

Programme Specification for BA (Hons) Journalism

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	Broadcast Journalist Training Council (BJTC) (pending)
4.	Final award	BA Hons
5.	Programme title	BA (Hons) Journalism
6.	Pathways available	Single, major, joint, minor
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Full time and part time, some modules may be offered in the evening,
9.	UCAS Code	<u>Single Honours:</u> Journalism BA - P500 BA/JOUR <u>Joint Honours:</u> Creative Digital Media and Journalism BA - GP45 BA/CDMJ English Language Studies and Journalism BA - PQ53 BA/ELJ English Literary Studies and Journalism BA - QP35 BA/ELSJour Graphic Design and Multimedia and Journalism - 7W9P BA/GDMMJ History and Journalism BA - 4Q23 BA/HJ Journalism and Media & Cultural Studies BA - PP53 BA/JMCS Journalism and Politics: People and Power BA - PL52 BA/JPPP Journalism and Screenwriting BA - 50P6 BA/J&SCWR Journalism and Sports Studies BA - PC5P Mod/JSS
10.	Subject Benchmark statement and/or professional body statement	Communication, Media, Film and Cultural Studies (June 2008)
11.	Date of Programme Specification preparation/revision	January 2013. July 2013 MECS3013 added to course. September 2013 – Level 4 Joint requirements corrected. March 2014 – New modules JOUR1010, JOUR3015 & JOUR3016 added. JOUR3007 change of title and status to optional (SH/JH/Maj/Min). Change of status for JOUR2008 & JOUR2010 JH only. Change of status to n/a (JH) for JOUR1009. April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. March 2015 – Change of status to mandatory (SH) for JOUR3005.

12. Educational aims of the programme

The course is aimed at students who are either focused on journalism as a career direction or who wish to explore the subject either to widen their knowledge or to see if it is something they might like to pursue in the future. The course content is a blend of practical and theoretical

elements, the aim being to provide a sound academic underpinning to the subject. Many skills and techniques are transferable, enabling students to use their learning as a basis for entry in to a vast range of related careers including those involving communications, public relations and internet content management. The academic grounding will enable students to take post graduate studies if this is their chosen direction. They would be well placed further to develop skills in a range of fields, not just media territories. The Single Honours pathway will offer an opportunity for full-time home and international students to study Journalism for 3 years at Worcester. The course, through its curriculum, develops awareness in students of international journalism through JOUR1000 Introduction to Journalism, JOUR2000 Media Law and Society, JOUR2006 Reporting Politics (Part 1) and JOUR3004 Reporting Politics (Part 2). The British political and social culture is viewed within a wider global context. Students keen to pursue a vocational career in broadcast journalism will be able to assure prospective employers that they have acquired industry standard skills as the university secured accreditation with the BJTC (pending) in June 2012. It is hoped that the university can achieve full accreditation once the conditions set by the BJTC panel have been met. One condition is to finance improved radio and TV production resources, with the first phase of this being completed in February 2013. It is hoped to complete the second stage by September 2013. The second condition is to demonstrate that graduates are able to gain employment in the broadcasting sector. This can be tracked from 2013-14 after the first group of Single Honours students graduate in June 2013.

The course aims to:

- 1) Enable students to critically investigate and analyse theoretical and conceptual issues central to journalism studies and to be able to synthesis and evaluate material.
- 2) Equip students with the skills to be able to originate and develop ideas for editorial content across a range of platforms.
- 3) Prepare students for the workplace through CV building, career mapping, the development of productive working relationships in group activities and acquisition of specialist skills.
- 4) Provide opportunities for students to develop links with the media industry through work-based experience.
- 5) Enable students to investigate the development of journalism with regard to political, social, economic, legal, ethical and technological considerations.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course students will be able to:

- Demonstrate an understanding of the media industry and the impact of new and emerging media on a national and international scale.
- Assess the role of journalists, past, present and future with an awareness of their responsibility as practitioners.
- Show understanding of the political, economic, social, technological, legal and ethical frameworks within which journalism operates.
- Demonstrate knowledge of the production, distribution, circulation and consumption of social meanings and values on a regional, national and global scale.
- Demonstrate an understanding of audience and consumption patterns with an awareness of issues involving representation and diversity

Cognitive and intellectual skills:

On successful completion of the course students will be able to:

- Demonstrate critical thinking, analysis and synthesis with reference to contemporary and historical debates and intellectual paradigms within journalism.
- Analyse forms of communication, media and culture as they have emerged historically with reference to social, cultural and technological change.
- Evaluate own work in a reflexive manner, with reference to academic and/or professional issues, debate and conventions.
- Evaluate a range of journalistic artefacts with reference to the social and cultural contexts and diversity of contemporary society and have an understanding of how different social groups variously make use of, and engage with, forms of communication.

Practical skills relevant to employment:

- Demonstrate skills in creative and reflexive capacities in innovative ways of working both independently and as a team.
- Produce editorial material to agreed requirements, for content, treatment and format with an understanding of the needs of diverse audiences. Skillset and BJTC.
- Develop material which conforms to guidelines on accuracy, objectivity, impartiality, fairness and balance and which meets legal and ethical requirements. PCC/NUJ/Skillset/OFCOM, BBC & ITV editorial standards, BJTC.
- Operate a range of technical media equipment required for the production of editorial content and to work with web-based technology. BJTC
- Apply a range of investigation and enquiry techniques using a range of source material and contacts; primary, secondary, academic and non-academic.

Examples of learning, teaching and assessment methods used:

- Lectures; seminars; demonstrations; work simulations; tutorials, group and individual project work; supervised independent learning; open and resource-based learning; e-learning; production practice and work experience and placements.
- Teaching involves large and small group sessions, the latter especially for workshop activities related to the acquisition of production skills.
- Sessions are a mix of tutor-led, student-led and independent learning.
- Learning opportunities enable active assimilation, application, questioning, debate and critical reflection.
- Guest speakers and visits form part of the learning process.

Assessment methods:

Assessment is all coursework. Assessment methods include: written news stories, features and commentaries; audio and visual news and feature inserts; portfolios with reflective log books; production tasks involving a range of media technology; group and individually produced projects; research exercises; critical self and peer review; work-based learning reports and external placement opportunities. Module attendance and tutor observation for some aspects of group work.

Transferable/key skills:

- Demonstrate skills at undertaking closely defined tasks to exact requirements, including precise time limits, with an awareness of commissioning and funding limitations together with the needs of diverse audiences. Skillset/BJTC.
- Demonstrate effective communication through dealing with members of the public, delivering presentations and through the production of materials for public consumption. Demonstrate organisational skills by working independently on self-directed projects and as part of a group.
- Demonstrate an ability to operate a range of technical equipment. BJTC.

- Apply research skills to extract a range of information with an acute awareness of the need to evaluate material and, where required, to originate and develop creative ideas.
- Apply effective techniques for career mapping and personal development BJTC.

Examples of learning, teaching and assessment methods used:

- Lectures; seminars; demonstrations; work simulations; tutorials, group and individual project work; supervised independent learning; open and resource-based learning; e-learning; screenings; production practice and work experience and placements.
- Teaching involves large and small group sessions, the latter especially for workshop activities related to the acquisition of production skills.
- Sessions are a mix of tutor-led, student-led and independent learning.
- Learning opportunities enable active assimilation, application, questioning, debate and critical reflection.
- Guest speakers and visits form part of the learning process.

Assessment methods:

Assessment is all coursework. Assessment methods include: short and long essays; written news stories, features and commentaries; audio and visual news and feature inserts; portfolios with reflective journals; production tasks involving a range of media technology; group and individually produced projects; research exercises; critical self and peer review; work-based learning reports and external placement. Module attendance and tutor observation for some aspects of group work.

14 Assessment Strategy

Transferable Skills:

Assessment is predominantly through coursework at all levels. The forms of assessment are structured over the three years of the degree to allow students to develop certain transferable skills, such as those of presentation (oral and written) and communication, collaboration and self-reflection. They also enable students to develop their ability to think independently, to formulate and research their own topics and to build on their knowledge and interests. There is scope to develop specialist skills in a range of areas including print, broadcast, PR and communications, photography and online. These options include shorthand.

Knowledge:

The assessment of knowledge is predominantly via coursework including essays, editorial content, written and audio visual, individual and group presentations, individual and group critical self-evaluation, research exercises, individual work-based learning reports, independent studies, project reports and portfolios. There is one in class law test. Formal and informal formative feedback is provided through seminars, tutorials and the submission of essay plans and draft work. The BJTC guidelines require that students have opportunities to engage in 'real' newsdays where they are generating editorial content and presenting it on a range of platforms, including online, audio and visual. The BJTC recommend 15 of these a year and these are integrated within the modules and provide opportunities for students to demonstrate what they have learnt. There is a new module at Level 6 which runs for full days over a six week period to help facilitate this requirement.

Intellectual Skills:

Intellectual skills are promoted through lectures and applied by students in seminars, group work, tutorials, online study, independent study and the production of assessments. Additionally assessment requires students to synthesise information, understand conceptual ideas, as well as critical perspectives and contextual insights in order to comprehend the relationship between production and institutions, consumption and audiences and texts and representations. Students

are encouraged to consider and evaluate their own work in a self-reflexive and evaluative manner with reference to academic debates and personal development within the context of key themes in journalism.

Practical Skills:

The assessment of practical skills is via coursework including individual and group production work, portfolio-based assignments and a range of research exercises. Assessment requires students to develop skills for working independently and in teams. These skills are further assessed during work experience and work placement modules. The work is assessed via coursework.

Summative work is typically assessed at two (15 credit) or three (30 credit) points in the optional and mandatory modules. Advice about assignments is presented in the module outline at the commencement of each module and full direction is given within the context of teaching sessions. Teaching, group tasks and workshops are also designed to provide formative opportunities to develop the skills, competencies and understanding that will be demonstrated in the summative assessment tasks.

Practical skills are developed in workshop sessions where there will be scope for formative assessment leading to formal submissions. Practical and theoretical skills are interwoven in the mandatory module JOUR1000 to develop grounding in journalism and academic. Essay writing techniques and skills are developed in the mandatory module JOUR1000 and optional modules through formative and summative tasks such as reflective analysis reports, case studies, journals, portfolios, and essays. The programme assessment format develops critical and creative thinking and consolidates key transferable and employability skills. JOUR1009, the mandatory 30 credit module, (mandatory for Single Honours students) focuses on the development of practical skills to illustrate the requirements of industry level performance. The optional modules at level 4 expand the students' analytical, practical and critical and reflective skills through assessments that range from media production work and journals and reports to oral presentations and reflective analysis. They also enable students to select special interest areas, including photography, print work, broadcast and online journalism.

Level 5 modules will engage students with a range of practical and theoretical approaches to journalism. Assessment at level 5 is also designed to develop independent learning and research skills. The two 30 credit modules at level 5 are designed to offer a range of assessments including practical group work, reflecting industry practice and involving 'live' newsdays, assessments in law, ethics and politics which test both the theoretical grasp of critical concepts along with practical experience and further development in chosen pathways through a choice of assessment, for instance enabling submission in either print or audio formats. There are also journals, reflective logs, presentations and essays.

At level 6, assessment methods are designed to offer students development of critical thinking and reflection, as well as expression of ideas and independent practical work encouraging the origination of material to meet specific media needs in both journalism and the communications sector as a whole. In the year 3 mandatory Negotiated Project module (30 or 45 credits option for Single Honours and Major students and 15 credits for Minors) the task is designed to explore students' individual interests, creativity and interdisciplinary pursuits and to give students the opportunity to work closely in one-to-one tutorial contexts often on a topic that is the focus of a lecturer's personal expertise. Students are encouraged to develop projects with 'real' clients where possible and to tailor the outcomes to meet specific audience needs. The aim is to help bridge their movements from education into the workplace. JOUR3014 Live News Production is designed to prepare students for the world of work while also meeting the requirements of the BJTC guidelines. These stipulate that students should have the opportunity for regular (recommended minimum of 15) live news a year where they are able to demonstrate their

learning. A requirement for a 'short, fat' module of six weeks to partly facilitate this has been planned. Worcester Weeks and other modules have been identified for embedding further news days.

15. Programme structures and requirements

There are opportunities to study for one semester at a university in another country and a partnership has been established at Ball State University, Indiana.

Convergence and opportunities for students to specialise

There is recognition of the need for journalists to be multi-skilled in order to meet the needs of a converged media landscape. The Level 4 mandatory module JOUR1000 Introduction to Journalism aims to introduce students to different presentation styles within journalism and there is scope to develop multi-platform production and delivery with JOUR2008 Journalism Project. Some other modules with practical assessments enable students a choice of how to submit assessments.

In addition it is possible for students to select specialist modules that enable them to develop a preferred skill. The specialist areas are:

Print and Online Media

Students wishing to specialise in print can select JOUR2002 Magazine Production at Level 5 and then JOUR3008 Advanced Print Production at Level 6 which also incorporates sub-editing. Internet Production JOUR1007 is available at Level 4. Marked to a professional standard will be published 'on our website' or used on other websites through students own industry links. Feature writing skills can be developed over the three years through JOUR1005 Feature Writing, JOUR2009 Intermediate Feature Writing and JOUR3007 Advanced Journalism Skills.

Broadcast Journalism

Students will be introduced to this in the mandatory JOUR1000 and can focus on radio in Practical Journalism Skills (1) JOUR1009 (which incorporates JOUR1003 Introduction to Broadcast Journalism.) Broadcast skills can be further developed in JOUR2011 Practical Journalism Skills (2) which incorporates JOUR 2010 Digital Reporting Techniques (1) focusing on video production work. This is available as a 15 credit module for Major and Minor Joint students. Students are encouraged, where possible, to produce content for different platforms, encouraging a multi-media approach to journalism. Students keen to develop video journalism skills can also progress to CDME2018 Multi-Camera Studio Production at Level 5.

PR and communications:

Students wishing you pursue careers in the communications industry as PR and publicity professionals are able to select specialised route that enable practical work to engage with their interest areas. JOUR3007 Advanced Journalism enables them to use the many cross transferable skills to produce work for their portfolios. Work experience opportunities in the PR and marketing sphere are available through the two work placement modules, JOUR2007 Developing Your Media Career and JOUR3005 Work Placement. At Level 6 students are able to select a communications project, perhaps a marketing campaign, with the Negotiated Project modules offered at 15 credits for Minor students and at 30 and 45 credits for Single Honours and Major students.

Photography:

JOUR1008 Introduction to Photojournalism provides the foundation for progression to CDME2011 Digital Photography and CDME3028 Documentary Photography.

Politics:

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Students have the opportunity to develop their skills at reporting political issues through SOCG1105 Democracy? The story of an Ideal. JOUR2006 Reporting Politics (1) and JOUR3004 Reporting Politics (2). This pathway complements the University's course BA (Hons) Politics: People and Power which is available as a joint honours course.

Award map

Course Title: Joint BA (Hons) Journalism	Year of entry: 2013
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Level 4						
Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons	Joint Hons		
JOUR1000	Introduction to Journalism	30	M	M	None	None
JOUR1003	Introduction to Broadcast Journalism	15	N/A	O	None	Excluded combination JOUR1009
JOUR1005	Introduction to Feature Writing	15	O	O	None	None
JOUR1006	Introduction to Digital Techniques	15	O	N/A	None	None
JOUR1007	Internet Journalism	15	N/A	O	None	Excluded combination JOUR1009
JOUR1008	Introduction to Photojournalism	15	O	O	None	
JOUR1009	Practical Journalism Skills (1)	30	D	N/A	None	Excluded combinations JOUR1003 and JOUR1007. This module comprises of modules JOUR1003 and JOUR1007
JOUR1010	Journalism Law and Ethics	15	M	M	None	None
SOCG1105	Democracy? the story of an ideal	15	O	N/A	None	Excluded Combination POLP1101 (POLP1001 SOCG1007)

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include JOUR1000 (30 credits) and JOUR1009 (30 credits) JOUR1010(15 credits) At least two further JOUR modules must be selected from JOUR1005, JOUR1006, JOUR1008 and SOCG1105

Joint Honours Requirements at Level 4

Joint Honours students must take 45 credits from the table above to include JOUR1000 (30 credits) and JOUR1010 (15 credits) and 15 credits from **either** JOUR1003 **or** JOUR1005 **or** JOUR1007 **or** JOUR1008.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
JOUR2000	Journalism, Law, Ethics and Society	30	M	M	M	M	None	None
JOUR2002	Magazine Journalism	15	O	O	O	O	None	None
JOUR2005	Sports Journalism	15	O	O	O	O	None	None
JOUR2006	Reporting Politics (1)	15	M	O	O	O	None	None
JOUR2007	Developing Your Media Career	15	M	O	O	O	None	None
JOUR2008	Digital Reporting Techniques (2)	15	N/A	O	O	O	None	Excluded combination JOUR2011
JOUR2009	Intermediate Feature Writing	15	O	O	O	O	None	None
JOUR2010	Digital Reporting Techniques (1)	15	N/A	O	O	O	None	Excluded combination JOUR2011
JOUR2011	Practical Journalism Skills (2)	30	M	O	O	O	None	Excluded combinations JOUR2008, and JOUR2010. This module comprises of modules JOUR2008 and JOUR2010
CDME2011	Digital Photography	15	O	O	O	N/A	None	Excluded combination CDME2030
CDME2018	Multi Camera Studio Production	15	O	O	N/A	N/A	CDME1003 or CDME1011 or DFPR1011 or JOUR1006	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include JOUR2000 (30 credits), JOUR2006 (15 credits), JOUR2007 (15 credits) and JOUR2011 (30 credits).

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include JOUR2000 (30 credits) and either JOUR2008 (15 credits) or JOUR2010 (15 credits) or JOUR2011 (30 credits) and at least two of the other 7 options.

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 60 credits and no more than 75 credits from the table above to include JOUR2000 (30 credits) and either JOUR2008 (15 credits) or JOUR2010 (15 credits) or JOUR2011 (30 credits) and at least one of the other 7 options.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include JOUR2000 (30 credits).

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
JOUR3004	Reporting Politics (2)	15	M	O	O	O	JOUR2006	None
JOUR3005	Work Placement	15	M	O	O	O	None	None
JOUR3006	Broadcast Research Skills	15	O	O	O	O	None	None
JOUR3007	Advanced Journalism (Theory and Practice)	15	O	O	O	O	JOUR2001 or JOUR2000	None
JOUR3008	Advanced Print Production	15	O	O	O	O	JOUR2002	None
JOUR3010	Negotiated Project (3)	45	O	O	N/A	N/A	None	Run over two semesters. Excluded combinations JOUR3011/2
JOUR3011/12	Negotiated Project (2)	30	O	O	O	N/A	None	Run over one or two semesters. Excluded combination JOUR3010
JOUR3013	Negotiated Project (1)	15	N/A	N/A	N/A	O	None	None
JOUR3014	Live Radio News Production	15	N/A	O	O	O	JOUR2008 or JOUR2010 or JOUR2011	Excluded combination JOUR3016
JOUR3015	Live Television News Production	15	N/A	O	O	O	JOUR2008 or JOUR2010 or JOUR2011	Excluded combination JOUR3016
JOUR3016	Live News Production (Radio & TV)	30	M	O	O	O	JOUR2008 or JOUR2010 or JOUR2011	Excluded combinations JOUR3014 & 3015 as these comprise JOUR3016.
CDME3028	Documentary Photography	15	O	O	O	O	CDME2011 or CDME2030 JOUR1008	None
MECS3013	Green Media	15	O	O	O	N/A	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include JOUR3004 (15 credits), JOUR3016 (30 credits), JOUR3005 (15 credits) and either JOUR3010 (45 credits) or JOUR3011 (30 credits) or JOUR3012 (30 credits).

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include **either** JOUR3010 (45 credits) **or** JOUR3011 (30 credits) **or** JOUR3012 (30 credits).

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students who choose to take their Independent Study (equivalent) in this subject must take JOUR 3011/12 (30 credits).

Joint pathway students who choose to place an Independent Study (equivalent) in their other joint subject must take 45 to 75 credits from table above (excluding JOUR3011 and JOUR3012).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and Professional Academic Standards and Quality

The course reflects the subject benchmark statement for Communication, Media, Film and Cultural Studies as it applies to Journalism (2008). These articulate the defining principles, nature and scope of the subject as well as the knowledge, understanding and subject skills expected of successful honours graduates in this area. These have been used to craft module learning outcomes and their content as well as learning, teaching and assessment strategies of modules. Section 13 is devised in line with key benchmarks indicated. An online copy is available at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/CMF08.pdf>

The defining principles of 1.1 (QAA 2008:5) recognise the importance of studying media and culture 'In a regional, national and global order in which the cultural and communications industries play an increasingly central role and forms of social and political organisation and creative expression are touched at every point by media forms and practices, such study becomes even more vital.' The diversity of degree programmes in this area is also acknowledged where programmes 'are characterised by diversity of emphasis' (QAA 2008:7). Journalism at Worcester focuses on a number of areas highlighted in the benchmark statements, particularly focusing on material culture and everyday cultural practices, established and new media as well as ranging across the general areas of culture and media.

Specifically, the course framework is structured to support 'an understanding of the processes linking production, distribution, circulation and consumption' (QAA 2008:11). This framework provides the bases for placing into context other relevant subject benchmarks including 'modes of representations and systems of meaning' (QAA 2008:10), 'cultural practices and institutions in society' (QAA 2008:10); 'a historically informed knowledge of the contribution of media organisations to the shaping of the modern world' (QAA 2008:10); 'an understanding of the ways in which people engage with cultural texts and practices and make meaning from them' (QAA 2008:12); an understanding how 'social divisions play key roles in terms of both access to the media and modes of representation in media texts' (QAA 2008:12) (QAA 2008:12).

Skills of intellectual analysis include the ability to 'engage critically with major thinkers, debates and intellectual paradigms' (QAA 2008:13). Modules also enable students to 'analyse closely, interpret and show the exercise of critical judgement in the understanding' of these forms (QAA 2008:13). Students also 'develop substantive and detailed knowledge and understanding in one or more designated areas of the field' (QAA 2008: 13).

The learning outcomes highlight the development of research skills to 'carry out various forms of research' (QAA 2008:13). The research project is the culmination of such research skills and builds on proficiencies developed in previous modules. These skills are also developed throughout their undergraduate studies. Hence, progression through Journalism at the University of Worcester will enable students to progressively 'work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity' (QAA 2008:15).

The Journalism programme adheres to the QAA Benchmark Statements for Communication, Media, Film and Cultural Studies. The award is located at level 6 of the FHEQ. Drawing on material in the Subject Benchmark Statement and FHEQ reference points, the learning outcomes were determined for the course. The constituent modules were devised to meet these learning outcomes within a curriculum which reflects the requirements of the various benchmark statements. The assessment strategy, likewise, was formulated with these guidelines in mind.

17. Support for students (Journalism)

The Journalism Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the mandatory modules.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitor their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Subject specialist tutors are also available to act as Negotiated Project tutors when students are in their final year.

Opportunities to use the new radio studios outside timetabled sessions enable students to continue to develop their professional skills throughout the course. There may be scope for live broadcasting from the studios, possibly through a Youthcomm link, and an internal website has been established to showcase student work and the best audio and visual work produced in the course.

There are structured Worcester Weeks (3 per academic year) when the normal timetable is suspended for activities including an 'employability week', 'academic study skills, newspaper and 'educational visits and performances week.'

Staff teaching students on modules support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online –support, for example via email or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The [Disability and Dyslexia Service](#) within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18. Admissions

Admissions Policy

The admissions policy for Journalism seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications, including 'A'-level English or the equivalent. International students must have an IELTS score of 6.0. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS P500BA/JOUR

A list of codes for Joint Honours combinations is detailed in section 9 above)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/Selection Criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Journalism Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon these materials enables the course team to produce an action plan for future enhancements to the course and the student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are taken into account.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.

The Journalism team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meetings and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops provided by ADPU
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events

- An active research culture including seminars, symposiums and conferences held at the University

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline and the grading criteria can be found at the end of this document.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6

Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6
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Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of quality and standards (Journalism)

These are identified through examiner reports, NSS results, internal reviews and tracking students into employment

Positive features identified by the external examiner for the course are:

- “Thorough and enthusiastic feedback. Also the system of discussing feedback with individual students each time work is handed back. Excellent dialogue between staff.”(2011/12)
- “The print side of the degree and the general integration of theory and practice is particularly strong.”(2011/12)
- “These high calibre tutors have very strong industry backgrounds and bring with them a wealth of experience the students can learn from..... the standard of teaching on the whole seems to be very high.”(2011/12)
- “It is fantastic news that the capital bid has been successful and that the University is now funding a whole host of improvements to the journalism facilities and kit.” (2011/12)
- “The curriculum not only remains current, but is continuing to develop and is forward-thinking in relation to adapting to the fast-moving changes in the industry.” (2011/12)

NSS (Journalism) Key points:

The 2012 results show a steady improvement with the overall satisfaction rate up from 3.8 to 4.3 giving an 85% rate. This is 0.4 per cent above the national average.

Individual module evaluation feedback:

Almost all Journalism Modules were given an overall positive rating of at least over 85% satisfaction including the mandatory modules. Positive comments included:

- Good practical experience
- Assessments clearly explained
- Up to date issues discussed in seminars
- Interesting guest speakers

Progression has improved with the most encouraging feature that 100% first year students progressed from level four to level five in 2012. This represents a higher proportion of a much larger cohort of single and major honours students. There has also been improvement in the final degree classification with more students achieving a 2:1 or a 1st class degree in 2011/12 than in 2010/11.

According to graduate destinations data for 2010/11, 76% of Journalism students were employed, 46% of them at a graduate level, with another 12% of the year group engaged in further education or other activities. Twelve per cent were registered as unemployed. The statistics did not have a section for media related jobs, but our own links with alumni indicate that some of these positions are in the field of journalism and communications. These figures reinforce the importance of 'employability' and employability has now been embedded into mandatory modules.

The Single Honours course was validated in 2010 and the programme developments have been commended by external examiners. Staff have industry background together with post-graduate and graduate qualifications. Some are still working in the industry. The area is beginning to develop a higher profile through research and membership of external national bodies. Achieving accreditation (pending) with the BJTC in June 2012 has enabled the course to receive a kite mark for quality.

The University underwent an Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers (to be replaced with journalism one)

Graduate destinations

Graduates in Journalism have so far been on the joint honours course, with the first group of Single Honours students due to complete in June 2013. The previous graduates have pursued careers in journalism, communication (PR, politics and marketing) or teaching. A significant number have taken up post graduate studies in media related spheres.

Student employability

The Journalism course has many transferable skills embedded in it with the intention of providing graduates with a wide range of potential jobs. With the growth in employment online there has been a steady growth in the skills taught to enable graduates to take up a variety of roles involving websites. These range from the creation and production of content to managing websites, including uploading and editing material, and tracking online activity for marketing purposes. The core skills of writing enable students to apply for a range of positions where they would be required to script material in a specific style for particular audiences. By ensuring students are multi-skilled they will graduate with the ability to work on a number of platforms. Learning to communicate with the public and officials in a number of different ways is also a critical skill and helps to build confidence for when they enter the workplace.

A series of 'live' news days and simulated exercises help to bridge the gap between academia and the media industry giving students 'real' experience. A number of trips, including Westminster for JOUR3004 Reporting Politics, together with a large number of visiting experts and guest lecturers help to inspire students and make them aware of the skills required for employment. Reflective thinking tasks are embedded throughout the course. There are two work placement modules and, through industry links, opportunities to work at a range of outlets

including the BBC. Students are also required to make presentations, including to industry professionals and these help them to become more confident.

Working in groups and independently ensures that they are able to meet the varied challenges that they may face in the workplace. Time-management is a core skill and students become proficient at extracting key points quickly and translating them into a range of formats accurately and at speed. The BJTC accreditation (pending) has also opened up other employment avenues and some students may choose to aim for work in the broadcast industry. The magazine production modules provide students with the skills to apply for work in that thriving sector. The Subject Leader regularly emails the class lists on mandatory modules with voluntary work experience opportunities, as well as job vacancies.

Links with employers

There are opportunities for a number of students to secure placements through the university's Media Diversity Partnership with the BBC and other work experience openings are offered via the BJTC link. The university's partnership with the city's community youth radio station Youthcomm provides opportunities for work experience and regular slots. Muff Murfin from Sunshine Radio is now involved and there are hopes of the Youthcomm training programmes being extended. In addition new studios at the university should enable a direct link to Youthcomm for live broadcasts at set times. This should further enhance the student experience. The journalism area also has a strong link with Parliament through the local MP, and students get career advice on the civil service and other political and voluntary and political spheres. The area also has a link with Malvern Theatres with students regularly working in the Press Office and covering events with reviews appearing on their website. Industry links have also been forged with the Birmingham Post and Mail, Prova PR and Free Radio, providing work experience placement opportunities for students. They are also encouraged to take up volunteering opportunities, and internships, offered through the Students Union and with local employers. The students that have undertaken work project modules have participated in a wide range of areas including local radio, teaching, marketing, events management and local newspapers. Websites have also provided opportunities for students to gain experience, some on an 'earn as you learn' basis.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).