



## PROGRAMME SPECIFICATION

### 1. General information

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| <b>Awarding body / institution</b>   | <b>Leeds Trinity University</b>   |
| <b>Teaching institution</b>  | <b>Leeds Trinity University</b>   |
| <b>Professional accreditation body</b>   | <b>Students are permitted to take National Council for Training of Journalists Diploma exams as additional assessment and content for this is embedded within modules</b> |
| <b>Final award</b>   | <b>BA (Hons)</b>  |
| <b>Title of programme</b>  | <b>Journalism</b>   |
| <b>Subsidiary award(s)</b>   | <b>None</b>   |
| <b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b> | <b>n/a</b>  |
| <b>Duration and mode(s) of study</b>   | <b>3 years full-time</b>  |
| <b>Start date</b>  | <b>September 2014</b>   |
| <b>Periodic review next due</b>  | <b>AY 2013/14</b>   |
| <b>UCAS course code &amp; code name</b>  | <b>P501</b>   |
| <b>Delivery venue(s)</b>   | <b>Leeds Trinity</b>  |

### 2. Aims of the programme

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

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 news media and 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 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 news media and the acquisition of multi-media skills relevant to journalism and other news-related communication fields
- P2** The effective utilisation of communication skills relevant specifically to 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 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)**

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

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| <p><b>Summary of content by theme</b><br/>(providing a 'vertical' view through the programme)</p>  |
| <p>The BA (Hons) Journalism programme is designed for students wishing to pursue a career in the news media and related fields. It combines a study of key aspects of journalism, both practical and theoretical, and has a strong emphasis on nurturing industry-ready graduates who have the broad and flexible skills required by industry.</p> <p>The programme has been designed with the requirements of the Diploma in Journalism run by National Council for the Training of Journalists in mind and all content relevant to the core Diploma exams is embedded in the curriculum. In addition, the programme can deliver options in Court Reporting, Production Journalism and Video Journalism. The programme team has taken advice from the NCTJ but has not yet sought accreditation. Instead, students are given the option to take the Diploma exams alongside their degree assessments if they wish.</p> <p>The modules offered have been designed to ensure students are provided with opportunities to develop multi-platform skills, whilst retaining the opportunity to develop specialist areas of knowledge in Level 5 and Level 6. Care has been taken to ensure that students can make appropriate links between practical and theory modules, with an emphasis an '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</p> |

and deliver a number of stories to deadline.

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 the use of social media to report on and participate in 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 the 60-credit Level 4 Practical Journalism module which seeks to develop key news gathering and dissemination skills 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.

At Level 5, key professional skills will be further developed through a 40-credit Specialist Reporting module, which encourages them to develop the skills and knowledge to report on a number of selected niche areas. Students will work in a newsroom setting, file content to deadline and with a content management system.

The development of skills to ensure students are industry-ready is also the focus of the 20-credit Professional Development and Placement module which includes law teaching, a professional development programme geared towards readiness for work and a six-week placement block in industry.

This is designed to provide a strong platform from which students can develop final year practical work, particularly through a substantial final year multiplatform portfolio in the 40-credit Digital Media Portfolio 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 all levels, with court reporting taught at Level 4, defamation at Level 5, in order to ensure legal safety prior to placement. 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. Ethical issues are covered in all practical journalism modules and a more detailed study of the theoretical issues and debates around ethics is included in Journalism in Society and Journalism in Context.

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 select either Journalism Research Project (20 or 40 credit) or Professional Learning Through Work.

## 6. Structure

### BA (Hons) 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 5942 | Professional Development and Placement       | Sem 1 & 2 | 20 credits |

**Options:** Candidates are required to choose two of the following:

|          |                                  |           |            |
|----------|----------------------------------|-----------|------------|
| JOU 5962 | Practical Journalistic Styles    | Sem 1 & 2 | 20 credits |
| JOU 5992 | PR in Practice                   | Sem 1 & 2 | 20 credits |
| JOU5972  | Television Journalism            | Sem 1 & 2 | 20 credits |
| JOU5102  | Radio Broadcasting               | Sem 1     | 20 credits |
| JOU5432  | Reporting Conflict               | Sem 1 & 2 | 20 credits |
| MFC 5202 | Documentary: Theory and Practice | Sem 1 & 2 | 20 credits |

NB: Candidates are not permitted to take both JOU5972 and JOU5102  
JOU5432 will run alternate years and in parallel with JOU6462 Reporting Conflict so all students will have the opportunity to take the module in either Level 5 or Level 6.

#### Level 6 – with effect from September 2014

**Core:** Candidates are required to take:

|          |                         |           |            |
|----------|-------------------------|-----------|------------|
| JOU 6902 | Law for Journalists     | Sem 1 & 2 | 20 credits |
| JOU 6174 | Digital Media Portfolio | Sem 1 & 2 | 40 credits |

**Option A:** Candidates are required to choose one of:

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

**Option A: (FROM SEPT 2015 ONWARDS)** Candidates are required to choose one of:

|          |                                    |           |            |
|----------|------------------------------------|-----------|------------|
| JOU 6912 | Journalism Research Project        | Sem 1 & 2 | 20 credits |
| JOU 6454 | 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 only need to select one module from the option B list. 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 two of the following:

|  |   |           |            |
|--|---|-----------|------------|
| JOU 6942   | Specialist Magazine Journalism            | Sem 1 & 2 | 20 credits |
| JOU6972  | Television Journalism                     | Sem 1     | 20 credits |
| JOU6162  | Radio Production                          | Sem 1     | 20 credits |
| JOU6462  | Reporting Conflict                        | Sem 1 & 2 | 20 credits |
| MFC 6042   | Television Documentary Production         | Sem 1 & 2 | 20 credits |
| JOU 6992   | PR Management                             | Sem 1 & 2 | 20 credits |
| BMM 6432   | Entrepreneurship, Creativity & Innovation | Sem 1 & 2 | 20 credits |
| <p>NB: Candidates are not permitted to take both JOU6972 and JOU6162<br/>JOU6462 will run alternate years and in parallel with JOU5432 Reporting Conflict so all students will have the opportunity to take the module in either Level 5 or Level 6.</p> |   |           |            |
|  |   |           |            |

## **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 designed 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. 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. 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.

Through the practical modules, students focus on developing and strengthening their news writing, sourcing and researching skills, with a particular focus on online journalism. 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, culminating in a major independent online project at Level 6.

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 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 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 at 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 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 the major emphasis on interactive workshops. Active engagement and participation is required throughout. At Level 6, a number of modules utilise individual supervision of major independent projects.

Assessment in the programme in 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 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<br>(Module co-ordinator shown as first name, in <b>bold script</b> )  | Venue<br>(if not College premises) |
|--|--|--|---|--|--|--|------------------------------------|
|  |  | Component form   | Magnitude<br>(eg. 2,000 words or 2 hours)             | Weighting and/or Pass/Fail             | Timing<br>(Semester & indicative teaching week)              |  |                                    |
| <b>Level 4</b>                                     |  |  |   |  |  |  |                                    |
| JOU 4912<br>Journalism in Society                  | Lectures and seminars                        | Portfolio (assessed referencing exercise and short essay)<br>Essay | 2,000 words   | 50%                                    | End of Sem 1   | <b>Jan Winter</b><br>Lindsay Eastwood  |                                    |
|  |  |  | 2,000 words   | 50%                                    | End of Sem 2   |  |                                    |
| JOU 4426<br>Practical Journalism 1: News Writing   | Workshops                                    | Portfolio 1<br>Reflective Report<br>Shorthand<br>Portfolio 2       | 1,500-word equiv<br>500 words<br><br>3,500-word equiv | Pass / Fail<br>10%<br>Pass/Fail<br>90% | During Sem 2<br>During Sem 2<br>End of Sem 2<br>End of Sem 2 | <b>Jan Winter</b><br><b>Katherine Blair</b><br>Paul Marsden<br>Dean Naidoo<br>Lindsay Eastwood<br>Richard Horsman<br>Bob Walmsley<br>Derm Tanner |                                    |
| JOU 4942 Media Matters – Law, Regulation & Context | Lectures, seminars and workshops             | Case studies<br>Portfolio  | 2,500 word equiv<br>1,500 words                       | 70%<br>30%                             | During Sem 1<br>End of Sem 1                                 | <b>Lisa Bradley</b><br>Nigel Green   |                                    |
| JOU 4952<br>Public Affairs                         | Lectures and seminars                        | Two online exams<br>Portfolio Proposal<br>Portfolio                | 1 hour each<br>1,000 word equiv<br>2,000 word equiv   | 30%<br>20%<br>50%                      | Week 22 & Week 27<br>Mid of Sem 2<br>End of Sem 2            | <b>Nigel Green</b>   |                                    |
| <b>Level 5</b>                                     |  |  |   |  |  |  |                                    |
| JOU 5942<br>Professional Development and Placement | Lectures, tutorials, workshops and news days | Law exam<br>Placement Report                                       | 1½ hours<br>6 weeks<br>2,000 words                    | 50%<br>Pass/Fail<br>50%                | End of Sem 1<br>During Sem 2<br>During Sem 2                 | <b>Dean Naidoo</b><br>Nigel Green<br>All progress tutors   |                                    |
| JOU 5912<br>Journalism in Context                  | Lectures and seminars                        | Poster Presentation<br>Research Proposal                           | 2,000 word equiv<br>2,000 words                       | 30%<br>70%                             | During Sem 2<br>End of Sem 2                                 | <b>Deirdre O'Neill</b><br>Paul Marsden   |                                    |

| Module number and name                                | Learning and teaching methods                | Assessment   |  |                            |   | Teaching staff<br>(Module co-ordinator shown as first name, in <b>bold</b> script) | Venue<br>(if not College premises) |
|---|--|--|--|----------------------------|---|--|------------------------------------|
|   |  | Component form   | Magnitude<br>(eg. 2,000 words or 2 hours)                              | Weighting and/or Pass/Fail | Timing<br>(Semester & indicative teaching week)                       |  |                                    |
| MFC5202<br>Documentary: Theory & Practice             | Lectures and workshops                       | Report<br>Artefact<br>Report                                     | 1,000 words<br>2,000 word equiv<br>1,000 words                         | 25%<br>50%<br>25%          | End Sem 1<br>End Sem 2<br>End Sem 2                                   | <b>Graham Roberts</b>  |                                    |
| JOU 5404 Practical Journalism 2: Specialist Reporting | Workshops                                    | Portfolio 1<br>Portfolio 2<br>In-class assessment                | 1,600-word equiv<br>2,400-word equiv<br>16 x 100 words                 | 30%<br>70%<br>Pass / Fail  | During / end Sem 1<br>During / end of Sem 2<br>During Sem 1 and Sem 2 | <b>Lindsay Eastwood</b>  |                                    |
| JOU 5962<br>Practical Journalistic Styles             | Workshops                                    | Portfolio 1<br><br>Portfolio 2                                   | 2,000-word equiv<br><br>2,000-word equiv                               | 50%<br><br>50%             | End of Sem 1<br><br>End of Sem 2                                      | <b>Jan Winter</b>  |                                    |
| JOU 5992<br>PR in Practice                            | Lectures, seminars and workshops             | Essay<br>Group presentation<br>Individual report                 | 2,000 words<br>20 mins<br>500 words                                    | 50%<br>35%<br>15%          | End of Sem 1<br>During Sem 2<br>End of Sem 2                          | <b>Amy Lund</b>  |                                    |
| JOU5102 Radio Broadcasting                            | Workshops                                    | Radio interview portfolio<br><br>News bulletin portfolio         | 3 minutes and reflective report<br><br>3 minutes and reflective report | 30%<br><br>70%             | During Sem 1<br><br>End of Sem 1                                      | <b>Richard Horsman</b>   |                                    |
| JOU5972 Television News for Journalists               | Workshops                                    | Portfolio 1<br>Portfolio 2                                       | 2,000 word equiv<br>2,000 word equiv                                   | 50%<br>50%                 | End of Sem 1<br>End of Sem 2  | <b>Katherine Blair</b>   |                                    |
| JOU5432 Reporting Conflict                            | Lectures and seminars                        | Extended essay from a choice of specified topics                 | 4,000 words  | 100%                       | End of Semester 2   | <b>Deirdre O'Neill</b>   |                                    |
| <b>Level 6</b>  |  |  |  |                            |   |  |                                    |
| JOU6174 Digital Media Portfolio                       | Lectures, workshops, independent supervision | Pitch presentation<br>Online portfolio<br>Professional Interview | 5 minutes<br>8,000 word equiv<br>2,000 word equiv                      | 10%<br>70%<br>20%          | During Sem 1<br>During Sem 2<br>During Sem 2                          | <b>Katherine Blair</b><br>Lisa Bradley<br>Catherine O'Connor                       |                                    |
| JOU 6902<br>Law for Journalists                       | Lectures and Seminars                        | Essay<br>Unseen exam   | 2,500 words<br>1.5 hours   | 50%<br>50%                 | End of Sem 1<br>End of Sem 2  | <b>Nigel Green</b>   |                                    |

| Module number and name                        | Learning and teaching methods     | Assessment                          |   |                            |   | Teaching staff<br>(Module co-ordinator shown as first name, in <b>bold</b> script) | Venue<br>(if not College premises) |
|---|-----------------------------------|-------------------------------------|---|----------------------------|---|--|------------------------------------|
|   |                                   | Component form                      | Magnitude<br>(eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing<br>(Semester & indicative teaching week) |  |                                    |
| JOU 6912<br>Journalism Research Project       | Workshops and tutorials           | Research Project                    | 4,000 words                               | 100%                       | End of Sem 2                                    | <b>Dean Naidoo</b><br>Deirdre O'Neill  |                                    |
| JOU6454 Journalism Research Project           | Workshops and tutorials           | Research Project                    | 8,000 words                               | 100%                       | End of Sem 2                                    | <b>Dean Naidoo</b><br>Deirdre O'Neill  |                                    |
| JOU 6942<br>Specialist Magazine Writing       | Workshops                         | Proposal<br>Portfolio               | 1,000 words<br>5,000-word equiv           | 20%<br>80%                 | End of Sem 1<br>End of Sem 2                    | <b>Amy Lund</b>  |                                    |
| JOU 6992<br>PR Management                     | Lectures, seminars and workshops  | Report<br>Portfolio                 | 2,500 words<br>2,500-word equiv           | 50%<br>50%                 | End of Sem 1<br>End of Sem 2                    | <b>Amy Lund</b>  |                                    |
| JOU6972 Television Journalism                 | Lectures, tutorials and workshops | Portfolio 1<br>Portfolio 2          | 1,250-word equiv<br>3,750-word equiv      | 25%<br>75%                 | During Sem 1<br>During Sem 1                    | <b>Katherine Blair</b>   |                                    |
| JOU6162 Radio Production                      | Workshops                         | Portfolio 1<br>Portfolio 2          | 2,000-word equiv<br>2,000-word equiv      | 50%<br>50%                 | During Sem 1<br>End of Sem 1                    | <b>Richard Horsman</b>   |                                    |
| BMM 6432<br>Entrepreneurship & Creativity     | Lectures and workshops            | Presentation<br>Business Plan       | 15 minutes<br>3,000 words                 | 40%<br>60%                 | End Sem 1<br>End Sem 2                          | <b>Hurol Ozcan</b>   |                                    |
| MFC 6042<br>TV Documentary Production         | Lectures and tutorials            | Artefact<br>Report                  | 2,500-word equiv<br>2,500 words           | 60%<br>40%                 | End of Sem 2<br>End of Sem 2                    | <b>Graham Roberts</b>  |                                    |
| JOU 6462<br>Reporting Conflict                | Tutorials and seminars            | Essay<br>Proposal<br>Essay          | 1,000 words<br>4,000 words                | 20%<br>80%                 | End of Sem 1<br>End of Sem 2                    | <b>Deirdre O'Neill</b>   |                                    |
| JOU6352<br>Professional Learning Through Work | Workshops and tutorials           | Project Report<br>Oral Presentation | 4000 words<br>10 minutes                  | 75%<br>25%                 | End of Sem 2<br>End of Sem 2                    | <b>Catherine O'Connor</b><br>Paul Marsden  |                                    |







## 8. Entry requirements

| Honours degree programmes   |
|---|
| <p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p> |

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## 9. Progression, classification and award requirements

| Details of requirements for student progression between levels and receipt of the award(s)<br>(A certain level of attainment which <u>must</u> 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) |
|--|
| <p>To progress to Level 5: 120 credits at Level 4.</p> <p>To progress to Level 6: 120 credits at Level 5. The 20-credit Professional Development and Placement module is not eligible for condoned failure.</p>  |

## 10. Prerequisites

| Details of modules which <u>must</u> be passed before enrolment on a module at a higher level<br><i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>   |
|--|
| <p>JOU 6992 <i>PR Management</i> – must pass JOU 5992 <i>PR in Practice</i> or equivalent</p> <p>JOU6972 <i>Television Journalism</i> – must pass JOU5972 <i>Television News for Journalists</i></p> <p>JOU6162 <i>Radio Production</i> – must pass JOU5102 <i>Radio Broadcasting</i></p> <p>MFC 6042 <i>Television Documentary Production</i> – must pass MFC 5202 <i>Documentary: Theory and Practice</i> or equivalent</p> <p>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</p> |



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 do not go on industry placement at Level 4 but, instead, take part in a university-based News Production Project.

## 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.