					60	0
Assessment Category 2						
	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay & Placement					40	0
Combined Total For All Assignment Categories					100	

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Bradshaw, P. and Rohumaa, L. (2011) The Online Journalism Handbook. Harlow: Pearson Education.</p> <p>Bull, A. (2010) Multimedia Journalism: A Practical Guide. Abingdon: Routledge.</p> <p>Frost, C. (2011) Journalism: Ethics and Regulation. 3rd ed. Harlow: Pearson Education.</p> <p>Hudson, G. & Rowlands, S. (2012) The Broadcast Journalism Handbook, Routledge.</p> <p>McInnes, R. (2010) Scots Law for Journalists. 8th ed. Edinburgh: Green.</p> <p>Quinn, F. (2011) Law for Journalists. 3rd ed. Harlow: Pearson Longman.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	9472

22.	TRIMESTERS:
	1 & 2

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Research Methods
2.	MODULE CODE:
	MEDI09043
3.	SCQF LEVEL:
	9
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Ken Pratt
8.	SUMMARY OF MODULE:
	<p>The Research Methods module offers students the opportunity to critically engage with the practices and principles of journalism and media research. As well as contributing to their own small research community students receive one-to-one advice and guidance on how to develop their own personal research proposal. While designed as a critical foundation for Journalism Dissertation in Year 4, the module equips those concluding their studies at Level 9 with the academic research skills required to develop intellectually sound approaches to research proposal/pitches including areas such as abstract writing and research design techniques. The module includes an analysis of the research process and designing research as well as a review of research methodologies appropriate to study journalism and communication, such as content analysis, surveys and interviews, case studies and action research. The areas covered will include designing a research process, formulating a research proposal, conducting a literature review and examining a range of methodological approaches to academic research including the use of qualitative and quantitative approaches to data collection, as well as techniques for content and discourse analysis.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Research proposal design • Effective research methodologies

	<ul style="list-style-type: none"> • Abstract writing • Hypothesis creation • Content and discourse analysis • Qualitative and quantitative approaches
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9.	LEARNING OUTCOMES:
	<p>L1. Critically discuss research processes and practices appropriate to journalism research.</p> <p>L2. Critically evaluate literature appropriate to journalism research.</p> <p>L3. Develop a research proposal on a suitable issue in journalism research.</p> <p>L4. Critically evaluate, discuss and review information from a range of sources.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional research techniques. • Developing competency and confidence in applying relevant research methods to emerging issues within the journalism industry. • Applying the broader context of academic inquiry/research to industry developments.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Emerging links between academic and journalistic research • Developing research foundations for potential dissertation work • Linking academic research techniques to personalised Mahara content

12.	PRE-REQUISITES AND CO-REQUISITES:
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	There are no pre-requisites in this module.
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13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and practical research workshops with students aligned to group/research communities.

15.	ASSESSMENT:
	<p>Assessment is based around a dual strategy of encouraging participation in an on-line research community (using on-line discussion forums) and fusing this with one-to-one tuition to assist with personal research proposal development. The module is designed partly as a microcosm of future research projects. To prepare students for Year 4 the cohort will receive initial lectures/tutorials (weeks 1-3) in how to construct their research proposals and will then be assigned to individual tutors to further develop specific research titles/abstracts.</p> <p>Assessment One (L/O 1,3,4) will involve contributing to an on-line seminar discussion forum (40% of total marks).</p> <p>Assessment Two (L/O 2,3,4) will be driven by individually assigned tutors to guide/advise on full research proposal completion. (60% of total marks).</p> <p>This module is appropriate for any student. Appropriate support can be provided where required, by contacting the University's Student Services department. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School.</p>

16.	ASSESSMENT GRIDS:																																																	
	<table border="1"> <thead> <tr> <th colspan="7">Assessment Category 1</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (% of Assessment Element)</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td></td> <td></td> <td></td> <td></td> <td>40</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">Assessment Category 2</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (% of Assessment Element)</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Research Proposal</td> <td></td> <td></td> <td></td> <td></td> <td>60</td> <td>0</td> </tr> <tr> <td colspan="5">Combined Total For All Assignment Categories</td> <td>100</td> <td></td> </tr> </tbody> </table>	Assessment Category 1								Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours	Seminar					40	0	Assessment Category 2								Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours	Research Proposal					60	0	Combined Total For All Assignment Categories					100	
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Combined Total For All Assignment Categories					100																																													

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17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Bertand, I. and Hughes, P. (2005) Media Research Methods: Audiences, Institutions, Texts, Basingstoke: Palgrave Macmillan. Bryman, A. (2012) Social Research Methods, 4th ed, Oxford: Oxford University Press. Deacon, D. et al (2007) Research Communications: A Practical Guide to Methods in Media and Cultural Analysis, London: Hodder Arnold. Jensen, K. B. et al (2012) Handbook of Media and Communications Research: Qualitative and Quantitative Methodologies, 2nd ed, London: Routledge. Murray, R. (2011) How to Write a Thesis, 3rd ed, Maidenhead: Open University Press.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	8646

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Broadcast Feature Production
2.	MODULE CODE: MEDI09032
3.	SCQF LEVEL: 9
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Ronnie Bergman
8.	SUMMARY OF MODULE: This module requires students to produce longer-form, more considered broadcast journalism for a feature market. Students conduct in-depth interviews and gather audio and video appropriate to creating a more involved piece of original journalism. Students are free to specialise in their preferred medium (radio or TV) and will be guided by a series of lectures and workshops that will continue their development as broadcaster interviewers, storytellers and presenters.
9.	LEARNING OUTCOMES: At the end of this module, students will be able to L1 Conduct in-depth original story research drawing on a range of sources. L2 Conduct and record broadcast interviews to a professional standard. L3 Demonstrate advanced broadcast scripting and storytelling techniques
10.	EMPLOYABILITY SKILLS:

	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of broadcast feature journalism to a professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.
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11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will take place in an interactive, simulated newsroom environment where students will be given instruction and support in the production of range of digital news products. Students will receive some initial lectures giving context to a complex industry. The focus of the module will be the production of original feature journalism for the broadcast media.

15.	ASSESSMENT:
	Assessment 1 (LO 1, 2 & 3) - A broadcast feature portfolio will comprise either 5 minutes of radio content OR 3 minutes of TV content. (100% of total marks). The feature must include an interview and evidence of storytelling, editing and scripting techniques appropriate to the platform and audience selected.

16.	ASSESSMENT GRIDS:																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6" style="text-align: center;">Assessment Category 1</th> </tr> <tr> <th style="text-align: center;">Learning Outcome (Footnote B.)</th> <th style="text-align: center;">Learning Outcome (1)</th> <th style="text-align: center;">Learning Outcome (2)</th> <th style="text-align: center;">Learning Outcome (3)</th> <th style="text-align: center;">Weighting (%) of Assessment Element</th> <th style="text-align: center;">Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Broadcast Feature</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">100</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Assessment Category 1						Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Broadcast Feature	✓	✓	✓	100	0
Assessment Category 1																			
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours														
Broadcast Feature	✓	✓	✓	100	0														

17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

18.	INDICATIVE RESOURCES:
	Hernandez, R and Rue, J (2015), The Principles of Multimedia Journalism: Packaging Digital News, Routledge Ray, V (2003) , The Television News Handbook: An Insider's Guide to Being a Great Broadcast Journalist, Pan MacMillan BBC Academy training guides: http://www.bbc.co.uk/academy/journalism/

19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20.	CAMPUSES:
	AYR

21.	CRNs:
	9475

22.	TRIMESTERS:
	1

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Advanced Magazine Journalism
2.	MODULE CODE:
3.	SCQF LEVEL:
	9
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Margaret Hughes
8.	SUMMARY OF MODULE:
	<p>Advanced Magazine Journalism will build on skills and knowledge developed in the Magazine Journalism module undertaken in Year 2 of the programme. This module will explore in more depth the range and variety of the market for magazines in the UK. Students will undertake research into the challenges and opportunities to produce digital magazines aimed at mainstream consumer, targeted business and specialist magazines. Students will be encouraged to be entrepreneurial in their approach to producing magazines that target niche markets and focus on special interests.</p> <p>As well as writing editorial to a high professional standard, students will also be required to design the magazines for a digital and/or print environment. The module will also explore this dynamic sector of the media, with more than 5000 magazines produced in the UK, the market is replete with opportunities for students to focus on developing the skills that employers are seeking. The module will also explore the business side of the magazine business, exploring areas such as the role of branded content, brand extension, circulation, advertising, marketing and distribution of magazines.</p> <p>In this module students will explore:</p> <ul style="list-style-type: none"> • Writing content for mainstream & specialist magazines • Produce digital consumer & business magazines • Explore the business of publishing magazines

	<ul style="list-style-type: none"> • Develop entrepreneurial skills suitable for the magazine sector
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9.	LEARNING OUTCOMES:
	<p>L1. Research, produce content and design digital and/or print magazines to a high professional standard.</p> <p>L2. Critically analyse the magazine sector and research the requirements for targeted and focussed products.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of a range of magazines to a high professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of seminars and practical workshops. Students will explore the market in terms of specific magazine sectors, guest lecturers from the industry will help you to explore and learn about the opportunities to become more entrepreneurial and compete successfully in this dynamic sector. The focus of the module will be on practical writing and production workshops with the production of digital magazines for a range of audiences that you will publish online.

15.	ASSESSMENT:
	<p>Assessment 1 (LO 1) – Digital magazine project (90%) – students will produce a consumer magazine and a B2B magazine in line with professional standards and market requirements.</p> <p>Assessment 2 (LO 2) – Market report (10%) – students will produce an analytical commentary (c. 1000 words) on the suitability of their magazines for the targeted markets.</p>

16.	ASSESSMENT GRIDS:																																			
	<table border="1"> <thead> <tr> <th colspan="5">Assessment Category 1</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Digital Magazines</td> <td></td> <td></td> <td>90</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Assessment Category 2</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Market report</td> <td></td> <td></td> <td>10</td> <td>0</td> </tr> <tr> <td colspan="3">Combined Total For All Assignment Categories</td> <td>100</td> <td></td> </tr> </tbody> </table>	Assessment Category 1						Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Digital Magazines			90	0	Assessment Category 2						Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Market report			10	0	Combined Total For All Assignment Categories			100	
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17.	EQUALITY & DIVERSITY:
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	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>
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18.	INDICATIVE RESOURCES:
	<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Morrish, J. (2003), Magazine Editing: How to develop and manage a successful publication, Routledge</p> <p>McKay, J. (2012), The Magazines Handbook, Routledge</p> <p>Whittaker, J. (2008), Magazine Production, Routledge</p> <p>Gough-Yates, A (2003), Understanding Women's Magazines, Routledge</p> <p>www.ppa.org.uk</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	2

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Sports News Production
2.	MODULE CODE:
	MEDI09050
3.	SCQF LEVEL:
	9
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Elizabeth McLaughlin
8.	SUMMARY OF MODULE:
	<p>Sports News Production will offer students the opportunity to write design and produce a specialist publication on a sporting subject of their choice for online and broadcast markets.</p> <p>The students will identify a sport or sporting issue and conduct in-depth research and interviews before planning and producing a sports publication for online and broadcast markets, which will include sports commentary and live reporting for a sporting event.</p> <p>The module builds on the students' existing professional skills including identifying issues of sports news value, generating, researching and writing articles within tight deadlines in line with "real life" industry conditions and expectations. The students' will also be expected to create and select appropriate photographs and video and audio material that will build on the skills developed in year 1 and 2 on broadcast modules including audio and video production.</p> <p>Delivery will be predominately tutor-led production days, following the format used in Newsroom Practice and students will produce a range of print and online publications as well as broadcast programmes to daily deadlines. There will also be a number of guest lectures and workshops from professional sports commentators.</p> <p>Key skills/scope:</p> <ul style="list-style-type: none"> • Research a sport/sports event • Decide on content for publication: written, audio and/or video

	<ul style="list-style-type: none"> • Use news judgement skills to decide on content format • Produce a range of content which illustrates written and broadcast abilities • Develop contacts in a range of sports • Hone interviewing skills to produce a series of interviews • Work to deadline and professional journalism standards • Build on editing skills to produce a range of sports content
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9.	LEARNING OUTCOMES:
	<p>L1. Competently generate sports material and design a range of sports publications suitable for online.</p> <p>L2. Demonstrate proficiency in producing, editing and selecting appropriate material to generate content suitable for sports broadcasting.</p> <p>L3. Demonstrate newsgathering and interviewing to a professional standard.</p> <p>L4. Demonstrate an ability to provide sports commentary and live reporting to a professional standard.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of online sports content both written and audio/video to a high professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance

	<p>student performance.</p> <ul style="list-style-type: none"> • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	Teaching methods will be predominately tutor-led production days, following the format used in Newsroom Practice and students will produce a range of print and online publications as well as broadcast programmes to daily deadlines. There will also be a number of guest lectures and workshops from professional sports commentators.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of seminars and practical workshops. Students will explore the market in terms of producing content across a range of platforms and sports, guest lecturers from the industry will help you to explore and learn about the opportunities to become more entrepreneurial and compete successfully in this dynamic sector. The focus of the module will be on practice-based and production workshops with the production of digital and online content for a range of audiences.

15.	ASSESSMENT:
	Assessment 1 (LO 1, 2, 3 & 4): Portfolio of written/audio and video content on a sports area/sports event (100%)

16.	ASSESSMENT GRIDS:																												
	<table border="1"> <thead> <tr> <th colspan="7">Assessment Category 1</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Learning Outcome (4)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Portfolio</td> <td></td> <td></td> <td></td> <td></td> <td>100</td> <td>0</td> </tr> <tr> <td colspan="5">Combined Total For All Assignment Categories</td> <td>100</td> <td></td> </tr> </tbody> </table>	Assessment Category 1								Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Portfolio					100	0	Combined Total For All Assignment Categories					100	
Assessment Category 1																													
	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours																							
Portfolio					100	0																							
Combined Total For All Assignment Categories					100																								

17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs.

	Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/
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18.	INDICATIVE RESOURCES:
	<p>Allan, S. (2006) Online News: Journalism and the Internet, Open University Press.</p> <p>Andrews, P. (2013) Sports Journalism: A Practical Introduction, Sage Publications Ltd. 2nd Edition</p> <p>Frost, C. (2003) Designing for newspapers and magazines. Routledge.</p> <p>Hicks, W. and Holmes, T. (2002) Subediting for Journalists, Routledge.</p> <p>Hudson, G. and Rowlands, S. (2007) The Broadcast Journalism Handbook, Harlow, Pearson.</p> <p>McDougall, C (2014), The Best American Sports Writing, Mariner Press.</p> <p>Toney, J. (2012) Sports Journalism: The Inside Track, Bloomsbury Sport</p>

19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20.	CAMPUSES:
	Ayr

21.	CRNs:
	8653

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	Policy and the Organisation of Sport
2.	MODULE CODE:
3.	SCQF LEVEL:
	9
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Fiona Averill
8.	SUMMARY OF MODULE:
	<p>This module will examine the practical implications of delivering the ever-changing sports agendas of successive governments within the United Kingdom (UK) and Scotland. The module takes a chronological view of sport policy, political ideologies and the organisational development of sport. The delivery of sport policy is considered, with an emphasis on its theoretical debates in the UK and Scotland and how these policies cascade to devolved government, local authorities and sport governing bodies.</p> <p>Further, the module will explore and examine the main role players from the public, private and voluntary sectors who influence the delivery of sport in a variety of ways to increase the levels of participation and performance from grassroots to elite.</p> <p>Students will also identify and critically analyse how social-cultural, legal, economic and political factors can influence and impact on the delivery of sport in Scotland and explore how sport can positively contribute to people and their communities. This will require students to create and produce professionally presented sport related analyses and reports.</p> <p>Indicative content (using lectures, guest lectures and small group seminars) will be explored through reading of case studies, international peer reviewed journal articles, government sport policies and related laws. The relationship between the principles and practices of the many organisations that contribute to the delivery of sport will be further</p>

	<p>examined in relation to people and communities.</p> <p>Overall, students will explore, examine and critically analyse the development and organisation of sport and its importance to the enhancement of society.</p> <p>Topics to include:</p> <ul style="list-style-type: none"> • Political Ideology • UK and Scottish Sport Policy • Sport Governing Bodies • Main role players from the public, private and voluntary sectors • Sport and the Law • Sport and Communities • Urban and Economic Regeneration
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9.	<p>LEARNING OUTCOMES:</p> <p>At the end of this module the student will be able to:</p> <p>L1. Develop a critical understanding of the contemporary development and organisation of sport through a range of principles, principal theories, concepts and practices.</p> <p>L2. Examine and communicate the interrelationships between sport, contemporary society and organisations in the public, voluntary and private sectors.</p> <p>L3. Identify and analyse routine professional problems and issues in relation to the social-cultural, economic, legal and political factors that impact on the development of sport and communities.</p> <p>L4. Appraise the process, planning and policy of sport, and interpret government policy and interaction with various agencies and governing bodies involved with sport provision in the UK and Scotland.</p>
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10.	<p>EMPLOYABILITY SKILLS:</p> <p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional knowledge of the policy and processes of national and regional governments in relation to sport practice by producing written, audio and visual reports to a high professional standard whilst familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the
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	<p>profession, enhancing assertiveness and negotiation skills through individual and group work.</p> <ul style="list-style-type: none"> Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of sport business and market demands.
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11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. Using formative feedback to support the reflection necessary to enhance student performance. Providing sustainable assessment that supports student's ongoing learning. Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	<p>Teaching will comprise a series of lectures, tutorials and practical workshops. Students will receive a series of lectures discussing historical background and contemporary issues of UK sport policy and law in relation to the public, private and voluntary sport sectors within the UK. This is also supported by guest lecturers from the UK sport industry that will help you to explore and learn about the opportunities within the constantly changing sport environment. The module will engage with individual practical writing and production workshops with the production of a sport journalism industry standard team video piece.</p>

15.	ASSESSMENT:
	<p>Assessment 1. Individual portfolio of a range of written and audio reports (Weighting 50%, LO1 & 4)</p> <p>Assessment 2. Class based team video report and presentation based on a contemporary problem or issue related to the organisation of sport in the UK or Scotland (Weighting 50%, LO2 & 3)</p>

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16.	ASSESSMENT GRIDS:					
Assessment Category 1						
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Individual Portfolio	✓			✓	50%	0
Assessment Category 2						
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Production of Group Video		✓	✓		50%	0
Combined Total For All Assignment Categories					100%	0 hours

17.	EQUALITY & DIVERSITY:
	<p>This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Maximum of five</p> <ul style="list-style-type: none"> • Collins M. (2010) Examining Sports Development, London: Routledge

	<ul style="list-style-type: none"> • Henry I and Ko, LM (2013) Handbook of Sport Policy Routledge London • Houlihan B. & White A. (2002) The Politics of Sports Development, Basingstoke: Macmillan • Hylton K. Bramham P. Jackson D. and Nesti M. (2009) Sports Development: policy, process and practice 2nd Ed, London: Routledge.
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19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	2

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Sport and the Media
2.	MODULE CODE:
3.	SCQF LEVEL: 9
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Elizabeth McLaughlin
8.	<p>SUMMARY OF MODULE:</p> <p>This module gives students the opportunity to contextualize and critically analyse the way in which sport is represented in the media. Students will have already developed a range of academic and sports journalism research skills and this module will enable them to build on this knowledge by firstly scrutinizing a specific area of sport in terms of how it is represented both within journalism and by journalists and then by providing students with the opportunity to identify and investigate a wide range of topical matters to further their awareness of how sport in the media is prone to challenges, changes and influence from a wide range of quarters. Examples of issues covered in the module include: the role that mediated sport plays as a form of symbolic ritual in many modern industrialized societies; media sport and representations of race, gender and nationality; and the political and ideological manipulation of sport via media coverage. The module builds on advanced research and presentation skills developed elsewhere in the programme to present informed critical discussion and debate of topical, and at times controversial issues that affect media coverage of sport.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars as well as use of visual materials, such as film, newspapers and books.</p> <p>Key concepts/scope:</p> <ul style="list-style-type: none"> • Relationship between sport and the media

	<ul style="list-style-type: none"> • Reading and research into theories: gender, national identity, political impact of sport etc • Identifying contemporary examples within the sports media • Ability to discuss in an informed way theory and practical application from the sports media
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9.	LEARNING OUTCOMES:
	<p>L1. Develop a critically understanding of topical debates, issues and theory within the field of Sport and the Media.</p> <p>L2. Undertake appropriate independent research.</p> <p>L3. Identify and analyse theories, concepts and principles related to the media's representation of sport.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Developing competency and confidence in evaluation and critical understanding of texts, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in the module.

13.	MODULE DELIVERY METHOD:
	Delivery will be conducted through a series of lectures, seminars and tutorials allowing students to work in groups and engage in critical discussion with key issues and texts.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

15.	ASSESSMENT:
	Assessment 1: essay (50%) Assessment 2: Presentation and seminar paper (50%)

16.	ASSESSMENT GRIDS:																																										
	<table border="1"> <thead> <tr> <th colspan="6">Assessment Category 1</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td></td> <td></td> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">Assessment Category 2</th> </tr> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Seminar & presentation</td> <td></td> <td></td> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td colspan="4">Combined Total For All Assignment Categories</td> <td>100</td> <td></td> </tr> </tbody> </table>	Assessment Category 1							Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Essay				50	0	Assessment Category 2							Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Seminar & presentation				50	0	Combined Total For All Assignment Categories				100	
Assessment Category 1																																											
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Essay				50	0																																						
Assessment Category 2																																											
	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours																																						
Seminar & presentation				50	0																																						
Combined Total For All Assignment Categories				100																																							

17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

18.	INDICATIVE RESOURCES:
	<p>Boyle, R (2000) Power Play, Sport, the Media and Popular Culture, Longman, UK.</p> <p>Boyle, R (2006) Sports Journalism: Context and Issues, Sage, UK.</p> <p>Berger, A (1998) Media Analysis Techniques, Sage Publications, UK..</p> <p>Rowe, D (2004) Critical Readings: Sport, Culture and the Media, Open University Press.</p> <p>Schultz, B (2005) Sports Media: Reporting, Producing and Planning, Focal Press. US.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	2

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Media and Society

2.	MODULE CODE:

3.	SCQF LEVEL:
	9

4.	CREDIT POINTS:
	20

5.	ECTS CREDITS:
	10

6.	SCHOOL COORDINATOR:

7.	MODULE COORDINATOR:

8.	SUMMARY OF MODULE:
	<p>This module critically examines the relationship between media and wider society. It identifies and analyses the dynamic social and cultural practices operating within and around the mass media. The module promotes an understanding of the significance of the media in contemporary social life, popular culture, and politics. On completion of this module students will have an awareness of the differences between common sense and sociologically informed explanations of the role and impact of media in modern society.</p> <p>Content/scope/topics</p> <ol style="list-style-type: none"> 1) Examining ownership and control of the mass media 2) Examine media representation of social groups 3) Examine the relationship between mass media and mass/popular culture 4) Examine the role of the media in the creation of cultural and social identity 5) Examine the role and impact of social media on contemporary society 6) Examine the role of the media in the creation or amplification of moral panics

9.	LEARNING OUTCOMES:
	<p>At the end of this module the student will be able to:</p> <p>L1. Demonstrate a critical understanding of social scientific models, theories and perspectives on the role of the media in contemporary society</p> <p>L2. Communicate complex arguments and ideas relating to social scientific analyses of the relationship between the media and society</p> <p>L3. Demonstrate analytical skills and competencies in the examination of relationships between the media and society</p> <p>L4. Apply appropriate academic techniques and conventions in the development of assessed work</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p>

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Leadership, negotiation and interpersonal sensitivity skills through collaborating with peers in group activities; • Application of intercultural and ethical issues to their own professional practice and citizenship; • Using seminars and workshops as means of developing reflective skills that can be used to articulate wider skills and connect different elements of learning

12.	PRE-REQUISITES AND CO-REQUISITES:
	40 credits in sociology at level 8 or equivalent

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Staff/student face-to-face contact will take place primarily through lectures and

	tutorials. Lectures will examine key theories and issues central to the study the mass media and society from the perspective of the social sciences. Tutorials will be focused on engaging students in the discussion of the theories and issues covered in the lectures and on the development of key competencies related to the tutorial learning experience. The module will also have an extensive online presence and learners will engage in a number of online learning and assessment activities, primarily through the module Moodle site. A central focus of the learning, teaching and assessment approach on the module lies in developing learners' understanding of the processes of learning, engaging them in the development of the information, communication and digital literacies and skills that will support them not only as undergraduate students but as lifelong learners.
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15.	ASSESSMENT:
	This module will be assessed by a single assessment and will take the form of an essay. This assessment will take place toward the end of the module thus enabling the student to make a more informed decision of the area(s) of study they wish to focus on while at the same time furnishing them with a more detailed understanding of the relationship between different aspects of the module. This approach to assessment recognises the importance of supporting students in the active engagement of their learning and in developing creativity and originality in their work. It will encourage students to navigate their learning environment in a way that stimulates independent learning through a deep engagement with the learning and assessment process. It will also help them develop their writing, referencing and research skills. The assessment will comply with University regulations and guidance. Specialist equipment, support provision or adjustment to assessment practice will be made in accordance with relevant legislation and the University's good practice guide.

16.	ASSESSMENT GRIDS:						
	Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element
	Assignment	Essay	✓	✓	✓	✓	100
	Combined Total For All Assignment Categories						100%

17.	EQUALITY & DIVERSITY:
	Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

18.	INDICATIVE RESOURCES:
	<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Carah, N & Louw, E 2015. Media and Society: Production, Content & Participation. London: Sage</p> <p>Chomsky, N. 1995. Manufacturing Consent: The Political Economy of the Mass Media. London: Vintage.</p> <p>Cohen, S. 2002. Folk Devils and Moral Panics. 3rd edn. London: Routledge</p> <p>Curren, J 2010. Media and Society. London: Bloomsbury.</p> <p>Hodkinson, P. 2010. Media, Culture and Society: An Introduction. London: Sage.</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Hamilton and Ayr

21.	CRNs:

22.	TRIMESTERS:
	2

LEVEL 10

UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR

1.	TITLE OF MODULE:
	Creative Research Project

2.	MODULE CODE:

3.	SCQF LEVEL:
	10

4.	CREDIT POINTS:
	60

5.	ECTS CREDITS:
	30

6.	SCHOOL COORDINATOR:
	Elizabeth McLaughlin

7.	MODULE COORDINATOR:

8.	SUMMARY OF MODULE:
	<p>The Creative Research Project provides students with the opportunity to develop a significant creative research practice output that will be the result of a strong industry and production focus with critical evaluation and academic underpinning. Students will undertake a substantial piece of work encompassing a professional pitch/proposal, a written contextualisation and a final research project. The precise nature of the project will vary with individual programme-specific study and student interests but examples could include: short film script, a 10 minute documentary, a pilot for a television series, an audio/radio project or a multimedia portfolio of news, features and sports content. There is a minimum of a 5000 word written contextualisation required to be included in final portfolio.</p> <p>Under the guidance of an allocated supervisor from the programme teams, students are given the freedom to pursue their creative research interest in depth producing a substantial creative output while consolidating the wide range of learning and practice to which they have already been exposed. The design and implementation of the project serves to allow students to demonstrate to examiners, to peers and to potential employers, their command of their chosen creative practice and associated critical theory, as well as their analytical skills and an awareness of both the principles and practice of research more generally.</p>

	<p>The final project will be produced in consultation with supervisory staff, and will be subject to continuing progress review. It shall be submitted in accordance with School of MCS and University of the West of Scotland regulations. Projects should be pitched at a level suitable for broadcast and/or public exhibition/consumption.</p> <p>Key content/skills/scope:</p> <ul style="list-style-type: none"> • Ability to produce work to meet the professional standards and guidelines expected by industry • Ability to present/pitch creative research work while engaging in critical reflection and evaluation of chosen subject area • Develop research which has complex and sophisticated outcomes • Ability to show link between creative production and research themes
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9.	LEARNING OUTCOMES:
	<p>L1. Develop a proposal and pitch for a clearly defined programme of independent research/creative practice accounting for the practical and ethical issues involved in the process.</p> <p>L2. Produce work to a professional standard, given length, format, brief and deadline.</p> <p>L3. Evidence sustained independent study through the delivery of a project appropriate to your discipline that uses complex knowledge and sophisticated theorizations in accordance with procedures and principles of advanced level research and presentation.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Developing and sustaining discussion and argument with peers in a classroom and online community • Demonstrate communication skills both oral and written through the creation of a pitch presentations and proposals • Evidence understanding of professional practices and guidelines in relation to their subject area

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence. • Industry engagement through Masterclasses, guest lectures and workshops to support and enhance professional development

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment including lectures, tutorials and workshops as well as directed independent study.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and tutorials as well as online materials for study and production practice focus. The focus of the module will be workshop based and enhanced by Masterclasses, meetings with industry and practical software and equipment labs and supervision will be offered at both an individual and group level.

15.	ASSESSMENT:
	<p>To be positioned next to the Assessment Outcome Grids so that both fields are together. More instructions to be provided about what is expected in terms of a description of assessment strategy, the use of formative and summative assessment within the module and alternative arrangements that can be made for students with specific requirements as per equality and disability</p> <p>Assessment 1: Produce a proposal and pitch (20%) Assessment 2: Project portfolio (80%)</p>

16.	ASSESSMENT GRIDS:

Assessment Category 1					
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Pitch/Proposal	✓			20	0
Assessment Category 2					
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio		✓	✓	80%	0
Combined Total For All Assignment Categories				100%	0 hours

17.	EQUALITY & DIVERSITY:
	<p>Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>

18.	INDICATIVE RESOURCES:
	<p>Barratt Estelle & Bolt Barbara (2007) Practice as Research: Approaches to Creative Arts Inquiry, London : I B Tauris</p> <p>Bertrand, I & Hughes, P. (2004) Media Research Methods: Audiences, Institutions, Texts, Palgrave: Macmillan</p> <p>Collins, Hillary (2010) Creative Research: The Theory and Practice of Research</p>

	<p>for the Creative Industries; Lausanne: AVA Publishing</p> <p>Deacon, D., Pickering, M. , Golding, P. & Murdock, G. (eds) (1999) Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis, London: Arnold</p>
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19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	1 & 2

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Data Journalism
2.	MODULE CODE:
3.	SCQF LEVEL: 10
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Ewan Crawford
8.	<p>SUMMARY OF MODULE:</p> <p>This module is designed to introduce students to the news potential of mining data and how to present that data effectively across a number of platforms. This means students will be required to source and evaluate data and learn how to present it for broadcast, online and in traditional print publications. This in turn means the ability to present stories using graphics, text and a range of techniques associated with interactive online journalism. Alongside these practical applications students will discuss the development of data sources, Freedom of Information legislation and Data Protection legislation. Analysis of the way news organisations have exploited data sets successful will be undertaken and a discussion of how this form of newsgathering relates to storytelling will be undertaken.</p> <p>Topics to be covered will include:</p> <ul style="list-style-type: none"> *Defining data journalism *Sourcing data for news stories and understanding how to extract relevant information in a meaningful way for readers and audiences. *Integrating data journalism with traditional story-telling techniques across a

	<p>range of journalism platforms.</p> <p>*Techniques of graphical story-telling, including practical applications using relevant tools.</p> <p>*Data journalism and social media</p> <p>*Freedom of Information requests and how to use the information gathered effectively.</p>
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9.	LEARNING OUTCOMES:
	<p>L1. Source, identify and evaluate data from a range of sources suitable for news journalism.</p> <p>L2. Use data to enhance or create multi-media news stories, including graphics, for a range of journalism platforms.</p> <p>L3. Apply knowledge of Freedom of Information legislation to generate data for news stories.</p> <p>L4. Analyse the development of data journalism and evaluate its usefulness in enhancing story-telling.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of news stories and other content to a high professional standard, at the forefront of new story-telling techniques. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the</p>

	<p>following areas:</p> <ul style="list-style-type: none"> • Linking of assessment- employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites in this module.

13.	MODULE DELIVERY METHOD:
	The module will be delivered through a combination of lectures and practical workshops.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	This is primarily a practical module but with lectures also focused on the impact of relevant legislation on the use (and mis-use) of data in journalism and the public and political sphere more widely.

15.	ASSESSMENT:
	<p>Assessment 1 (LOs 1, 2 & 3) is by way of a portfolio of journalism work on a defined topic based on the original gathering of data from a range of sources (70% of total marks).</p> <p>Assessment 2 (LO 4) will be a reflective essay discussing the extent to which this gathering and presentation of data enhances "off-diary" story-telling (30% of total marks).</p>

16.	ASSESSMENT GRIDS:																																			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="7">Assessment Category 1</td> </tr> <tr> <td>Learning Outcome (Footnote B.)</td> <td>Learning Outcome (1)</td> <td>Learning Outcome (2)</td> <td>Learning Outcome (3)</td> <td>Learning Outcome (4)</td> <td>Weighting (%) of Assessment Element</td> <td>Timetabled Contact Hours</td> </tr> <tr> <td>Portfolio</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>70</td> <td>0</td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="7">Assessment Category 2</td> </tr> <tr> <td>Learning Outcome</td> <td>Learning Outcome</td> <td>Learning Outcome</td> <td>Learning Outcome</td> <td>Learning Outcome</td> <td>Weighting (%) of</td> <td>Timetabled Contact</td> </tr> </table>	Assessment Category 1							Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Portfolio	✓	✓	✓		70	0	Assessment Category 2							Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Weighting (%) of	Timetabled Contact
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Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours																														
Portfolio	✓	✓	✓		70	0																														
Assessment Category 2																																				
Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Weighting (%) of	Timetabled Contact																														

(Footnote B.)	(1)	(2)	(3)	(4)	Assessment Element	Hours
Essay				✓	30	0
Combined Total For All Assignment Categories					100%	0 hours

17.	EQUALITY & DIVERSITY: This module is aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/
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18.	INDICATIVE RESOURCES:
	Gray, Jonathan et al (2012), The Data Journalism Handbook, O'Reilly Media Bradshaw, Paul and Rohumaa, Liisa, (2016) The Online Journalism Handbook, 2 nd ed., London, Routledge. Data Driven Journalism http://datadrivenjournalism.net/

19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	2

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE:
	News & Politics
2.	MODULE CODE:
	MEDI10022
3.	SCQF LEVEL:
	10
4.	CREDIT POINTS:
	20
5.	ECTS CREDITS:
	10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR:
	Margaret Hughes
8.	SUMMARY OF MODULE:
	<p>News & Politics will explore and analyse the role of the news media in politics and at how government, political institutions and political parties attempt to influence news.</p> <p>The module will examine the range of political communication and how the news media provides a forum for the transmission of political news, the role of spin doctors, how political parties communicate with the electorate via the news media and social media and how far they seek to control the dissemination of political messages.</p> <p>It will also look more broadly at the effect the news media has on peoples' attitudes and behaviours, with specific focus on how it affects how people vote. It will also examine the notion of the news media as gatekeepers who set the agenda for public and political debate on a range of issues.</p> <p>Predominant teaching methods will be tutor-led lectures supported by tutorials and seminars as well as use of visual materials, such as film and newspapers. Students will look at a range of case studies related to election campaigns, the influence of the news media and proprietors and editors. Students will examine the content of news media artefacts to explore and discuss the dominant themes in this module.</p> <p>In this module students will have the opportunity to produce a portfolio of journalistic content that explores the themes and issues covered, as well as submit an essay that focuses on theoretical perspectives.</p>

	<p>Key themes explored in this module are:</p> <ul style="list-style-type: none"> • Political communication • Impact of new media on political reporting • Packaging politics and spin doctors • Media effects and influence • How news coverage effects elections and voting behaviour
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9.	LEARNING OUTCOMES:
	<p>At the end of this module the student will be able to:</p> <p>L1. Critically evaluate and discuss the key concepts, theories and principles surrounding the influence of the news media on politics the effect of political institutions and parties on newsgathering and the presentation of news.</p> <p>L2. Critically evaluate a range of information resources relevant to the study of news and politics.</p> <p>L3. Produce a portfolio of journalistic content to a high professional standard that explores the interface of news and politics.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Providing opportunities for students to develop professional, practice-based skills in the production of political reporting portfolios to a high professional standard, familiarising the students with the editorial and production skills required by industry. • Developing competency and confidence in networking with the profession, enhancing assertiveness and negotiation skills through group work. • Supporting students to develop leadership, interpersonal communication, commercial awareness and understanding of business and market demands.

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Linking of assessment-employability within the module to ensure the skills and competencies students are developing are made explicit. • Using formative feedback to support the reflection necessary to enhance

	<p>student performance.</p> <ul style="list-style-type: none"> Providing sustainable assessment that supports students' ongoing learning. <p>Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.</p>
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12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	<p>Teaching will comprise a series of lectures, seminars and practical workshops. Students will receive lectures analyzing and critiquing the worlds of political reporting and political communication. Students will explore themes and theories around media influence, spin doctors, election coverage and the influence of technology on the production and presentation of political news.</p> <p>There will also be a focus in the module will be on the production workshops with the production of a portfolio of political reporting/communication.</p>

15.	ASSESSMENT:
	<p>Summative assessments in this module will be:</p> <p>Assessment 1 - An essay (2,500 words) that critically analyses and evaluates the range of theories studied (LOs 1, 2, 3 & 4) – 60% of total mark</p> <p>Assessment 2 - A portfolio of journalistic content (1,500 words) exploring political communication and the news media (LO3) - 40% of total mark</p>

16.	ASSESSMENT GRIDS:																														
	<table border="1"> <thead> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td></td> <td></td> <td></td> <td>60</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Learning Outcome (1)</th> <th>Learning Outcome (2)</th> <th>Learning Outcome (3)</th> <th>Weighting (%) of Assessment Element</th> <th>Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Portfolio</td> <td></td> <td></td> <td></td> <td>40</td> <td>0</td> </tr> <tr> <td>Combined</td> <td colspan="3">100%</td> <td></td> <td></td> </tr> </tbody> </table>		Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Essay				60	0		Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Portfolio				40	0	Combined	100%				
	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours																										
Essay				60	0																										
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Portfolio				40	0																										
Combined	100%																														

17.	EQUALITY & DIVERSITY:
	This module is aligned with the overall commitment to equality and diversity

	<p>stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p>
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18.	INDICATIVE RESOURCES:
	<p>McNair, B. (2011) An Introduction to Political Communication, London: Routledge, 5th edition</p> <p>Oates, S (2008) Introduction to Media and Politics, London: Sage Publications</p> <p>McQuail, D. (2010) McQuail's Mass Communication Theory, London: Sage Publications</p> <p>Franklin, B. (2004) Packaging Politics: Political communications in Britain's media democracy, London: Arnold, 2nd edition</p> <p>Graber, D. (1998) The Politics of News and the News of Politics, Washington DC: CQ Press.</p> <p>Journals: Media, Culture & Society Journal of Political Communication Journalism Studies</p>

19.	ATTENDANCE REQUIREMENTS:
	<p>Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

20.	CAMPUSES:
	Ayr

21.	CRNs:
	1886

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Global Issues in Sport
2.	MODULE CODE: MEDI10033
3.	SCQF LEVEL: 10
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR:
7.	MODULE COORDINATOR: Elizabeth McLaughlin
8.	<p>SUMMARY OF MODULE:</p> <p>Global Issues in Sport will study, analyse and evaluate the keys issues surrounding the world of sport, issues such as: doping concerns, funding of sports and sporting events. Students will be expected to debate, discuss and critically evaluate the role of sport in the wider social, political and cultural world and in particular how these issues are reported by the mass media.</p> <p>Students will also be expected to consider the ethical issues surrounding global issues in sport, for example: the arguments about performance enhancing drugs in sport, how different countries monitor and police drug taking in sport, Olympic Games bidding scandals and “bunging” in football row.</p> <p>The module will also discuss the rules and regulations that surround sport, paying particular attention to the bodies that govern sport in the UK and the layers of governance that concentrate on sports development.</p> <p>Teaching will include lectures, tutorials and seminars around the key issues and theories in the area of globalization and its impact on sport as well as online discussion forums.</p> <p>Key content/scope covered in this module are:</p> <ul style="list-style-type: none"> • Globalisation of Sport • Contemporary issues within the world of sport and sports journalism

	<ul style="list-style-type: none"> • Ability to read and research a range of academic materials which looks at the global impact of sport • Understanding of governing bodies of sport both UK and global
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9.	LEARNING OUTCOMES:
	<p>L1. Critically discuss key concepts and theories surrounding the influence of the news media on issues affecting sport globally.</p> <p>L2. Critically evaluate the role of the media and how it relates to global issues in sport.</p> <p>L3. Critically evaluate a range of information resources relevant to issues of sport at a global level.</p>

10.	EMPLOYABILITY SKILLS:
	<p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <ul style="list-style-type: none"> • Developing and sustaining discussion and argument with peers in a classroom and online community • Developing communication skills both oral and written through the creation of a seminar paper and presentation • Build confidence and the ability to present to peers with a critical and evaluative approach

11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <ul style="list-style-type: none"> • Using formative feedback to support the reflection necessary to enhance student performance. • Providing sustainable assessment that supports students' ongoing learning. • Providing opportunities for self-reflection both individually and in group work settings to support the development of both competency and confidence.

12.	PRE-REQUISITES AND CO-REQUISITES:
	There are no pre-requisites for this module.

13.	MODULE DELIVERY METHOD:
	The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.

14.	LEARNING & TEACHING/LEARNING ACTIVITIES
	Teaching will comprise a series of lectures, seminars and tutorials as well as online discussion forums. Students will receive a series of lectures that look at the key theories and issues around sport and globalization and these will be supported by required readings. The focus of the module will be critical and evaluative engagement with key texts within the context of current debates and discussions.

15.	ASSESSMENT:
	<p>To be positioned next to the Assessment Outcome Grids so that both fields are together. More instructions to be provided about what is expected in terms of a description of assessment strategy, the use of formative and summative assessment within the module and alternative arrangements that can be made for students with specific requirements as per equality and disability</p> <p>Assessment 1 (LOs 1, 2 & 3): online discussion on globalisation of sport (50% of total marks)</p> <p>Assessment 2 (LOs 1, 2 & 3): seminar paper and presentation (50% of total marks)</p>

16.	ASSESSMENT GRIDS:				
Assessment Category 1					
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Online discussion	✓	✓	✓	50	0
Assessment Category 2					
Learning Outcome (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Seminar Paper/Presentation	✓	✓	✓	50%	0

	Combined Total For All Assignment Categories	100%	0 hours
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17.	EQUALITY & DIVERSITY:
	Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

18.	INDICATIVE RESOURCES:
	<p>Giulianotti, R & Robertson, R (2007) <i>Globalization and Sport</i>, Blackwell</p> <p>Hong, F. and Schneider, A. J. (2007) <i>Doping in Sport: Global Ethical Issues</i>, Routledge.</p> <p>Kuhn, G (2011) <i>Soccer vs The State</i>, PMPress</p> <p>Poli, R (2010) Understanding Globalization Through Football: The new international division of labour, migratory channels and transnational trade circuits, <i>International Review for the Sociology of Sport</i>, 45(4): 491-506</p> <p>Sears, K (2011) <i>Twitter's Impact on Sports Journalism Practice: Where a New Medium Meets an Old Art</i>, Georgia State University http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1073&context=communication_theses</p>

19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20.	CAMPUSES:
	Ayr

21.	CRNs:
	8664

22.	TRIMESTERS:
	1

**UNIVERSITY OF THE WEST OF SCOTLAND
MODULE DESCRIPTOR**

1.	TITLE OF MODULE: Creative and Cultural Industries: Entrepreneurship and Professional Practice
2.	MODULE CODE:
3.	SCQF LEVEL: 10
4.	CREDIT POINTS: 20
5.	ECTS CREDITS: 10
6.	SCHOOL COORDINATOR: Fiona Adams
7.	MODULE COORDINATOR: Allan Dumbreck
8.	SUMMARY OF MODULE: This module will have two areas of focus: <ol style="list-style-type: none"> 1) The module would combine the analysis of entrepreneurship in the creative and cultural industries with the skills and abilities required for the practicing professional. Emphasis is placed on practical employability skills, business development and career enhancing strategies for a professional vocation within a relevant cultural discipline. 2) Analysis of entrepreneurial skills / career planning and development / job location and application skills / interview and audition skills / self-reflection
9.	LEARNING OUTCOMES: On completion of this module the student will be able to:- <ol style="list-style-type: none"> 1. Critically analyse the character traits and business strategy of a case study of a cultural entrepreneur (or of entrepreneurial activity generally) or analyse key current professional issues related to employability within the creative and cultural industries. Each of these should be within a defined sector of the creative and cultural industries in relation to current research.

	<ol style="list-style-type: none"> 2. Prepare a personal career development plan including appropriate e-portfolio materials demonstrating their own skills and abilities appropriate to their artistic career aspirations 3. Complete a job application (from a series of posts devised and advertised by the lecturing staff) and interview for a given position, discussing feedback upon completion.
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10.	<p>EMPLOYABILITY SKILLS:</p> <p>The module is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. To support student understanding of employability, the development of employability capacities and competencies has been mapped against module assessment. The linking of employability explicitly to assessment provides the student with an explicit reference point and supports a more constructive engagement with employability. The competencies and capacities explicitly developed as part of this module can be identified against each assessment as follows:</p> <p>Relating to SCQF level 10</p> <p>1 : Knowledge and understanding Demonstrate and / or work with knowledge and understanding in the ways in which the subject / discipline / sector is developed, including a range of established techniques of enquiry or research methodologies</p> <p>2 : Practice, applied knowledge, skills and understanding Practice in a range of professional level contexts that include a degree of unpredictability and / or specialism</p> <p>3 : Generic cognitive skills Offer professional insights, interpretations and solutions to problems and issues</p> <p>4 : Communication, ICT and numeracy skills Present and convey, formally and informally, information about specialised topics to an informed audience Communicate with peers, senior colleagues and specialists on a professional level</p> <p>5: Autonomy, Accountability and working with others Exercise autonomy and initiative in professional / equivalent activities</p> <p>Graduate attributes :</p> <p>The ability to identify and analyse problems and issues and to formulate, evaluate and apply evidence based solutions and arguments</p> <p>An ability to apply a systematic and critical assessment of complex problems and issues</p> <p>An ability to deploy techniques of analysis and enquiry</p>
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11.	PERSONAL DEVELOPMENT PLANNING:
	<p>The module is fully aligned with the institutional policy on personal development planning. Student engagement with personal development is explicitly located at the level of the programme, with module-level activity supporting reflection on specific areas of development. This module supports student reflection in the following areas:</p> <p>Self-reflection on skills and knowledge gained through prior learning and work experience</p> <p>Career planning and development</p> <p>Job location and application skills</p> <p>Interview and audition skills</p> <p>The analysis of entrepreneurship and entrepreneurial skills in the creative and cultural industries with the skills and abilities required for the practicing professional.</p> <p>Practical employability skills</p> <p>Business development and career enhancing strategies</p>

12.	PRE-REQUISITES AND CO-REQUISITES:
	None

13.	MODULE DELIVERY METHOD:
	<p>Learning and teaching in this module will be focussed on lectures from UWS MSC academic staff, UWS Career staff, industry practitioners and field trips. Lectures and seminars will allow the students to analysis entrepreneurship in the creative and cultural industries with the skills and abilities required for the practicing professional. They will also include practical employability skills, business development and career enhancing strategies. The students will discuss and reflect on the current issues within the creative and cultural industries and on the professional practices described in the lectures. The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.</p>

14.	LEARNING & TEACHING/LEARNING ACTIVITIES																
	<table border="1"> <thead> <tr> <th>Learning Activities/Categories:</th> <th>Student Learning Hours (Normally totalling 200 hours):</th> </tr> </thead> <tbody> <tr> <td>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</td> <td>(Note: Learning hours include both contact hours and hours spent on other learning activities)</td> </tr> <tr> <td>Lectures</td> <td>30</td> </tr> <tr> <td>Seminars</td> <td>15</td> </tr> <tr> <td>Independent Study</td> <td>100</td> </tr> <tr> <td>Preparation for Assessment</td> <td>45</td> </tr> <tr> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>(eg. Lectures / tutorials / practicals / laboratory / seminars / project work (individual) / project work (group) / placements / e-learning / flexible learning / problem-based learning / blended learning / field trips / distance learning /other approaches)</td> <td>200 Hours Total</td> </tr> </tbody> </table>	Learning Activities/Categories:	Student Learning Hours (Normally totalling 200 hours):	During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)	Lectures	30	Seminars	15	Independent Study	100	Preparation for Assessment	45	Field Trip	10	(eg. Lectures / tutorials / practicals / laboratory / seminars / project work (individual) / project work (group) / placements / e-learning / flexible learning / problem-based learning / blended learning / field trips / distance learning /other approaches)	200 Hours Total
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Preparation for Assessment	45																
Field Trip	10																
(eg. Lectures / tutorials / practicals / laboratory / seminars / project work (individual) / project work (group) / placements / e-learning / flexible learning / problem-based learning / blended learning / field trips / distance learning /other approaches)	200 Hours Total																

15.	ASSESSMENT:
	<p>To be positioned next to the Assessment Outcome Grids so that both fields are together.</p> <ol style="list-style-type: none"> 1. Entrepreneurial case study report or an essay that critically analyses current issues within the creative and cultural industries. <p>Critically analyse and review successful and appropriate contemporary entrepreneurs OR entrepreneurial strategies OR career development procedures in relation to existing research and theory OR an essay on current issues related to employability in the creative and cultural industries.</p> <ol style="list-style-type: none"> 2. Career development plan / E-portfolio / Job application <p>Design and implement a personal career development plan appropriate to your career aspirations. This will include preparation of e-portfolio materials appropriate to your cultural sector to demonstrate your skills and abilities</p>

16.	ASSESSMENT GRIDS:														
	Assessment Category 1														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Assessment Category</th> <th style="width: 15%;">Assessment Type (Footnote B.)</th> <th style="width: 10%;">Learning Outcome (1)</th> <th style="width: 10%;">Learning Outcome (2)</th> <th style="width: 10%;">Learning Outcome (3)</th> <th style="width: 15%;">Weighting (%) of Assessment Element</th> <th style="width: 15%;">Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Assignment</td> <td>Case study/Essay</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">40</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Assignment	Case study/Essay	✓			40	0
Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours									
Assignment	Case study/Essay	✓			40	0									
	Assessment Category 2														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Assessment Category</th> <th style="width: 15%;">Assessment Type (Footnote B.)</th> <th style="width: 10%;">Learning Outcome (1)</th> <th style="width: 10%;">Learning Outcome (2)</th> <th style="width: 10%;">Learning Outcome (3)</th> <th style="width: 15%;">Weighting (%) of Assessment Element</th> <th style="width: 15%;">Timetabled Contact Hours</th> </tr> </thead> <tbody> <tr> <td>Practical</td> <td>Career development plan / employment application</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">60</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	Practical	Career development plan / employment application		✓	✓	60	0
Assessment Category	Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours									
Practical	Career development plan / employment application		✓	✓	60	0									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 85%;">Combined Total For All Assignment Categories</td> <td style="width: 10%; text-align: center;">100%</td> <td style="width: 5%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">hours</td> </tr> </table>	Combined Total For All Assignment Categories	100%	0	hours										
Combined Total For All Assignment Categories	100%	0	hours												

17.	EQUALITY & DIVERSITY:
	<p>Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link:</p>

	http://www.uws.ac.uk/equality/
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18.	INDICATIVE RESOURCES:
	<p>Angell, R (2009) <u>Getting Into Films and Television</u> (9th. ed). How To Books Ltd, Oxford.</p> <p>Annett, M. (2004) <u>Actor's guide to auditions & interviews</u>. 3rd edn. United Kingdom: Methuen Drama.</p> <p>Bright, Jim and Earl, Joanne (2008) <u>Brilliant CV: What Employers Want To See and How to Say It</u>, Harlow, Prentice Hall Business.</p> <p>Cottrell, S (2010) <u>Skills for Success: The Personal Development Planning Handbook</u>, Basingstoke, Palgrave MacMillan</p> <p>Dumbreck, A and G McPherson (2015), <u>Music Entrepreneurship</u>, London, Bloomsbury</p> <p>Rennie, N (2015), <u>How to become a journalist</u>, London, Nick Rennie</p> <p>Hogarth, M (2014), <u>How to launch a magazine in this digital age</u>, London, Bloomsbury</p>

19.	ATTENDANCE REQUIREMENTS:
	Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under Equality law. Please refer to UWS Regulations 5.3.6 – 5.3.8., available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20.	CAMPUSES:
	Ayr

21.	CRNs:

22.	TRIMESTERS:
	1 & 2

Learning outcome map
BA (H) JOURNALISM/SPORT
LEVEL 7

	A1	A2	A3	B1	B2	B3	B4	C1	C2	D1	
Newsgathering Techniques											
L01											
L02											
L03											
L04											
Digital Journalism 1											
L01											
L02											
L03											
Issues in Journalism											
L01											
L02											
L03											
L04											
News Reporting											
L01											
L02											
L03											
L04											
L05											
The business of news											
L01											
L02											
L03											

**Learning outcome map
BA (H) JOURNALISM/SPORTS
LEVEL 8**

	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3
Advanced News Reporting													
L01													
L02													
L03													
L04													
Feature Writing													
L01													
L02													
L03													
L04													
Law & Media Regulation													
L01													
L02													
L03													
L04													
Magazine Journalism													
L01													
L02													
L03													
Reporting UK Politics													
L01													
L02													
L03													
L04													
Digital Journalism 2													
L01													
L02													
L03													

**Learning outcome map
BA (H) JOURNALISM/SPORTS
LEVEL 9**

	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4
Newsroom Practice													
L01													
L02													
L03													
L04													
Research Methods													
L01													
L02													
L03													
L04													
Broadcast Feature Production													
L01													
L02													
L03													
L04													
Advanced Magazine Journalism													
L01													
L02													
Sports News Production													
L01													
L02													
L03													
L04													
Policy & organisation of sport													
L01													
L02													
L03													
L04													
Sport & the Media													
L01													
L02													
L03													
Media & Society													

**Learning outcome map
BA (H) JOURNALISM/SPORTS
LEVEL 10**

	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3
Creative Research											
L01											
L02											
L03											
Data Journalism											
L01											
L02											
L03											
L04											
News & Politics											
L01											
L02											
L03											
Global Issues in Sport											
L01											
L02											
L03											
Entrepreneurship & Professional Practice											
L0 1											
L0 2											
L0 3											

**ASSESSMENT MAP
BA (H) JOURNALISM/SPORT
TRIMESTER 1**

WEEK	1	2	3	4	5	6	7	
LEVEL 7								

Newsgathering Techniques									
Digital Journalism 1									
The business of news									
LEVEL 8									
Advanced News Reporting									
Feature Writing									
Law & Media Regulation									
LEVEL 9									
Newsroom Practice									
Broadcast Feature Production									
Media & Society* (Assts tbc)									
Sport News Production									
Policy & Organisation of Sport									
LEVEL 10									
Creative Research									
News & Politics									
Global Issues in Sport									
Entrepreneurship & Prof. Practice									

ASSESSMENT MAP
BA (H) JOURNALISM/SPORT
TRIMESTER 2

WEEK	1	2	3	4	5	6	7
LEVEL 7							
News Reporting							
Digital Journalism 1							
Issues in Journalism							
LEVEL 8							
Digital Journalism 2							
Magazine Journalism							
Reporting UK Politics							
LEVEL 9							
Newsroom Practice							
Advanced Magazine Journalism							
Sport & the Media							
Research Methods							
LEVEL 10							
Creative Research							
Entrepreneurship and Professional Practice							
Data Journalism							

APPENDIX F

WJEC PRINCIPLES OF JOURNALISM EDUCATION

WJEC's Principles of Journalism Education

We, the undersigned representatives of professional journalism education associations, share a concern and common understanding about the nature, role, importance, and future of journalism education worldwide. We are unanimous that journalism education provides the foundation as theory, research, and training for the effective and responsible practice of journalism. Journalism education is defined in different ways. At the core is the study of all types of journalism.

Journalism should serve the public in many important ways, but it can only do so if its practitioners have mastered an increasingly complex body of knowledge and specialized skills. Above all, to be a responsible journalist must involve an informed ethical commitment to the public. This commitment must include an understanding of and deep appreciation for the role that journalism plays in the formation, enhancement and perpetuation of an informed society.

We are pledged to work together to strengthen journalism education and increase its value to students, employers and the public. In doing this we are guided by the following principles:

- 1 At the heart of journalism education is a balance of conceptual, philosophical and skills-based content. While it is also interdisciplinary, journalism education is an academic field in its own right with a distinctive body of knowledge and theory.
- 2 Journalism is a field appropriate for university study from undergraduate to postgraduate levels. Journalism programs offer a full range of academic degrees including bachelors, masters and Doctor of Philosophy degrees as well as certificate, specialized and mid-career training.
- 3 Journalism educators should be a blend of academics and practitioners; it is important that educators have experience working as journalists.
- 4 Journalism curriculum includes a variety of skills courses and the study of journalism ethics, history, media structures/institutions at national and international level, critical analysis of media content and journalism as a profession. It includes coursework on the social, political and cultural role of media in society and sometimes includes coursework dealing with media management and economics. In some countries, journalism education includes allied fields like public relations, advertising, and broadcast production.
- 5 Journalism educators have an important outreach mission to promote media literacy among the public generally and within their academic institutions specifically.
- 6 Journalism program graduates should be prepared to work as highly informed,

strongly committed practitioners who have high ethical principles and are able to fulfill the public interest obligations that are central to their work.

- 7 Most undergraduate and many masters programs in journalism have a strong vocational orientation. In these programs experiential learning, provided by classroom laboratories and on-the-job internships, is a key component.
- 8 Journalism educators should maintain strong links to media industries. They should critically reflect on industry practices and offer advice to industry based on this reflection.
- 9 Journalism is a technologically intensive field. Practitioners will need to master a variety of computer-based tools. Where practical, journalism education provides an orientation to these tools.
- 10 Journalism is a global endeavor; journalism students should learn that despite political and cultural differences, they share important values and professional goals with peers in other nations. Where practical, journalism education provides students with first-hand experience of the way that journalism is practiced in other nations.

Journalism educators have an obligation to collaborate with colleagues worldwide to provide assistance and support so that journalism education can gain strength as an academic discipline and play a more effective role in helping journalism to reach its full potential.

APPENDIX G

GRADUATES OF BA JOURNALISM (OUVS) & BA (H) JOURNALISM

GRADUATE A

Graduated: 2006

Employers: Hamilton Advertiser/Scottish & Universal Newspapers

Daily Record

Studying BA Journalism at University of West of Scotland enabled me to secure full time employment within the journalism industry.

I had a fantastic experience at UWS down to the design of the course, the carefully selected modules and the help and support of my course leader, Margaret Hughes.

Margaret had a great impact on my personal and educational development at UWS as she was always on hand to offer support and encouragement. The organisation of guest lectures and visit to newspaper offices actually lead the way for me to secure my first job as digital journalist at local newspaper company Scottish and Universal. The degree secured me with valuable skills that I have used throughout my career and Margaret gave me, and the rest of her students, the confidence to believe in our abilities and take on challenging and successful career opportunities.

Unlike at other universities I had attended, Margaret's door was always open for advice on coursework and she was immensely approachable - and I know I can still count on her for career advice.

I am very proud to be a degree student of UWS and I am incredibly grateful for the opportunities that I was given whilst studying there. I am sure that students studying there today may not be aware of the hard work and dedication that Margaret put into actually introducing the BA Journalism course to UWS when it first became a university.

Margaret was a great lecturer and has passion which rubs off on her students, she can be tough when she knows someone needs it and I really admired it - especially when I was lacking in enthusiasm at certain points!

After six years I am still in contact with Margaret and was delighted to be able to give something back to the university through guest lectures, which Margaret had invited me to do. I am now an online journalist for the Daily Record and party of my job is

managing the company's local websites - the very same websites I started on at Scottish and Universal.

Without the degree and support from Margaret - whether it be writing references or giving advice on careers, I believe that I wouldn't be in the position I am now.

GRADUATE B

Graduated: 2004

Employers: Dumfries & Galloway Standard, Kilmarnock Standard & Assistant News Editor, Daily Record

Pursuing a qualification in journalism opened a huge door for me to establish a career that I love.

After obtaining my degree I went from junior reporter, to senior reporter, chief reporter, news editor and currently editor on a series of weekly newspapers. I'm now set to take on the role of assistant news editor at a national daily newspaper.

In the process I've met a string of interesting and unusual people – both famous and infamous – written all kinds of stories, won a few awards and learned lots about myself and the industry in the process.

“Life-changing” is a phrase I think is too easily tagged onto a variety of day to day events. But looking back it most certainly sums up my decision to undertake the BA Journalism.

The qualification certificate might prove that I completed the studying and passed the exams but it doesn't explain what this course equipped me with.

During the three-years of study, I learned the skills needed to be the journalist I am today and, most importantly, was pushed to apply them in practice.

I was taught about the industry and academic theories which can be applied to it.

And I was instilled with principles about reporting and the job which I still hold today.

This was done via talented lecturers, like Margaret Hughes, who had worked in journalism.

They passed on their knowledge and experiences and their contacts allowed us access to real-world reporters.

The lecturers knew what it took to establish a career and for me that was taken on board plain and simply: work hard on this course, apply it in practice through as much work experience and writing as possible and, hopefully, you'll find a job.

So I did all that, secured a job and, while I had so much more to learn through experience, my studying had equipped me with skills which could be developed even further.

Since then I've been lucky enough to carve out a successful career.

And while it has taken, and continues to take, a lot of hard work on my behalf, none of it would have been possible without studying for the BA Journalism.

GRADUATE C

Graduated: 2012

Employers: Greenock Telegraph; ICO Partners PR (Brighton); PR manager Nintendo (Europe)

I believe the BA Hons Journalism course I undertook at UWS had a huge impact on both my personal and professional development. Professionally, the course equipped me with vital, practical skills that would be needed in the unique workplace that is a newsroom. Journalistic research often differs from other areas as there's always an impending deadline, usually within a matter of hours/minutes. Practical newsroom sessions at UWS meant that when I did get into work experience and part time work at a publication I was already somewhat versed in what was expected of me. This practical preparation cannot be overstated and was a key component of my week at university.

Personally, I grew up a lot in the two years I was at UWS. I became a more organised and confident person due to feedback from my tutors. With my dissertation in particular, the attention to detail and motivational words of Margaret Hughes was essential. There were times when I wouldn't have blamed her for giving up on me. Simply put, I would not have got through that without a tutor of her calibre. There are research and data analysis skills that were taught during these lessons that I still use today when creating monthly coverage reports for clients.

The BA Journalism tutor teams openness to digital technology was also impressive. In my time at the university this was just being implemented, but the blog I created (www.pastthepixels.com) to fulfil course criteria is still being used today - and the portfolio of work from that blog was used in the successful application for a job in the videogame PR industry. Being multi-faceted enough to be comfortable with video, photo and website management was something that was being steadily implemented

in my time at UWS, and is something that is extremely important in today's work place. The more roles a journalist can carry out, the more important they are to the publication (and less dispensable they are too!).

Since graduation I have worked as a reporter at a daily newspaper in Scotland and I'm now a European PR Account Manager at an international PR agency. There are skills I have used in both these roles that were directly learned while at UWS studying on my BA Hons Journalism course. The full-time role at the daily newspaper came as a direct result of work experience that was carried out to fulfil course requirements.

Overall I feel the BA Hons Journalism course prepared me well for the workplace and the individual advice I received from tutors certainly contributed to ensuring my mindset was right for graduating and entering the workplace.

GRADUATE D

Graduated: 2013

Employer: Johnston Press & The Sun

Following my time on the Journalism BA (Hons) course at the University of the West of Scotland, I found I began full time work with the Johnston Press group. This was on a freelance basis but I was working five days of the week with the company.

I had learned essential traditional journalism skills on the course, which were ideal for my new working environment. Shorthand proved to be one of the most useful skills which the first two years of the course focuses on. The Johnston press are well known as a very traditional company when it comes to journalistic practice, so having this skill proved vital. Without it job opportunities with certain companies would be extremely limited.

During my studies I also became well versed in Scots law and its impact on the media, as well as learning about current affairs and new regulations on journalists. Again these skills proved hugely important in the field.

I worked with the Johnston Press and with BBC Scotland during my studies, which

was fully embraced by the course leaders at UWS. The constant encouragement, given by lecturers, to take work when given opportunities is something I cannot speak highly enough of, and working while studying gave me a solid portfolio and excellent contact base for when I left university.

The broadcast elements of the course helped me while I was working with the BBC as I was given the tools to create engaging and thought provoking programmes for both television and radio.

While not every editing programme, radio studio or camera is the same, the skills learned at UWS could be adapted and helped generate a deeper understanding of broadcast media.

A few months after leaving university I was offered a job as a Digital Journalist with The Scottish Sun, where I am currently employed.

The news days which were offered in third and fourth year gave a real insight into the everyday working of a fast paced news room.

In groups we had to design our own website and then source stories for our readership. By setting strict deadlines this became an extremely effective way of replicating what to expect from working in the industry and is as close as one could hope to get in a classroom environment.

The Journalism course offered at UWS has impacted on my life in an enormous way. The core skills offered by the programme are, in my view, exactly what should be provided to those wishing to enter the media industry. Like the industry itself, this course has moved with the times and helped sculpt modern journalists who are able to adapt to their surroundings.

GRADUATE E

Graduated: BA (H) Journalism -2012 & PGDip Broadcast Journalism 2013

Employers: Daily Record, BBC Scotland & The Herald

I began my time on the UWS BA (Hons) Journalism degree via a somewhat unconventional route, having taken the decision to join halfway through my first year

of study, from another University - and it is a decision that I am, to this day, truly thankful to have made.

From that first year through to the fourth, the course, through a combination of thoroughly well-organised academic modules and opportunities to undertake journalistic tasks and develop all of the traits that a working journalist would need, equips its students perfectly to go into the industry and offer what employers are looking for.

I knew from a very young age that journalism was the only profession I wanted to build my career in, but it was only from the time of being a student of the UWS programme that I truly felt I had the tools and the guidance to make this happen.

The course places a great significance on practical assignments that mirror the life of a journalist and also on encouraging students to explore work-related opportunities, such as placements. While learning the theoretical areas of the subject in the considered and easy-to-follow way they were taught was invaluable, it was this emphasis on helping to prepare for life after University that resonated with me.

Being able to continually use the skills I was learning and contribute that to a solid product - be it a website during a news day block or a magazine for an assignment - and get regular, constructive feedback on what I was producing meant that I was consistently bettering these skills, using industry standard software, and identifying my own style.

Also, completing various work placements, thanks in no small part to tireless work and help of UWS journalism staff, had a greatly positive impact. Not only was I being exposed to what it would be like to contribute to the industry full-time and learning in a way that would give me a better chance of doing that, but I was - perhaps most importantly - making contacts. This really is key to success and, through the years, has brought opportunities my way that would have not come my way if it had not been for establishing relationships through these placements.

This period of study did not only benefit me professionally, but also personally. My confidence in my own abilities grew steadily, and that was because of dedicated and passionate staff, who helped me more than I could have imagined and made sure their own faith in what I could do stayed with me.

Particularly central to my development, in many ways, was our Subject Team Leader, Margaret Hughes. A constant source of invaluable advice and support, she encouraged me in a way that I always pushed the boundaries of what I thought I was

capable of and her enthusiasm for seeing students do well made me want to always perform to my maximum potential. The positive attitude she instilled in me has carried on into the workplace - where I am assured and always looking to improve - and I know that the many things Margaret taught me professionally and as a person will continue to shape how I operate and be beneficial.

Since leaving University, I have been fortunate enough to secure some fantastic, challenging roles that have allowed me to progress at a better rate than I thought possible, and I firmly believe this would not have happened had it not been for my time on the degree programme.

I ended my time at UWS having really been enabled to go into the journalism field and make an impact. Whether it be in print, online, or broadcasting, I felt secure enough in myself to consider all of these areas when looking at my first career move, and that is because the well-rounded, focused and in-depth style of the course prepares you for everything you could face and gives you the skills and knowledge to cope with whatever tasks could be thrown your way in the ever-changing, fast-paced professional world - I know I would not be making the strides I am now without it.

GRADUATE F
Graduating: 2014

Employer: Daily Record

Studying the BA Journalism course at the University of the West of Scotland is, potentially, the main reason behind me finding a job in the journalism market. When I left secondary school for university, I didn't have a clear idea of what I wanted to pursue in my life and instead chose something that I thought matched my skills and interests. Over the course of the four years though, it became clear that I wanted to actively chase a career in journalism and that was thanks in no small part to the teaching available.

Through studying modules like feature writing, magazine journalism and specialist production – all modules taught by Margaret Hughes, whose advice and constructive criticism have helped to shape me as a journalist more than anything else throughout the course - I was allowed to write about my own interests, and develop my abilities as a feature writer, the career path which I now find myself on. The skills learned throughout the course have proved invaluable, and from my first day in a newspaper I

was able to display a breadth of ability that would simply not have been possible without what I had learned through the course. Studying journalism also helped me to develop personally, becoming more confident and able to phone people up to chase stories, instead of shirking the responsibility.

On leaving university, I anticipated anxious months filled with interviews for jobs in the notoriously competitive journalism job market – however, I was offered, and have accepted a position, with the Trinity Mirror Group prior to the formal graduation from university after succeeding in the interview, something that would have been absolutely impossible without the development I underwent as a result of the UWS journalism course, and something that I will always be grateful for.

GRADUATE G
Graduated: 2012

Employers: FatBuzz and NHS Scotland

Having returned to University of the West of Scotland as a mature student in 2010, the BA (Hons) Journalism course immediately reinvigorated my thirst for learning and developing.

Thanks to the knowledge, passion and dedication of my lecturers, I improved on existing skills, such as writing and communication, and learned many new skills which have benefited me greatly in my career thus far, including feature writing, writing for the web, and video and audio production.

Of course, one of the main aims of any university course is to help students gain employment, and in order to help deliver this aim, there is a huge emphasis on practical experience.

Thanks to the encouragement of lecturers, I was able to work at some of the leading media organisations in the UK, such as The Scottish Sun, STV and tillate magazine, throughout my studies.

Although the course understandably focuses on traditional journalism, there is an understanding that the industry is becoming increasingly competitive, and students are urged to broaden their horizons and use their transferable skills to look outwith journalism and think about careers in industries such as PR, marketing and communications.

Having worked in digital marketing since leaving university, and with the increasing popularity of content marketing, I can confidently say that the need for journalism graduates and professionals has never been greater.

In fact, the biggest challenge most content marketers face is regularly producing engaging, entertaining and varied content, but thanks to the research, idea generation and editorial planning skills that I gained at university, I am arguably more suited to content marketing than traditional marketers could ever hope to be.

I can quite confidently say that I would never have landed my first role, an account manager at a leading digital marketing agency, or more recently a digital content editor position at NHS Health Scotland, without the skills and knowledge that I gained during the duration of my course. For that, I am eternally grateful.

**APPENDIX H
STRUCTURE OF JOURNALISM DEGREES**

BA JOURNALISM – VALIDATED 2003

YEAR 1

CORE (80 credits)	SHE Level	Credit
News Reporting I	1	20
Newsgathering & Research Skills	1	10
Newspaper Subediting & Text Handling	1	10
Feature Writing	1	10
Introduction to Law for Journalists	1	10
Foundation Skills*	1	20
OPTION (40 credits)		
Shorthand	1	20
History of News	1	10
Media Organisations in the UK	1	10
Introduction to Philosophy*	1	20
Social Psychology*	1	10
Languages Foundation A*	1	20
Language & Culture I *	1	20

- *denotes previously validated modules*

YEAR 2

CORE (90 credits)	SHE Level	Credit
News Reporting II	2	20
Magazine Journalism	2	10
Layout & Design	2	10
Politics in the United Kingdom and International Relations	2	20
Law for Journalists	2	20
Introduction to Ethics for Journalists	2	10
OPTION (30 credits)		
Specialist Reporting	2	10
Broadcast Journalism I	2	10
Digital Video Techniques*	1	10
Advanced Shorthand (110wpm)	2	10
Criminology*	2	20
Languages Foundation B*	2	20
Language & Culture II*	2	20

YEAR 3

CORE (90 credits)	SHE Level	Credit
Newsroom Practice	3	20
Freelance Journalism	3	10
Online Journalism	3	10
Applied Ethics for Journalists	3	20
Workplace Experience	3	10
<i>or</i> Research Project	3	10
Cultural Studies*	2	20
OPTION (30 credits)		
Sports Reporting	3	10
Investigative Reporting	3	10
Broadcast Journalism II	3	10
Language & Culture III*	3	20
Digital Video Production*	2	10
Advanced Shorthand (120 wpm)	2	10
Sociology of the Mass Media*	3	20
Crime and Society*	3	20
Health and Welfare Policies*	3	20
Language & Culture I*	1	20

BA (H) JOURNALISM – VALIDATED 2008

Module Title	Level	New/ Existin g	Core/ Option
YEAR ONE			
Newsgathering Techniques	7	New	Core
Language & Layout	7	New	Core
Issues in Journalism	7	New	Core
The Business of News	7	New	Core
News Writing Techniques	7	New	Core
Digital Journalism Techniques	7	New	Option
Shorthand (at 80wpm)	7	New	Core
YEAR TWO			
News Writing Techniques 2	8	New	Core
Law and Media Regulation	8	New	Core
UK & International Politics	8	New	Core
Feature Writing	8	New	Core
Magazine Journalism	8	New	Option
Introduction to Broadcast Journalism	8	New	Option
YEAR 3			
Newsroom Practice	9	New	Core
Online Journalism	9	New	Core
Applied Ethics	9	New	Core
Specialist Publications	9	New	Core
Work Related Learning	9	New	Core
Broadcast Feature production	9	New	Option
YEAR 4			
Journalism Dissertation	10	New	Core
Journalism Portfolio	10	New	Core
Journalism: Policy & Debate	10	New	Core
News and Politics	10	New	Core
International Perspectives	10	New	Option

BA (H) SPORTS JOURNALISM – VALIDATED 2009

Module Title	Level	New/ Existing	Core/ Option
YEAR 1			
Newsgathering Techniques	7	Existing	Core
Digital Journalism Techniques	7	Existing	Core
Organisation of Sport	7	Existing	Core
Writing for Sports Journalists 1	7	Existing	Core
Layout and Design	7	Existing	Core
Foundations of Sport Development	7	Existing	Option
Issues in Sport	7	Existing	Option
YEAR 2			
Writing for Sports Journalist 2	8	Existing	Core
Law and Media Regulation	8	Existing	Core
Introduction to Sports Broadcasting	8	New	Core
Experiencing Sport Events	8	New	Option
Sports Feature Writing	8	New	Core
Sport & Communities	8	Existing	Core
Exploring Sport Performance	8	New	Option
YEAR 3			
Newsroom Practice	9	Existing	Core
Research Methods	9	New	Core
Sport Policy	9	Existing	Core
Sport Marketing	9	Existing	Option
Sports News Production	9	New	Core
Work Related Learning	9	Existing	Core
Sport Tourism Development	9	Existing	Option
YEAR 4			
Journalism Dissertation	10	Existing	Core
Journalism Portfolio	10	Existing	Core
Sport & the Media	10	New	Core
Global Issues in Sport	10	New	Option

BA (H) JOURNALISM(SPORTS) – VALIDATED 2016

	Module	Credits
LEVEL 7		
	Digital Journalism 1	40
	The business of news	20
	Newsgathering Techniques	20
	Issues in Journalism	20
	News Reporting	20
LEVEL 8		
	Advanced News Reporting	20
	Features & Specialist Writing	20
	Law & Media Regulation	20
	Ethics for Journalists	20
	Magazine Journalism	20
	Reporting UK Politics	20
LEVEL 9		
	Newsroom Practice	40
	Research Methods	20
BA J	Broadcast Feature Production	20
	<i>Media & Society*</i>	20
	Advanced Magazine Journalism	20
BA J/S	Sports News Production	20
	Policy & Organisation of Sport	20
	Sport & the Media	20
LEVEL 10		
	Creative Research	60
	Data Journalism	20
	Entrepreneurship & Professional Practice	20
BA J	News & Politics	20
BAJ/S	Global Issues in Sport	20

* = validated as part of BA (H) Social Sciences

