



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	Broadcast Journalism Training Council accreditation being sought – expected by 2016
Final award	BA (Hons)
Title of programme	Broadcast Journalism
Subsidiary award(s)	None
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	3 years full-time
Start date	September 2013
Periodic review next due	AY 2013/14
UCAS course code & code name	P500 BA/BJ
Delivery venue(s)	Leeds Trinity

2. Aims of the programme

Rationale and general aims
<p>The aims of the programme, designed to be consistent with the university's vision and values, are:</p> <ol style="list-style-type: none"> 1. To provide students with a robust academic framework with regards to the study of broadcast journalism and other related fields. 2. to develop an understanding of the historical, political and social aspects of society and its relationship to the news media; 3. to provide students with the key theoretical approaches used in the study of journalism; 4. to stimulate an understanding of the ethical issues impacting upon both journalism and society; 5. to prepare students, through the development of an appropriate range of knowledge and skills, for careers in broadcast journalism or other related fields; 6. to develop a range of transferable skills and to create an awareness of their vocational and academic value; 7. Through the development of academic and practical skills, to develop the capacity to undertake and complete independent research, in both an academic and journalistic capacity.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will have demonstrated:

- K1** Detailed knowledge and understanding of the key historical, political, economic, social and cultural contexts of society, with particular reference to the media and broadcast journalism, as well as broader knowledge of related industries.
- K2** An ability to engage with contemporary debates and writings around the role of the news media and related industries and their impact on society
- K3** Detailed knowledge of the legal and ethical issues which arise in journalism
- K4** An understanding of multi-media and digital platforms, their role in journalism and related industries, and their impact on media audiences
- I1** An ability to identify to the relationship between theory and practice in the field of study and to critically analyse the issues which arise out of this
- I2** An ability to appreciate the ethical dimensions of the practice, purposes and effects of journalism and other news-related communication as an occupation
- I3** An ability to carry out academic research in order to analyse and critique the role and impact of broadcast journalism, the broader news media and other related fields on society
- I4** Detailed reasoning and critical thinking appropriate to analysis and problem solving and the ability to present a sustained argument on the basis of substantial independent learning
- P1** The acquisition of specific practical and transferable skills of writing for the broadcast media and the acquisition of multi-media skills relevant to broadcast journalism and other news-related communication fields
- P2** The effective utilisation of communication skills relevant specifically to broadcast journalism and more broadly to other news-related communication fields.
- P3** Initiative, inquiry and time-management, both in self-directed and team work
- E1** **Self-management** – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
- E2** **Teamworking** – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- E3** **Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- E4** **Communication and literacy** – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
- E5** **Application of numeracy** – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).
- E6** **Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

E7 Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.

E8 World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.

See also the generic objectives set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB requirements)

Learning outcomes for the programme have been cross-referenced to and are consistent with the subject benchmark statements for ‘Communication, media, film and cultural studies’, as well as the requirements of the Broadcast Journalism Training Council and the National Council for the Training of Journalists and its Diploma in Journalism qualification. This programme is also consistent with the university’s Strategic Plan and Learning, Teaching and Assessment Strategy. The department aims to provide a stimulating learning environment:

- i) By aspiring to match best practice in HE in all aspects of the learning environment.
- ii) By working to simulate and embed professional journalistic practices and standards in all practical modules and to replicate industry practice as far as possible
- iii) By embedding the principle of active learning in its work, providing a challenging and stimulating learning environment for high levels of attainment and developing employability skills in students at all levels of study.

The department aims to provide a distinctive learning experience:

- i) By fostering vocationally oriented aspects of learning wherever possible;
- ii) By engaging students with issues of ethics and values in appropriate curriculum contexts;
- iii) By enabling students to become effective lifelong learners and global citizens.

4. Learning outcomes for subsidiary award(s)

<p>Guidance</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of at least 240 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</p>
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<p>these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>In a programme of 360 credits, students need to successfully complete 300 credits, including a minimum of 60 credits at the final level. In addition to the outcomes for a Diploma, students will have demonstrated:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>The BA (Hons) Broadcast Journalism programme is designed for students wishing to pursue a career in broadcast journalism or journalism related fields. It combines a study of key aspects of journalism, both practical and theoretical, and has a strong emphasis on developing industry-ready graduates who have the broad and flexible skills required by a fast-changing news media.</p> <p>The programme has been designed with advice from the Broadcast Journalism Training Council (accreditation by the BJTC is being sought) and the requirements of the Diploma in Journalism run by National Council for the Training of Journalists are also embedded in the programme and students are given the option to take the Diploma exams alongside their degree assessments if they wish.</p> <p>The modules offered have been carefully scrutinised to ensure students are provided with opportunities to specialise in broadcast journalism, whilst retaining a wider understanding of journalism as a whole. Care has been taken to ensure that students can make appropriate links between practical and theory modules, with an emphasis on 'application' of theory and professionally-required knowledge, particularly media law.</p> <p>At level 4, the programme is designed to provide a sound foundation in multiplatform practical and academic skills culminating in a six week professional block where the skills learned can be put into practice. This block has a portfolio-based assessment running through it with students required to work in groups to make short TV news programmes, complete radio bulletin exercises, social media-based assessment and to work in groups to undertake 'patch' reporting and deliver a number of stories to deadline.</p> <p>During the course of the first year, students are introduced to basic news writing and the sourcing and researching of stories. They have the opportunity to use these skills in online, video and audio tasks throughout their first year and are encouraged to develop the flexibility required to deliver journalism across a number of different platforms. The use of social media as a means of researching and disseminating news is introduced from the very start of the course and the programme includes assessments based on use of social media to report on and participate in</p>

major news events.

Students will also be introduced to shorthand, a skill still widely used in industry.

The News Production Project is the culmination of a specialist 60-credit Level 4 Practical Journalism 1 module which seeks to develop key writing, audio and video skills relevant to broadcast journalism throughout the year, before giving students an extended opportunity to apply these skills during the end of year production block. Part of the project will involve students working with a content management system to deliver a group online project. Assessment in the end of year portfolio is developed according to each programme in the Centre for Journalism, hence Broadcast students will carry out more assessments in audio and video formats.

At Level 5, specialist skills will be further developed through a 40-credit broadcast module and a 20 credit Professional Development for Broadcast module. The latter includes further law teaching, a professional development programme geared towards readiness for work and a six-week placement block in university. Although the placement is university-based, the radio and television work produced by the students during this period will be live and public-facing. This will be done by adopting the successful practice of our postgraduate programme, allowing students to deliver live news bulletins to a community radio station across a number of weeks and allowing them to produce and deliver television news programmes which will be live web streamed. The block will be split evenly between radio and television.

Students on this programme will also complete a 40-credit Specialist Reporting module, which will allow them to develop niche understanding of a number of different reporting areas as well as the opportunity to develop strong writing skills, essential to all broadcast students given the increasing emphasis on delivering content online. Students will work in a newsroom setting, deliver content to deadline and work with a content management system.

The Professional Development for Broadcast Journalism module will provide an effective preparation for an industry placement at the start of Level 6. This will take place in September, prior to students returning for their final year of studies and is incorporated in a final year 20-credit Advanced Broadcast Journalism module.

The news days and industry experience will provide an excellent platform from which students can develop final year practical work, particularly through a substantial final year multiplatform portfolio through the 40-credit Digital Media Portfolio for Broadcast module. Alongside producing an individual website and populating it with content, students will undergo a mock professional interview for work.

A knowledge of law as it applies to journalism is also integrated throughout the levels, with court reporting taught at Level 4, defamation at Level 5, in order to ensure legal safety prior to the extended on air period during Semester 2 and placement in Level 6. At Level 6, students are taught a much broader range of relevant law and tested on both their depth of knowledge (via an essay on a chosen subject area in semester 1) and their breadth of knowledge (via an exam at the end of Semester 2).

Public affairs is introduced at Level 4 providing students with a basic understanding with regard to public bodies and organisations and they are able to make use of this knowledge in their practical modules throughout this course, in terms of sources of material and contacts.

The ethical dimension of journalism is integrated throughout the core and option modules, starting with an introduction to the regulatory regimes in the Level 4 Media Matters and building on this in the Level 5 Professional Development for Broadcast module, which requires students to develop their understanding of regulatory compliance issues and apply these to case studies.

The programme also ensures that the academic study of journalism is integrated throughout the programme, developing in students the relevant research, critically reflective and analytical skills. The core academic strand of the programme is through Journalism in Society at Level 4 and Journalism in Context at Level 5. In these modules, students are introduced to the key theories and debates about journalism. The modules are designed so that students develop both their academic research and academic writing skills, providing a platform for Level 6, where students have to choose one module which involves an extended piece of academic writing

The programme has been designed in line with Broadcast Journalism Training Council accreditation criteria and has already been subject to an initial BJTC advisory visit. A further visit will be made by the BJTC during the first year of operation which should move the course to 'accreditation pending' status. Full accreditation should be achieved once the first cohort has graduated (in line with standard BJTC practice).

The Centre for Journalism has also taken advice from the NCTJ with regard to programme design and as Leeds Trinity is an NCTJ exam centre and we are able to offer all UG students the opportunity to undertake the exams which lead to the NCTJ Diploma in Journalism.

The NCTJ curriculum is embedded throughout the programme and students are offered the opportunity to take the exams in stages, starting with Public Affairs and Shorthand at the end of Level 4. Additional revision / exam preparation is put in place for students who opt to take the NCTJ exams.

6. Structure

BA (Hons) BROADCAST JOURNALISM

Duration: 3 years full-time

Total credit rating: 360

Level 4 – with effect from September 2014

Core: Candidates are required to take:

JOU 4912	Journalism in Society	Sem 1 & 2	20 credits
JOU 4426	Practical Journalism 1	Sem 1 & 2	60 credits
JOU 4942	Media Matters: Law, Regulation and Context	Sem 1	20 credits
JOU 4952	Public Affairs	Sem 2	20 credits

Level 5 – with effect from September 2014

Core: Candidates are required to take:

JOU 5912	Journalism in Context	Sem 1 & 2	20 credits
JOU 5404	Practical Journalism 2: Specialist Reporting	Sem 1 & 2	40 credits
JOU 5124	Broadcast Journalism	Sem 1 & 2	40 credits
JOU 5322	Professional Development for Broadcast Journalism	Sem 1 & 2	20 credits

Level 6 – with effect from September 2015

Core: Candidates are required to take:

JOU 6902	Law for Journalists	Sem 1 & 2	20 credits
JOU 6414	Digital Media Portfolio for Broadcast	Sem 1 & 2	40 credits
JOU 6212	Advanced Broadcast Journalism	Sem 1 & 2	20 credits

Option A: Candidates are required to choose one of:

JOU 6912	Journalism Research Project	Sem 1 & 2	20 credits
JOU6454	Journalism Research Project	Sem 1 & 2	40 credits
JOU6352	Professional Learning Through Work	Sem 1 & 2	20 credits

Candidates who choose and are accepted for JOU6454 will not need to select from the option B modules. Registration on JOU6454 Journalism Research Project is subject to individual approval by tutors and dependent on the mark profile of candidates.

Option B: Candidates are required to choose one of:

JOU 6942	Specialist Magazine Journalism	Sem 1 & 2	20 credits
MFC 6042	Television Documentary Production	Sem 1 & 2	20 credits
JOU 6462	Reporting Conflict	Sem 1 & 2	20 credits
JOU 6992	PR Management	Sem 1 & 2	20 credits
BMM 6432	Entrepreneurship, Creativity & Innovation	Sem 1 & 2	20 credits

JOU6462 will run alternate years.

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The core academic/theoretical modules have been developed and structured to ensure that, from one level to the next, material is offered in a logical, coherent and progressive fashion which fosters student learning and critical understanding of the subject, as well as the development of practical skills.

The curriculum has been designed to ensure that students can make links between their theory and practice modules and, therefore, come to fully understand contemporary media and journalistic institutions and practices. Techniques of research, analysis and evaluation are a distinctive element of higher education. The academic core modules at levels 4 (*Journalism in Society*) and 5 (*Journalism in Context*) provide the opportunity for students to learn higher level skills of analysis and critical thinking.

At Level 4, students are required, through assessment, to show an understanding and application of referencing skills and the ability to research and structure a short essay. At Level 5, students are required to carry out more detailed research in order to produce a research proposal. The production of this proposal provides a platform for progression to Level 6. Those students who select Journalism Research Project at Level 6 will pursue the work outlined in the research proposal. For those who select Professional Learning Through Work at Level 6, the production of the Level 5 proposal will provide them with a framework through which to develop a work-based proposal and, by the end of the year, an accompanying report. At level 6 students apply their learning from levels 4 and 5 through independent but supported in-depth study. This varied provision will suit the learning needs and styles of students whilst ensuring all can demonstrate graduate levels of academic research and analysis.

The programme has been developed in such a way that the amount of independent study increases over the three years. At Level 4 the emphasis is on teaching the basic skills through an all-core curriculum. Level 5 sees a move towards independent study through the level and a degree of student choice, while ensuring special emphasis on broadcast journalism skills with the 40 credit module *Broadcast Journalism and Professional Development for Broadcast*.

In Level 6, the emphasis is on learning rather than teaching with students having greater freedom to produce substantial pieces of independent work and managing their own workload in a supportive environment.

Broadcast journalism skills are the backbone of the programme but at Levels 4 and 5 students also take practical journalism modules which are focused on developing and strengthening their news writing, sourcing and researching skills, with a particular focus on online journalism, a development which results directly from industry feedback on the need for broadcast candidates with stronger writing skills. Students move from producing basic pieces of writing, audio and video at level 4 to producing more advanced, extensive and sophisticated pieces of journalism at levels 5 and 6 and they work to develop these pieces of work within the context of programmes.

In line with industry practice, it is important to ensure that students have multiplatform skills. Online and social media skills are embedded in core modules throughout the programme, reflecting the need for students to be confident in these areas. Through the practical modules, students not only produce content but also work progressively towards a substantial independent online publication in the Level 6 Digital Media Portfolio for Broadcast module.

The combination of theory and practical modules ensure that students develop an excellent knowledge and understanding of the news media at every level. In addition the professional development strand which runs throughout the programme ensures students understand both context and application of practice and theory.

This professional strand starts with the News Production Project which is part of Level 4 Practical

Journalism and continues with the six-week professional placement at Level 5. The follow-up to the placement requires a substantial piece of academic writing from students, reflecting on their experience and demonstrating their understanding of industry and context. The 40-credit Digital Media Portfolio mat Level 6 also includes a mock professional interview as a means of further preparing students for the move to industry and as a way of encouraging the organisation of their professional portfolio prior to graduation.

An understanding of the ethical issues relating to journalism is built into the course throughout the core and option modules and is an important part of both theory and practical modules.

Group work is an integral part of the programme and in keeping with both the subject benchmarks and the working practices of professional employment. Assessment of group work is informed by good practice across the sector. Wherever group work leads to a group summative mark, an individual report is also required that must include an evaluation of the group work experience.

The programme uses a range of teaching methods including lectures and seminars but with a significant emphasis on interactive workshops, with a requirement for active engagement and participation. At Level 6, a number of modules utilise individual supervision of major independent projects.

Assessment in Broadcast Journalism:

1. uses a variety of written forms and practical activities and productions in order to reflect the academic and vocational elements of the programme;
2. uses a combination of coursework in order to test students' ability to work to different time-scales and within different constraints;
3. uses forms of work which are modelled on related professional practice;
4. is applied to group work only in strictly controlled situations;
5. progressively moves from testing breadth to depth of knowledge, understanding and skills;
6. Where appropriate at higher levels, the programme progressively limits the number of items per module required for assessment.
7. spreads the workload in some modules across the first semester in level 4 to support the transition to HE
8. reflects the university's mission statement by its concern with development and the affirmation of individual learners;
9. achieves effectiveness by means of university procedures, policies and guidelines for design, marking and administration of processes.

At Levels 4, 5 and 6 assessments for 20-credit modules normally have a magnitude equivalent to 4,000 words, although some practical modules are outside of this norm to allow appropriate levels of production to fully develop professional skills and to allow students to showcase the breadth and flexibility of their practical skills to employers.

In determining the assessment for each module consideration was given to the nature of the module and the best means of enabling student to demonstrate they have met the objectives. Assessments in practical modules also take into account the need to reflect industry practice. Assignments will be set carefully to diminish as much as possible the likelihood of students resorting to plagiarism. Checks are built into practical modules to ensure that information in journalistic assignments is genuine and tutors carry out random checks to verify interview information.

Several modules are assessed by portfolio where students are given the opportunity to build their skills through the production of short pieces of work and, at level 4, to benefit from feedback early on their work.

The aim is that the programme will receive the professional accreditation from the BJTC in the near future. Programme design discussions have already been held with the BJTC and no major issues have been raised. The BJTC will return to Leeds Trinity during the first year the programme is

running to review provision.

Additionally, the National Council for the Training of Journalists' (NCTJ) curriculum is reflected in the programme with regard to Shorthand, Public Affairs and Law and all students studying programmes in the Centre for Journalism can be offered the opportunity to take exams to work towards the Diploma in Journalism.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
Level 4							
JOU 4912 Journalism in Society	Lectures and seminars	Portfolio (assessed referencing exercise and short essay)	2,000 words	50%	End of Sem 1	Jan Winter Lindsay Eastwood	
		Essay	2,000 words	50%	End of Sem 2		
JOU 4426 Practical Journalism 1	Workshops	Portfolio 1	1,500-word equiv	Pass/Fail	During Sem 2	Jan Winter Paul Marsden Dean Naidoo	
		Reflective Report Shorthand Portfolio 2	500-words 3,500-word equivalent	10% 90%	During of Sem 2 End of Sem 2 End of Sem 2		
JOU 4942 Media Matters – Law, Regulation & Context	Lectures, seminars and workshops	Case studies Portfolio	2,500 word equiv 1,500 words	70% 30%	During Sem 1 End of Sem 1	Lisa Bradley Nigel Green	
JOU 4952 Public Affairs	Lectures and seminars	Two online exams Portfolio Proposal Portfolio	1 hour each 1,000 word equiv 2,000 word equiv	30% 20% 50%	Week 22 & Week 27 Mid of Sem 2 End of Sem 2	Nigel Green	
Level 5							
JOU 5124 Broadcast Journalism	Workshops	Portfolio 1 Portfolio 2	4,000 word equiv 4,000 word equiv	50% 50%	End of Sem 1 End of Sem 2	Katherine Blair Richard Horsman	
JOU 5322 Professional Development for Broadcast Journalism	Lectures, tutorials, workshops and news deays	Law exam News days Reflective report Regulation compliance case-study	1½ hours Min of 140 hours 1,000 words 1,000 words	50% Pass/Fail 25% 25%	End of Sem 1 End of Sem 1 During Sem 2 During Sem 2	Dean Naidoo Nigel Green Richard Horsman	
JOU 5912 Journalism in Context	Lectures and seminars	Poster presentation	1 x 2,000 word equivalent	30%	During Sem 2	Deirdre O’Neill Paul Marsden	
		Research proposal	2,000-words	70%	End of Sem 2		

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
JOU 5404 Practical Journalism 2: Specialist Reporting	Workshops	Portfolio 1 Portfolio 2 In class assessment	1,600-word equiv 2,400-word equiv 16 x 100 words	30% 70% Pass/Fail	During / End of Sem 1 During / End of Sem 2 During Sem 1 & Sem 2	Lindsay Eastwood	
Level 6							
JOU 6212 Advanced Broadcast Journalism	Workshops	Portfolio 1 Portfolio 2 Placement	2,500-word equiv 2,500-word equiv 3 weeks	50% 50% Pass / Fail	During Sem 1 During Sem 2 Before start of Sem 1	Katherine Blair Richard Horsman	
JOU 6902 Law for Journalists	Lectures and Seminars	Essay Unseen exam	2,500 words 1.5 hours	50% 50%	End of Sem 1 End of Sem 2	Nigel Green	
JOU 6912 Journalism Research Project	Workshops and tutorials	Research Project	4,000 words	100%	End of Sem 2	Dean Naidoo Deirdre O'Neill	
JOU6454 Journalism Research Project	Workshops and tutorials	Research Project	8,000 words	100%	End of Sem 2	Dean Naidoo Deirdre O'Neill	
JOU 6414 Digital Media Portfolio for Broadcast	Lectures, seminars, workshops and tutorials	Proposal Portfolio Professional job application, interview and reflection	1,000 words 8,000 words 2,000 word equiv	10% 70% 20%	During Sem 1 During Sem 2 During Sem 2	Katherine Blair Lisa Bradley Catherine O'Connor	
JOU 6942 Specialist Magazine Writing	Workshops	Proposal Portfolio	1,000 words 5,000-word equiv	20% 80%	End of Sem 1 End of Sem 2	Amy Lund	
JOU 6992 PR Management	Lectures, seminars and workshops	Report Portfolio	2,500 words 2,500-word equiv	50% 50%	End of Sem 1 End of Sem 2	Amy Lund	
BMM 6432 Entrepreneurship & Creativity	Lectures and workshops	Presentation Business Plan	15 minutes 3,000 words	40% 60%	End Sem 1 End Sem 2	Hurol Ozcan	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
MFC 6042 TV Documentary Production	Lectures and tutorials	Artefact Report	2,500-word equiv 2,500 words	60% 40%	End of Sem 2 End of Sem 2	Graham Roberts	
JOU6462 Reporting Conflict	Tutorials and seminars	Essay Proposal Essay	1,000 words 5,000 words	20% 80%	End of Sem 1 End of Sem 2	Deirdre O'Neill	
JOU6352 Professional Learning Through Work	Workshops and tutorials	Project Report Oral Presentation	4000 words 10 minutes	75% 25%	End of Sem 2 End of Sem 2	Catherine O'Connor Paul Marsden	

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development							
	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8
	<i>Understanding Context</i>	<i>Contemporary debates</i>	<i>Legal & ethical knowledge</i>	<i>Multipatform knowledge</i>	<i>Theory / practice relationship</i>	<i>Ethical dimensions</i>	<i>Analyse & critique role</i>	<i>Problem solving / sustained argument</i>	<i>Practical journalism skills</i>	<i>Journalism-related communication</i>	<i>Initiative and inquiry</i>	<i>Self-management</i>	<i>Team-working</i>	<i>Problem-solving</i>	<i>Communication and literacy</i>	<i>Application of numeracy</i>	<i>Application of IT</i>	<i>Entrepreneurship / enterprise</i>	<i>World of work / business / customer awareness</i>
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.																			
Level 4																			
JOU4912 Journalism in Society																			
JOU 4426 Practical Journalism																			
JOU 4942 Media Matters – Law, Regulation and Context																			
JOU 4952 Public Affairs																			
Level 5																			
JOU 5124 Broadcast Journalism																			
JOU 5912 Journalism in Context																			
JOU 5404 Practical Journalism 2: Specialist Reporting																			
JOU 5322 Professional Development for Broadcast																			
Level 6																			
JOU 6212 Advanced Broadcast Journalism																			
JOU 6902 Law for Journalists																			
JOU 6414 Digital Media																			

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

All applicants are expected to show an interest in / engagement with the subject area prior to application, eg participation in college newspapers, relevant work experience. All applicants will be expected to be undertake group interview / assessment days at Leeds Trinity.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the College's Assessment of Prior Learning (APL) procedures. Mature students are expected to undertake an essay as part of the application procedure in order to help assess their suitability for the programme.

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9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

To progress to Level 5: 120 credits at Level 4. The 40-credit Radio & Television Production module is not eligible for condoned failure.

To progress to Level 6: 120 credits at Level 5. The 20-credit Professional Development for Broadcast Journalism is not eligible for condoned failure.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

JOU 6992 *PR Management* – must pass JOU 5992 *PR in Practice* or equivalent

The Level 6 modules assume that students have already gained an appropriate level of knowledge and skills through earlier modules. Where experience can be demonstrated to have been gained on placement or such this may be accepted in lieu of the pre-requisite and these would be dealt with on a case by case basis.

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

As of the 2014-2015 academic year, there will be two external examiners for programmes in the Centre for Journalism. The appointment process is underway at the time of writing review documentation.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Students on this programme will not go out on placement at the same time as other Level 5 students. To fit in with the availability of good quality BJTC placements, students will go out on placement in September of their final year, before teaching commences.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Students with disabilities will be welcomed on the course and reasonable adjustments will be made wherever possible to accommodate their individual needs. Students with visual or hearing impairments might have difficulty with certain modules such as TV and Radio production and these will be addressed as individual cases arise and every reasonable effort made to enable students to participate fully. Some students with physical impairments might encounter difficulties with lifting and managing camera equipment. In some cases this might require personal assistance. Again, these matters will be discussed as individual cases arise.

Shorthand is a competence standard and while every effort will be made to support students with disabilities to acquire this professional skill, there may be instances where alternative assessment is required. This will be dealt with on a case-by-case basis.