



Approved on .....

## PROGRAMME SPECIFICATION

## 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	<b>SAC</b>
<b>Professional accreditation body</b> ( <i>if applicable</i> )	<b>N/A</b>
<b>Final award</b> ( <i>e.g. BA Hons</i> )	<b>BA (Hons)</b>
<b>Title of programme(s)</b>	<b>Magazine Journalism</b>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<b>None</b>
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	<b>Single</b>
<b>Duration and mode(s) of study</b>	<b>3 years full-time</b>
<b>Start date</b> (this version) ( <i>month and year</i> )	<b>September 2017</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) (Please refer to HESA listing on AQO website)	<b>P501</b>
<b>UCAS course code &amp; code name</b>	<b>P590 BA/MJ</b>
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> )	<b>MAJ0USH</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

## 2. Aims of the programme

<b>Rationale and general aims, including what is special about this programme</b> ( <i>from the student's and a marketing perspective</i> )
<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 magazine 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;</li> <li>3. to provide students with the key theoretical approaches used in the study of journalism;</li> </ol>

<sup>1</sup> Version - Updated 24.4.17

Module changes – AG 26.1.18

JOU6022 replaced JOU6902 – AG Chair Approval 25.1.18

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 magazine journalism or other related fields;
6. to develop a range of transferable skills and to create an awareness of their vocational and academic value;

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

### 3a External benchmarks

#### **Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)*

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

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 awards

<b>Guidance</b>	
<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 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><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> <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>On successful completion of at least 300 credits (including a minimum of 60 credits at the final level) students will have demonstrated, <b>in addition to the outcomes for a Diploma</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>

## 5. Content

**Summary of content by theme**

(providing a 'vertical' view through the programme)

The BA (Hons) Magazine Journalism programme is designed for students wishing to pursue a career in Magazine Journalism or Journalism related fields. It combines a study of key aspects of journalism, both practical and theoretical. The programme has been designed to ensure the requirements of the NCTJ Diploma in Journalism are embedded throughout all 3 levels and all students are offered the opportunity to take the Diploma exams during the course of their studies (although this is optional).

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 complete a variety of general and programme-specific journalism exercises, including social media-based assessment.

During the course of the first year, students are introduced to magazine writing and the sourcing and researching of stories. They have the opportunity to apply 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 means of researching and disseminating news and content 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. Part of the project will involve students working with a content management system to deliver a group online project.

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

The News Production Project is the culmination of the specialist 60-credit Magazine Journalism module which seeks to develop key skills relevant to magazine journalism throughout the year, before giving students an extended opportunity to apply these skills during the end of year production block. This project includes a series of assessments which form a portfolio and which include group work, social-media based assessment, 'patch', beat or topic-based reporting. Each year the project capitalises on major events taking place at the time in order to give the students as realistic an experience as possible.

At Level 5, specialist skills will be further developed through the 40-credit Writing for Magazines 2 module, the 20 credit Magazine Styling module and a 20 credit Professional Development and Placement module. The latter includes further law teaching, a professional development programme geared towards readiness for work and a six-week industry placement. During their second year of study, students move on from the production of basic and relatively short pieces of journalism and use their skills in much more applied situations, including developing an understanding of specialist areas of knowledge as well as application of knowledge and skills in the workplace through the PDPM module.

At Level 6 the course provides the opportunity for students to enhance their academic and professional skills through independent supported study culminating in a substantial professional multiplatform magazine portfolio, which also includes the requirement for students to present their professional portfolio and undertake a mock professional employment interview.

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

Shorthand is introduced at Level 4 and taught throughout the first year, allowing students to reach a reasonable working speed (all students should achieve a minimum of 50wpm by the time they reach the end of the professional block at the end of the first year, although they will receive sufficient tuition to reach 80-100wpm if they put in the required independent study alongside classes).

Knowledge of law as it applies to journalism is integrated throughout the levels. Content in this important area is staged to show progression through the levels. At Level 4 students are taught the basics of court reporting and the law which applies to this in order that they can then immediately apply these skills during the course of the module to produce a piece of journalism. At Level 5, students move on to defamation and need to understand how to apply the relevant laws to a variety of cases studies in order that they can be considered to be 'legally safe' in this area. At level 6, the law syllabus is much broader and covers all important areas. Students have to demonstrate both their depth of knowledge (as applied to one particular area via an essay in Semester 1) and their breadth of knowledge (via the Semester 2 exam).

Public Affairs is introduced at level 4 with the opportunity to make use of this knowledge in terms of sources of information and contacts in practical modules throughout the programme.

The ethical dimension of journalism is integrated throughout the core and core preference modules.

## 6. Structure

<b>MAGAZINE JOURNALISM</b>		<b>MAJOSH</b>	
<b>Duration:</b>	3 years full-time		
<b>Total credit rating:</b>	360		
<b>Course code:</b>	P590		
<b>Award:</b>	BA (Hons) 360 credits		
<b>Subsidiary awards:</b>	Dip HE 240 credits Cert HE 120 credits		
<b>Level 4</b> – No cohorts after 2016/17			
<b>Core:</b>	Students are required to take:		
JOU 4402	Professional Development and Placement	Sem 1 & 2	20 credits
JOU 4434	Magazine Journalism 1	Sem 1 & 2	40 credits
JOU 4912	Journalism in Society	Sem 1 & 2	20 credits
JOU 4942	Media Matters – Law, Regulation and Context	Sem 2	20 credits
JOU 4992	Ethics and Society	Sem 1	20 credits
JOU 4000	Programme Level Assessment	Sem 1 & 2	0 credits
<b>Level 5</b> – No cohorts after 2017/18			
Progression requirements: 120 credits from level 4 including a pass in JOU4000;			
<b>Core:</b>	<b>Students are required to take:</b>		
JOU 5424	Magazine Journalism 2	Sem 1 & 2	40 credits
JOU 5312	Magazine Styling	Sem 1 & 2	20 credits
JOU 5912	Journalism in Context	Sem 1 & 2	20 credits
JOU 5942	Professional Development & Placement	Sem 1 & 2	20 credits
<b>Students are required to choose one of:</b>			
JOU 5992	PR in Practice	Sem 1 & 2	20 credits
JOU 5972	Television News for Journalists	Sem 1 & 2	20 credits
MFC 5202	Documentary: Theory & Practice	Sem 1 & 2	20 credits

NB: Students are not permitted to take both JOU5972 and JOU5102

**Level 6** – Final cohort in 2018/19

<b>Core:</b>	<b>Students are required to take:</b>		
JOU 6174	Digital Media Portfolio	Sem 1 & 2	40 credits
JOU 6022	Law for Journalists	Sem 1 & 2	20 credits
JOU 6942	Specialist Magazine Writing	Sem 1 & 2	20 credits

<b>Option A:</b>	<b>Students are required to choose one of:</b>		
JOU 6912	Journalism Research Project	Sem 1 & 2	20 credits
JOU 6454	Journalism Research Project	Sem 1 & 2	40 credits
JOU 6352	Professional Learning Through Work	Sem 1 & 2	20 credits

Students 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 the student.

<b>Option B:</b>	<b>Students are required to choose one of:</b>		
JOU 6992	PR Management	Sem 1 & 2	20 credits
JOU 6972	Television Journalism	Sem 2	20 credits
JOU 6002	Advanced Radio Production	Sem 1 & 2	20 credits
MFC 6142	Advanced Documentary Production for Journalists	Sem 2	20 credits
BMM 6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits
JOU 6522	Public Affairs	Sem 1 & 2	20 credits

*From 17/18 Students who are pursuing the NCTJ Diploma in Journalism qualification alongside their degree MUST choose JOU6522 Public affairs in order to complete the Diploma.*

## 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.

Modules relate one to each other in a way which properly informs students of 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, while ensuring special emphasis on magazine journalism skills with the 40 credit module *Magazine Journalism 2* and 20-credit *Magazine Styling*.

Written journalistic skills form a core throughout the programme, with *Magazine Journalism 2* at Level 5 and in the 40-credit Digital Media Portfolio for Magazines and 20-credit Specialist Magazine Writing at Level 6. These modules are designed to develop and strengthen the programme-specific skills through the levels and also inform practice across levels in other vocationally-based modules.

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 modules.

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 Magazine Journalism 1 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 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. 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 Magazine 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.

Although this programme is not professionally accredited students have the opportunity to undertake the the National Council for the Training of Journalists' (NCTJ) assessments and potentially obtain the Diploma in Journalism by the end of their final year. The NCTJ curriculum is embedded within the degree programme and students who opt to do so can take the exams in stages, starting with Public Affairs and Shorthand in Level 4 and culminating in the two Law exams at Level 6. Students undertaking NCTJ exams are offered specific preparation sessions for these.

7b) 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 &amp; ethical knowledge</i>	<i>Multiplatform knowledge</i>	<i>Theory / practice relationship</i>	<i>Ethical dimensions</i>	<i>Analyse &amp; critique role</i>	<i>Problem solving / sustained</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 /</i>
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.																			
<b>Level 4</b>																			
JOU 4436 Magazine Journalism 1																			
JOU 4912 Journalism in Society																			
JOU 4942 Media Matters – Law, Regulation and Context																			
JOU 4952 Public Affairs																			
<b>Level 5</b>																			
JOU 5424 Magazine Journalism 2																			
JOU 5312 Magazine Styling																			
JOU 5912 Journalism in Context																			
JOU 5942 Professional Development & Placement																			
JOU 5052 Radio and Podcast for Journalists																			

	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		
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Understanding Context</i>	<i>Contemporary debates</i>	<i>Legal &amp; ethical knowledge</i>	<i>Multiplatform knowledge</i>	<i>Theory / practice relationship</i>	<i>Ethical dimensions</i>	<i>Analyse &amp; critique role</i>	<i>Problem solving / sustained</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 /</i>		
JOU 5972 Television News for Journalists																					
JOU 5992 PR in Practice																					
MFC 5202 Documentary: Theory & Practice																					
<b>Level 6</b>																					
JOU 6022 Law for Journalists																					
JOU6942 Specialist Magazine Journalism Writing																					
JOU6424 Digital Media Portfolio for Magazines																					
JOU 6002 Advanced Radio Production																					
JOU 6912 Journalism Research Project																					
JOU 6454 Journalism Research Project																					
JOU 6992 PR Management																					

	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		
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Understanding Context</i>	<i>Contemporary debates</i>	<i>Legal &amp; ethical knowledge</i>	<i>Multiplatform knowledge</i>	<i>Theory / practice relationship</i>	<i>Ethical dimensions</i>	<i>Analyse &amp; critique role</i>	<i>Problem solving / sustained</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 /</i>		
JOU 6972 Television Journalism																					
JOU6522 Public Affairs																					
JOU6352 Professional Learning Through Work																					
BMM 6432 Entrepreneurship & Creativity																					
MFC 6142 Advanced Documentary Production for Journalists																					
JOU6462 Reporting Conflict																					

## 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.

## 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 modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

To progress to Level 5: minimum of 120 credits at Level 4. JOU4302 Writing for Magazines 1 is a 40-credit module and is not eligible for condoned failure.

To progress to Level 6: minimum of 120 credits at Level 5. JOU5942 is a 20-credit module which is not eligible for condoned failure.

## 10. Prerequisites

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

JOU6002 *Radio Production* – must pass JOU 5052 *Radio and Podcast for Journalists* or equivalent

MFC 6142 *Advanced Documentary Production for Journalists* – must pass JOU 5972 *Television News for Journalists* or MFC 5202 *Documentary – Theory & Practice*

JOU 6972 *Television Journalism* – must pass JOU 5972 *Television News for Journalists* 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 through other means, this may be accepted in lieu of the prerequisite 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; any PSRB requirements)

At present, the Journalism and Sports Journalism programmes are covered by a single external examiner. Any modules with an MFC or HIS code are covered by external examiners for those programmes areas.

Given the additional modules to be introduced in both this programme and the Broadcast Journalism programme, it is suggested a second external examiner may be required in order to ensure that work can be processed in a realistic amount of time around exam panel meetings.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (e.g. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

None.

## 13. Additional support needs

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

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.