

Postgraduate Diploma

Television Reporting as a Genre in Investigative Journalism





Postgraduate Diploma

Television Reporting as a Genre in Investigative Journalism

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/journalism-communication/postgraduate-diploma/postgraduate-diploma-television-reporting-genre-investigative-journalism

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01

Introduction

Within the television schedule, investigative reports hold a position of prominence during primetime. With a high capacity for audience impact and reach, their quality is an essential requirement. This Postgraduate Diploma will guide you through a rigorous yet adaptable training process: the perfect combination to advance your professional career.





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Launch your future with a Postgraduate Diploma designed to propel you toward the professional standards of the most esteemed investigative reporters in the field”

This Postgraduate Diploma provides the training required to utilize reporting as a definitive genre within Investigative Journalism on television, offering the guidelines every reporter must follow when carrying out investigative work.

This Postgraduate Diploma is aimed at journalists interested in the field of investigation, and more specifically in Investigative Journalism conducted through reporting. A training experience that places special emphasis on learning work tools, as well as their methodological perspectives and paradigms.

An innovative proposal intended to bring journalists closer to data, sources, and the various investigative techniques that will enable them to conduct high-quality journalistic research. It will also address the discursive and narrative dimensions of this type of journalism, introducing students to current digital environments.

An introduction to new trends in television within a constantly evolving digital landscape: a proposal that helps contextualize and understand contemporary Investigative Journalism.

In addition, a prestigious International Guest Director will deliver rigorous masterclasses.

This **Postgraduate Diploma in Television Reporting as a Genre in Investigative Journalism** contains the most complete and up-to-date program on the market.

The most important features include:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Availability of the content from any desktop or portable device with an internet connection
- ♦ Complementary documentation repositories permanently available, even after completing the Postgraduate Diploma



A renowned International Guest Director will deliver exclusive masterclasses to explore the latest trends in Television Reporting as a Genre in Investigative Journalism”

“

A contextualized and real educational program that will allow you to put your learning into practice through new skills”

Our teaching staff is made up of working professionals. In this way, we ensure that we provide you with the educational update we are aiming for. A multidisciplinary faculty of professors trained and experienced in diverse professional settings, who will develop theoretical knowledge efficiently and, above all, contribute the practical expertise derived from their own professional experience—one of the distinguishing qualities of this training program.

This mastery of the subject matter is complemented by the effectiveness of this expert's methodological design. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. This way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your education.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, we will use telepractice: With the help of an innovative interactive video system, and learning from an expert, you will be able to acquire the knowledge as if you were actually dealing with the scenario you are learning about. This concept will enable you to integrate and consolidate learning in a more realistic and lasting way.

A comprehensive and intensive Postgraduate Diploma that provides the best learning systems available in the online academic sector.

Contextual and realistic, this training program will allow you to immerse yourself in the reality of a profession that evolves constantly.



02

Objectives

The objective of this Postgraduate Diploma is to offer high-quality training that is financially accessible and manageable in organizational terms, enabling you to achieve the highest learning outcomes in your career in the simplest way. With a clear commitment to excellence, our program will propel you toward the highest level of professional quality, combining your effort with outstanding technical and human resources in a unique Postgraduate Diploma.



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Throughout the Postgraduate Diploma, you will develop the ability to identify problematic situations and research opportunities and address them professionally through mastery of the appropriate tools”



General Objectives

- ♦ Approach investigative journalism
- ♦ Learn the methodology of a journalistic investigation
- ♦ Learn about data journalism applied to investigative journalism
- ♦ Learn how to elaborate the narrative discourse in an investigative report
- ♦ See the way in which research is done in digital media
- ♦ Get to know the characteristics of television reports
- ♦ Learn everything about television journalism
- ♦ Define the forms of production of television reports
- ♦ Learn to be a television reporter
- ♦ Discover the new trends in current communication research



Specific Objectives

- ♦ Study the report in-depth, including the characteristics of this genre, as well as its typology and classification
- ♦ Understand attribution, verification, impartiality, conciseness, and human interest as some of the key requirements for the report
- ♦ Familiarize students with the structure and criteria of television reporting
- ♦ Emphasize the importance of human interest in the report genre, focusing on topics of general interest
- ♦ Review the resources available for television reporting, including a review of the new trends in this journalistic genre
- ♦ Adapt the different genres of television journalism with a clear understanding of its organization, writing and news coverage for the media
- ♦ Advise the student on the television production process
- ♦ Learn the roles of television production



A high-level training program that will enable you to learn progressively while rapidly integrating the knowledge you acquire"



- ♦ Know the research techniques for television news reports
- ♦ Specify the necessary sources of investigation that a journalist must have when making a report
- ♦ Specify the phases of the elaboration of a television report
- ♦ Specify how to elaborate the script to carry out a television report, as well as the in-depth interview, a key technique when elaborating a television report
- ♦ Know first-hand the production team of a television report
- ♦ Get to know the essential processes of recording, editing and post-production of the report

03

Course Management

TECH's philosophy is based on offering the most comprehensive and up-to-date academic degrees, which is why it carries out a meticulous process to select its teaching faculty. As a result, this Postgraduate Diploma features the participation of leading figures in Television Reporting as a Genre in Investigative Journalism. In this way, specialists have developed a broad range of instructional materials that stand out both for their quality and for their alignment with current labor market demands. In this way, graduates have the guarantees they need to access an experience that will enhance their professional prospects.



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You will receive guidance at all times from the teaching team, composed of professionals with extensive experience in Journalism and Audiovisual Communication”

International Guest Director

Stephen Livesey is a leading media professional with an outstanding career in **broadcasting** and **television journalism**. In fact, he has held the position of **Director at Sky**, one of the leading media companies in **Great Britain**. His experience has spanned key areas such as **broadcast television**, **content editing** and **new media**, with a focus on **investigative journalism** and **reporting**.

Throughout his career, he has held various positions at **Sky**, which has allowed him to hone his ability to **lead teams** and manage **complex projects** in the **media environment**. Internationally recognized, he has been an influential figure in **broadcasting**, winning accolades for his leadership in **Sky's** transformation to new **technologies** and **content strategies**. In turn, his ability to integrate **traditional media** with **innovative technological models** has earned him several industry accolades. Under his leadership, the company has strengthened its position as a benchmark in the **production of high-quality content**, consolidating its relevance in the competitive world of **broadcasting**.

Likewise, he has actively contributed to the academic field, participating in **conferences**, **panels** and **publications** related to **journalism** and the **media**. In addition to all of the above, he has helped to promote **journalistic excellence** and to prepare a new generation of professionals committed to **rigor** and **ethics** in **communication**.

It is worth noting that he has a **degree in History** from the University of Nottingham, a training that has influenced his ability to analyze **global and social contexts**, essential for his work in **journalism**. His in-depth understanding of **history** and **culture** has complemented his critical approach to the production and presentation of **journalistic content**.



Mr. Livesey, Stephen

- Director at Sky, London, UK
- Director of Television at Sky
- Associate Producer at Sky
- Assistant Producer at Sky
- Editorial Assistant at Sky
- Promotions Assistant at The History Channel
- BA in History from the University of Nottingham

“

Thanks to TECH, you will be able to learn with the best professionals in the world”

04

Structure and Content

The contents of this Postgraduate Diploma have been developed by the different experts involved in the program, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

A complete and well-structured program that will take you to the highest standards of quality and success.





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An outstanding syllabus that will guide you through the most engaging training process, fostering your professional and personal growth in the most stimulating way”

Module 1. Television Reporting

- 1.1. The Television Industry. A Structural Approach
 - 1.1.1. Main Characteristics of the Television Industry
 - 1.1.2. Content Creation. Production, Distribution and Broadcasting
 - 1.1.3. General Media Study
 - 1.1.4. Business Models
- 1.2. Characteristics of Television Reporting
 - 1.2.1. Genre. The Report
 - 1.2.2. Typology and Classification
 - 1.2.3. Components
 - 1.2.3.1. Images
 - 1.2.3.2. Voice-Over
 - 1.2.3.3. Interviews
 - 1.2.3.4. Ambient Sound
 - 1.2.3.5. Music
 - 1.2.4. Key Factors of Success in Television Reporting
- 1.3. Requirements of the Report
 - 1.3.1. Attribution
 - 1.3.2. Verification
 - 1.3.3. Balance
 - 1.3.4. Impartiality
 - 1.3.5. Conciseness
 - 1.3.6. Clarity
 - 1.3.7. Human Interest
- 1.4. Structure of the Report
 - 1.4.1. Introduction
 - 1.4.2. Body
 - 1.4.2.1. Focus
 - 1.4.2.2. Research
 - 1.4.2.3. Journalist's Selective Capacity
 - 1.4.2.4. Mastery of the Report's Structure
 - 1.4.3. Conclusion
- 1.5. Criteria for the Report
 - 1.5.1. Impact
 - 1.5.2. Timeliness
 - 1.5.3. Prominence
 - 1.5.4. Proximity
 - 1.5.5. Conflict
 - 1.5.6. Rarity
 - 1.5.7. Exclusivity
- 1.6. Human Component of the Report
 - 1.6.1. Use of General Interest Topics
 - 1.6.2. Consultation of Voices. Appeal to People and Familiar Names
 - 1.6.3. The Report Does Not Allow Editorializing
 - 1.6.4. What Does Television Reporting Contribute to Us?
- 1.7. Resources in the Report
 - 1.7.1. Data Documentation
 - 1.7.2. Images of the Event
 - 1.7.3. Witness Statements
 - 1.7.4. Background Information
 - 1.7.5. Data from Primary Sources
 - 1.7.6. Data from Secondary Sources
 - 1.7.7. Expert Opinions
- 1.8. New Trends in Television Reporting
 - 1.8.1. Rise of Fact-Based Entertainment
 - 1.8.2. Spectacularization of Information
 - 1.8.3. Entertainment, Evasion and Spectacularization of information. Infotainment
 - 1.8.4. Communicative Structures. Television Reporting as a Communicator in the Production of Informational Messages



Module 2. Television Journalism

- 2.1. Organization of the Newsroom and News Coverage
 - 2.1.1. Introduction
 - 2.1.2. Organization in a Television Newsroom
 - 2.1.3. Posts
 - 2.1.4. News Coverage
- 2.2. Non-Daily News
 - 2.2.1. Introduction
 - 2.2.2. Non-Daily News
 - 2.2.2.1. Weekend News Programs
 - 2.2.2.2. Exceptional News Programs
- 2.3. Daily News Programs
 - 2.3.1. Introduction
 - 2.3.2. Daily News Programs
 - 2.3.3. Types of News Programs
 - 2.3.3.1. Highlights
 - 2.3.3.2. Daily News Program
 - 2.3.3.3. Talk Shows
 - 2.3.3.4. Infotainment
- 2.4. The Chronicle, the Report and the Interview
 - 2.4.1. Introduction
 - 2.4.2. The Chronicle
 - 2.4.3. Types of Reporting
 - 2.4.4. Types of Interviews

- 2.5. The Studio Lead-In
 - 2.5.1. Introduction
 - 2.5.2. The Studio Lead-In
 - 2.5.3. Audiovisual Lead-Ins
- 2.6. Programs According to Formats. Magazines and Reality-Show
 - 2.6.1. Introduction
 - 2.6.2. Definition of Magazine
 - 2.6.3. Definition of Reality – Show
- 2.7. Specialized Programs According to Content
 - 2.7.1. Introduction
 - 2.7.2. Specialized Journalism
 - 2.7.3. Specialized Programs
- 2.8. Television Production
 - 2.8.1. Introduction
 - 2.8.2. Television Production
 - 2.8.3. Pre-Production
 - 2.8.4. Filming
 - 2.8.5. Control of Realization
- 2.9. Treatment of Live and Deferred Information
 - 2.9.1. Introduction
 - 2.9.2. Treatment of Live Information
 - 2.9.3. Treatment of Deferred Information
- 2.10. Editing Techniques
 - 2.10.1. Introduction
 - 2.10.2. Television Editing Techniques
 - 2.10.3. Types of Editing

Module 3. Television Report Production

- 3.1. Television Production
 - 3.1.1. Concept
 - 3.1.2. Context
 - 3.1.3. Tools
 - 3.1.4. Process
- 3.2. Functions/Roles of Television Production
 - 3.2.1. Executive Producer
 - 3.2.2. Audiovisual Designer
 - 3.2.3. Content Advisor
 - 3.2.4. Pedagogue
 - 3.2.5. Screenwriter
 - 3.2.6. Producer
 - 3.2.7. Production Assistant
 - 3.2.8. Camera Director or Filmmaker
 - 3.2.9. Assistant Director or Filmmaker
 - 3.2.10. Stage Manager
 - 3.2.11. Continuity or Raccord
 - 3.2.12. Floor Manager
- 3.3. Research Techniques in Television Reporting
 - 3.3.1. Script of the Television Report
 - 3.3.2. Hidden Camera
 - 3.3.3. Assembly
 - 3.3.4. Final Result
- 3.4. Research Sources for Television Reports
 - 3.4.1. Types of Research Sources
 - 3.4.2. Treatment of Sources
 - 3.4.3. Audiovisual Journalism and Information Sources
 - 3.4.4. The Television Report in Journalistic Investigation

- 3.5. Phases in the Elaboration of a Television Report
 - 3.5.1. Pre-Production Phase
 - 3.5.1.1. Pre-Production Template
 - 3.5.1.2. Expenditure Forecast
 - 3.5.1.3. Pre-Production Management
 - 3.5.2. Production Phase
 - 3.5.2.1. Final Script
 - 3.5.2.2. Justification of the Focus of the Report
 - 3.5.2.3. Justification of the Story Structure
 - 3.5.2.4. Justification of the Selected Sources
 - 3.5.2.5. Budgetary Report
 - 3.5.2.6. Responsibilities of the Team Members
 - 3.5.3. Post-Production Phase
 - 3.5.4. Promotion/Broadcasting Plan
- 3.6. Script of the Television Report
 - 3.6.1. Objectives
 - 3.6.2. Topics
 - 3.6.3. Current Status
 - 3.6.4. Characteristics of a Script
 - 3.6.4.1. Objectivity
 - 3.6.4.2. Creativity
 - 3.6.4.3. Originality
 - 3.6.4.4. Entertainment
 - 3.6.4.5. Audience Targeting
- 3.7. The Production Team
 - 3.7.1. What is To Be Produced?
 - 3.7.2. Means Needed to Start the Project
 - 3.7.3. Organization of Means
 - 3.7.4. Work Plan Budget
 - 3.7.5. How is the Work Being Carried Out?
 - 3.7.6. Assessment of a Market Orientation
- 3.8. Recording, Editing and Post-Production of the Report
 - 3.8.1. Taking Images
 - 3.8.2. Lighting
 - 3.8.3. Editing and Editing of the Report
 - 3.8.4. Realization
 - 3.8.5. Production of the Report
- 3.9. Reproduction of Television Reports
 - 3.9.1. Design
 - 3.9.2. Management
 - 3.9.3. Filming Permits
 - 3.9.4. Locations
 - 3.9.5. Accreditations
 - 3.9.6. Contacts with Interviewees
 - 3.9.7. Documentation Search
 - 3.9.8. The Writer and Their Logistical Needs
 - 3.9.9. Recording Equipment
 - 3.9.10. Accommodation Management
 - 3.9.11. Transportation
 - 3.9.12. Displacements
- 3.10. The Television Interview; an Essential Tool for Television Reporting
 - 3.10.1. What is the Television Interview?
 - 3.10.2. Characteristics
 - 3.10.3. Factors that Intervene in the Process of Communication on Television
 - 3.10.3.1. Personal Appearance
 - 3.10.3.2. What We Say (The Message)
 - 3.10.3.3. How the Message is Transmitted
 - 3.10.3.4. Locution
 - 3.10.4. Tools
 - 3.10.4.1. Argument
 - 3.10.4.2. Messages, Key Ideas
 - 3.10.4.3. Targets
 - 3.10.4.4. Questions and Answers
 - 3.10.4.5. The 3 R's

04

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

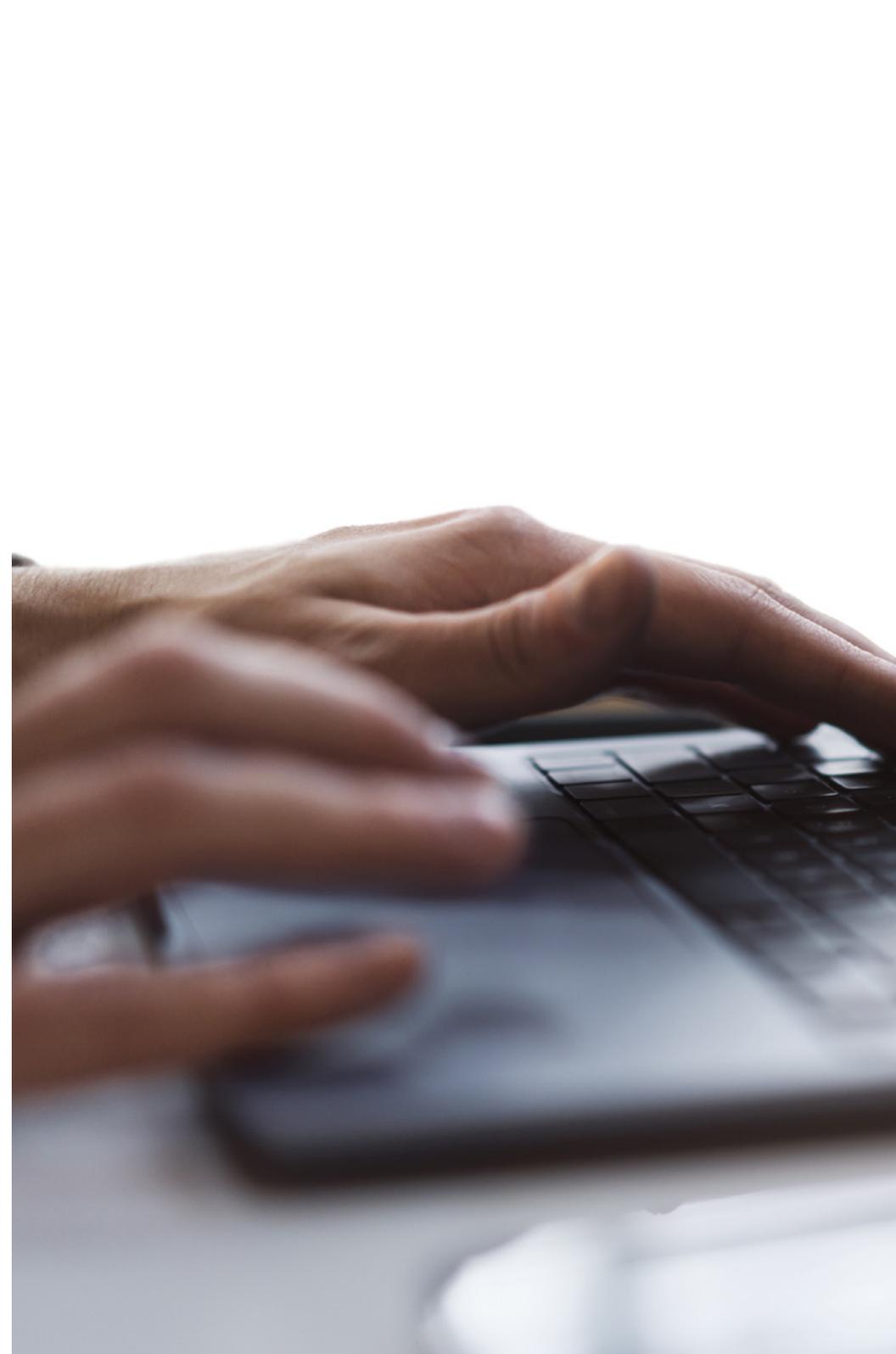
The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

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*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

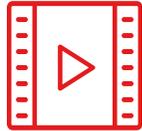
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

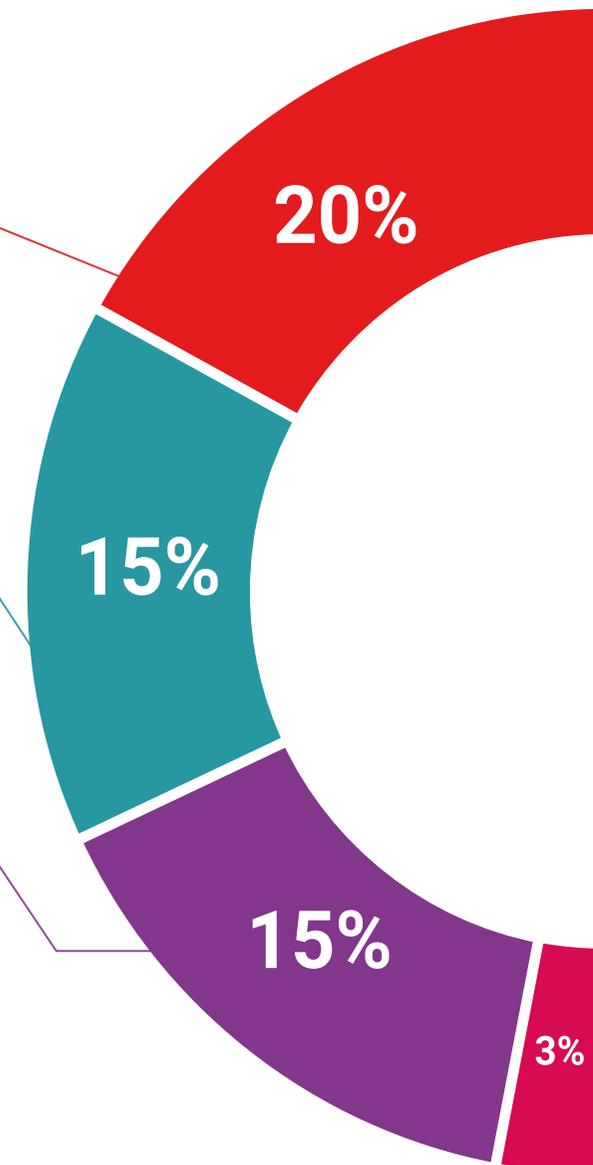
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

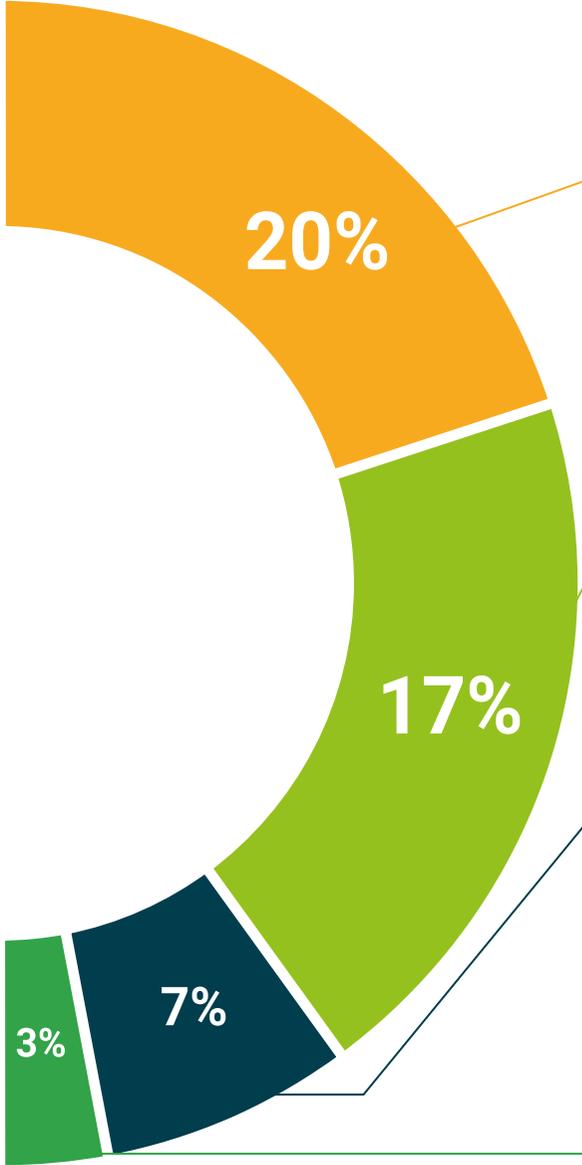
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



05

Certificate

Through a different and stimulating learning experience, you will be able to acquire the necessary skills to take a big step in your education. An opportunity to progress, with the support and monitoring of a modern and specialized university, which will propel you to another professional level.



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Include a Postgraduate Diploma in Television Reporting as a Genre in Investigative Journalism on your CV and open the door to exciting professional opportunities in this field”

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Television Reporting as a Genre in Investigative Journalism** endorsed by TECH Global University, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Television Reporting as a Genre in Investigative Journalism**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



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