

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	Creative Arts, Humanities and Education
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	Joint Honours (Half Award) BA (Hons) Journalism and ...(another award)
<b>Default award title</b>	Not applicable
<b>Interim award title</b>	Diploma in HE – Journalism and ...(another half award), Certificate in HE – Journalism and ...(another half award).
<b>Modular Scheme title (if different)</b>	Humanities Undergraduate Modular Scheme
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	Communications, Media, Film and Cultural Studies
<b>Valid until</b>	Ongoing
<b>Valid from (insert date if appropriate)</b>	Updated September 2011 Updated September 2009 Updated January 2009 Updated April 2008 September 2007
<b>Authorised by...</b> Approved by Academic Registry July 2007	<b>Date:...</b> September 2007

#### Version Code

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*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## Section 2: Educational aims of the programme

- To establish a questioning and intellectually challenging approach to the study of journalism.
- To provide opportunities for the rigorous and critical study of the issues, debates and theories that have emerged in response to developments in journalism and the news media.
- To encourage students to evaluate and demonstrate the usefulness of studies and histories of journalism in analysing the contemporary forms and practices of news reporting.
- To equip students to undertake independent and innovative research into journalism in relation to the processes of news production, distribution, reception and consumption.
- To encourage students to draw on a range of appropriate disciplines and intellectual traditions to develop critical perspectives on journalism.
- To prepare students for future careers which require a high level of analytical and communication skills.
- To equip students to pursue complex tasks in an independent and self disciplined manner.
- To equip students with basic practical multiplatform journalistic skills

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. conceptual frameworks employed in the study of journalism as exemplified in key studies;</li> <li>2. the relationship of journalism to debates about citizenship and democracy;</li> <li>3. the importance of historical contexts in the study of journalism;</li> <li>4. approaches and methodologies for analysing and interpreting genres of news discourse in relation to their production, reception and consumption;</li> <li>5. the evaluation and use of theoretical and interpretative frameworks in rigorous, systematic and imaginative ways;</li> <li>6. the design and realisation of sustained research projects;</li> <li>7. forms of news writing within an exploratory and critical framework</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of understanding 1 to 3 has a primary focus in the lectures and seminars of the core module 'News Media &amp; Society' and its required reading.</p> <p>Acquisition of understanding 4 has a primary focus in the lectures and seminars of the core module 'Journalism and Public Communication.'</p> <p>The acquisition of understanding 5 and 6 is more widely encouraged and developed throughout the programme. It is a primary focus of Level 3 work.</p> <p>The acquisition of understanding 7 will form the basis of 'Journalism Writing' (Level 1) and be elaborated primarily in 'Local and Global Journalism' (Level 2) and, optionally, in 'Critical Reporting' (Level 3).</p> <p>Throughout, the learner is encouraged to undertake further independent reading to supplement and consolidate what is being taught/learnt, and to broaden their individual</p>

	<p>knowledge and understanding of the subject.</p> <p><b>Assessment:</b> Assessment is primarily through course work, which takes the form of written seminar papers, essays, items of journalistic writing and projects. Other elements include seminar presentations and written examinations under controlled conditions.</p>
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### B Intellectual Skills

<p><b>B Intellectual Skills:</b></p> <p>Students should develop the ability to:</p> <ol style="list-style-type: none"> <li>1. read academic and other complex texts closely and critically;</li> <li>2. analyse genres of news discourse with rigour and insight;</li> <li>3. construct coherent and defensible arguments;</li> <li>4. present complex ideas with clarity in writing, verbally, and by using other media;</li> <li>5. manage and control diverse and complex discursive material ie: locate, select, synthesise, précis and evaluate.</li> <li>6. identify key questions, issues and debates central to the profession and to undertake analyses of their implications in Journalism.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills are developed as an integral part of the learning and teaching strategies outlined in Section A above.</p> <p><b>Assessment:</b></p> <p>A variety of assessment methods are employed. Those centred upon writing test all of these skills. In addition, students' seminar presentations test skills 4 and 5.</p>
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### C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills:</b></p> <p>Students should develop the ability to:</p> <ol style="list-style-type: none"> <li>1. write journalistic pieces in a range of genres and platforms (such as news story, feature, opinion column, editorial leader, sports report, investigation).</li> <li>2. Develop basic skills in production and layout</li> <li>3. conduct interviews with a range of sources</li> <li>4. acquire knowledge of the full range of regulatory codes governing best professional practice in journalism</li> <li>5 reflect critically on their journalistic practice through direct engagement with ethical/political and ideological dimensions of their work.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>These skills are acquired accumulatively through seminar discussion, tutorial guidance, workshops and feedback on assignments given to students across their programme of study. The acquisition of these skills will form the basis of Journalism Writing (level 1) and be elaborated primarily in Local and Global Journalism (level 2) and optionally in Critical Reporting (Level 3)</p> <p><b>Assessment:</b></p> <p>These skills are primarily assessed through the preparation of coursework.</p>
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## D Transferable Skills and other attributes

<p><b>D Transferable skills and other attributes:</b></p> <p>Students should be able to:</p> <ol style="list-style-type: none"><li>1. communicate effectively in writing and verbally;</li><li>2. work independently on complex tasks;</li><li>3. organise and self-direct substantial projects;</li><li>4. access and evaluate bodies of information from diverse sources;</li><li>5. manage time and work effectively within given limits;</li><li>6. use appropriate information technology effectively for research, presentation, and writing;</li><li>7. work as a supportive member of a team or group.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>These transferable skills and attributes are developed as an integral part of the learning and teaching strategies outlined in Section A above.</p> <p><b>Assessment:</b></p> <p>The assessment of the acquisition and use of these skills is entailed across the range of assessment methods used.</p>
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### **Section 4: Programme structure**

*Use next page to provide a structural chart of the programme showing:*

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY  
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Year 1/Level 1	<b>Compulsory modules</b>	<b>Optional modules</b>	<b>Interim Awards:</b>
	<b>Core modules</b>		
Year 2/Level 2	<b>Compulsory modules</b>	<b>Optional modules</b>	<b>Interim Awards:</b>
	<b>Core modules</b>		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> Not Applicable to this award.		
Year 3/Level 3	<b>Compulsory modules</b>	<b>Optional modules</b>	<b>Prerequisite requirements</b>
	<b>Core modules</b>		<b>Awards:</b>

→ GRADUATION

## Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

### A & AS Levels

- Normally Tariff points within the range of 320 or 340. This will vary slightly dependent on which other half award is taken with Journalism. Specific subjects may be required dependent on the other half award taken. AS General Studies is excluded from the points tariff range.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 4 Distinctions and 2 Merits. This will vary slightly dependent on which other half award is taken with Journalism.

Irish Highers – Four passes with grades within the following range: BBB – ABBC. This will vary slightly dependent on which other half award is taken with Journalism.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European : between 70% and 76%. International: between 28 and 32 points. This will vary slightly dependent on which other half award is taken with Journalism.

## Section 6: Assessment Regulations

a) **Wholly in accordance with Academic Regulations and Procedures** YES

b) **Approved MAR variant (insert variant)**

c) **Non Modular**

## Section 7: Student learning: distinctive features and support

- Practical induction to the programme and its resources.
- A period of intellectual orientation at outset of programme including a detailed and tailored library induction.
- Students are given instruction and support in the use of internet and other online resources.
- There is a dedicated award website, and module tutors will make extensive use of UWEonline sites to support teaching.
- Detailed module handbooks.
- Dedicated office hours for all teaching staff, student email system, trained counsellors for pastoral and academic support.
- Specialist AV and IT resources and technical support.
- A range of staged teaching and learning strategies and forms of assessment.
- Teaching led by leaders in research in Journalism.
- Support and encouragement of independent learning and research.
- Involvement in Journalism Research events.
- Events organised by the Faculty and School in addition to timetabled modules (including in conjunction with the MediaWise Trust based at St Matthias).  
Award Specific Career Workshops.

## Section 8 Reference points/benchmarks

- *Subject benchmarks* Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices.
- *University teaching and learning policies*: See above.
- *Staff research projects*: All members of the Journalism team are engaged in research and have a wide range of published work that informs the academic content of this programme.
- *Employer interaction/feedback*: This is not designed as a vocational award.

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications.*