



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	Frenchay	
Faculty responsible for programme	ACE	
Department responsible for programme	Creative Industries	
Modular Scheme Title	MA Journalism	
Professional Statutory or Regulatory Body Links	Broadcast Journalism Training Council (accreditation pending)	
<i>Name of PSRB</i>		
<i>Type of approval</i>		
Dates		
Highest Award Title	MA Journalism	
Default Award Title	N/A	
Interim Award Titles	Postgraduate Diploma in Journalism, Postgraduate Certificate in Journalism	
UWE Progression Route	N/A	
Mode(s) of Delivery	Part time and full time	
Codes	UCAS:	JACS:
	ISIS2: P50012	HESA:
Relevant QAA Subject Benchmark Statements	Communications, Media, Journalism and Cultural Studies	
CAP Approval Date	June 1 st 2012	
Valid from Date	September 2012	
Valid until Date	September 2018	
Version	5.0	

Part 2: Educational Aims of the Programme

Overall Aim

The overall aim of the MA Journalism programme is to enable students to develop skills, knowledge and understanding in digital journalism across all multi-media platforms, alongside an understanding of the local and global political, economic and media contexts in which journalists work. Its utility to students will stem from a fully immersed engagement with digital production technologies combined with writing and production skills ensuring graduates of this programme are employable across a range of communication industries in the public and private sector.

The award is designed to be accredited by the Broadcast Journalism Training Council, and the modules and award structure reflect the commitment to achieving professional standards as detailed by the industry, alongside academic and theoretical perspectives designed to produce reflective practitioners.

Part 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:

Specific Aims

- To enable students to develop skills, knowledge and understanding in journalism across print, screen and web platforms reflecting its converged, multiplatform delivery.
- To enable to students to originate and develop story ideas, drawing from traditional and novel news agendas and showing due sensitivity to what the audience might expect.
- To provide opportunities to learn ethically-informed advanced professional skills in journalism, including relevant software.
- To equip students with practical journalistic production skills including a knowledge of writing, subbing or reversioning copy for different news organisations, audiences, platforms and purposes.
- To enable students to inform their journalism practice with a critical understanding of standard frameworks established in law, industry regulation, professional guidelines and ethical concerns in different national and international contexts.
- To develop students' understanding of the political economy and organisation of journalistic practice and news operations within the broader context of the media industries.
- To develop students' ability to pursue high level journalistic investigations.
- To establish a questioning and intellectually challenging basis for the study of theory and practice of journalism.
- To recognise issues relating to employment and self employment in relation to current, and changing, industry/professional needs.
- To give students the opportunity to gain professional experience of multimedia journalism through work placement within the industry.
- Students' information literacy skills will be supported and developed throughout the programme.

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<u>A Knowledge and understanding of:</u>	<u>Teaching/learning methods and strategies:</u>
1. the evaluation and use of theoretical and interpretative frameworks employed in the study of journalism in an interactive digital media	Acquisition of understanding 1 has a primary focus in the core module Journalism in Context (UACAK7-15-M) These conceptual frameworks

Part 3: Learning Outcomes of the Programme

<p>sphere.</p> <p>2. specialist strategies and focused research methods for investigative journalistic enquiries using a wide range of methods, databases and sources within accepted legal and ethical constraints..</p> <p>3. contemporary practice within the print, television, radio and online industries, the technologies currently used alongside the genres, codes and conventions in common use.</p> <p>4. local and international media accountability systems and their role in the relationship between state, citizen and journalist.</p> <p>5. the context of both of the British, European legal and international legal regimes as this affects newsgathering and publication, and of contemporary ethical and regulatory constraints conditioning the performance of journalism including a knowledge of the international and legal constraints within which journalism is practiced</p> <p>6. the concepts and theories of Journalism leading to strategic thinking and critical analyses of practices in the field within the broader context of the media industries.</p> <p>7. knowledge and understanding of related work environments including entrepreneurial and freelance skills.</p> <p>8. the importance of interdisciplinary approaches to practice.</p>	<p>are further reinforced and tested in Production Portfolio (UACAK9-60-M).</p> <p>Additional support is provided through the core module Media Law and Ethics (UACAK5-15-2).</p> <p>Acquisition of understanding 2 is achieved through studying the core modules Reporting Journalism (UACAK3-30-M) and Investigative Journalism (UACAK6-15-M). Additional support and reinforcement is provided through Production Portfolio (UACAK9-60-M).</p> <p>Acquisition of understanding 3, 4 and 5 are introduced in Reporting Journalism (UACAK3-30-M) and further supported in the modules Media Law and Ethics (UACAK5-15-M), Multiplatform News Production (UACAK8-30-M), Investigative Journalism (UACAK6-15-M) and Production Portfolio (UACAK9-60-M).</p> <p>Acquisition of understanding 6 is at the core of every module on this programme.</p> <p>Acquisition of understanding 7 and will be developed throughout the degree with particular emphasis placed on Professional Practice (UACAL8-30-M) and Production Portfolio (UACAK9-30-M)</p> <p>Additional support is provided through regular industry guest speaker series, formal work placement relationships with the region's journalism and media industries and employability seminars for all years.</p> <p>Acquisition of understanding 8 is at the core of all practice modules in this degree.</p>
	<p>Assessment:</p> <p>Assessment is primarily through course work, which takes the form of multi-platform newsdays and practical projects alongside other forms journalistic writing. Other elements may include seminar presentations and written examinations under controlled conditions.</p> <p>Throughout, students are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject</p>

Part 3: Learning Outcomes of the Programme

B Intellectual Skills

B Intellectual Skills

1. read academic and other complex texts Closely, analytically and critically.
2. analyse genres of news discourse with rigour and insight.
3. construct coherent and defensible arguments.
4. present complex ideas with clarity in writing verbally, diagrammatically and by using other media.
5. manage and control diverse and complex discursive and numerical material i.e.: locate, select, synthesise, précis and evaluate.
6. identify key questions, issues and debates central to the profession and to undertake analyses of their implications in Journalism.
7. develop critical and creative solutions in response to problems identified within their subject specialisms.

Teaching/learning methods and strategies:

Intellectual skills are developed at all levels through a range of learning approaches including lectures, seminars, workshops, newsdays, group work, case studies, projects, exercises and I.T. based activities.

Outcomes 1 and 2: The student is introduced to analytical and practical approaches within semester one. These are reinforced over semester's 2 and 3.

Outcomes 3 and 4: Formative assignments, group discussions, seminars and workshops are designed to support the development of these key intellectual skills. In semester 3 there is far greater independence expected and the students will also be identifying and situating much more complex intellectual debates and traditions.

Outcomes 5 and 6: Students will design and implement independent projects in all modules with an increasing degree of engagement with professional contexts and standards of academic and practical work.

Outcome 7: Students are presented with a range of briefs that increasingly require independent and creative thinking. These skills are honed through larger scale more demanding practical and written projects where the student is expected to work independently alongside staff supervision.

Assessment:

A variety of assessment methods are employed to demonstrate the acquisition of intellectual skills. These include reflective critiques, essays, learning diaries, research reports, presentations, practical projects, case studies and exams.

Throughout, students are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Part 3: Learning Outcomes of the Programme

C Subject, Professional and Practical Skills

C Subject, Professional and Practical Skills

1. The ability to plan and manage individual and group-based, creative, research and production projects to a given brief, deliver them to deadline and evaluate the effectiveness of the processes employed.

2. To demonstrate awareness of professional standards and practices and the ability to evaluate their own performance.

3. Acquire knowledge of the full range of regulatory codes and ethical practices governing best professional practice in journalism.

4. Strengthen their employment prospects through in depth knowledge of multimedia skills.

5. Become active learners through researching information from multiple sources and developing their abilities in enquiry and problem based learning.

7. Become reflective learners through assessments designed to self-critique and peer-critique work.

8. Integrate their practical skills with a critical understanding and flexibility of thought to enable adaptation to change across a student's lifetime.

Teaching/learning methods and strategies:

Core competences in selection, editing and manipulation of information are extremely valuable in the new knowledge-based economy.

These skills are acquired accumulatively throughout all levels of the programme through seminar discussion, tutorial guidance, workshops and feedback on live briefs and assignments across the student's programme of study.

The mandatory Work Placement is core and students are encouraged to take work placements from the start of the programme.

They must have a minimum of 15 days in a related industry to graduate. These are offered through a variety of established industry partnerships which include the BBC where our students staff a news desk in the Points West News Room and also through the Bristol Evening Post who offer our students 15 weeks of placements annually. In addition we use our own staff network to assist student placements across publishing, PR, third sector and local government and Enterprise modules to help enhance their subject and professional skills.

Assessment:

A variety of formative and summative assessment methods is employed to demonstrate the acquisition of subject and professional skills. These include newscasts, practical projects, writing portfolios, live briefs, learning diaries, research reports, presentations, and case studies.

Throughout, students are encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

Part 3: Learning Outcomes of the Programme

D Transferable Skills and other attributes

D Transferable Skills and other attributes

Students should be able to:

1. communicate effectively in writing and Verbally.
2. engage in local and global issues both as citizens and apprentice professionals through their study and practice of journalism and so increase their intercultural awareness.
3. engage with significant ethical issues raised by the changing nature of contemporary journalism such as privacy, intellectual property, freedom of speech, the politics of media ownership in national, regional and international contexts etc.
4. work independently on complex tasks.
5. organise and self-direct substantial projects.
6. access and evaluate bodies of information from diverse sources.
7. be comfortable with advanced information literacy and numeracy skills.
8. manage time and work effectively within given limits.
9. use appropriate information technology effectively for research, presentation, and journalistic production.
10. work as a supportive member of a team or group.
11. demonstrate self reflexivity in their own work and that of others

Specific Life Skills

Self-confidence, Self-expression, Self-criticism
Networking - within industry/community
Pitching ideas, Project management, ability to work individually and within teams, Co-operation
Time management, Criticality, Analytical skills
Awareness of cultural diversity in global context


Teaching/learning methods and strategies:

Transferable skills are developed through an integrated programme of learning which is built into all compulsory modules.
External speakers and alumni from a wide range of creative and cultural industries are invited to speak to students across all three years of the programme.

Assessment:


Assessment of transferable skills is accomplished through a range of methods which may include written individual and group coursework, peer assessment, case studies, live briefs, practical projects, self-assessment, tests, presentations, and research essays.


Part 4: Programme Structure

ENTRY 	Semester one	<u>Compulsory Modules</u> Reporting Journalism UACAK3-30-M Professional Craft Skills UACAK4-15-M Media Law and Ethics UACAK5-15-M Professional Practice UACAL8-30-M (thin across three semesters)	<u>Optional Modules</u> There are no optional modules at this stage of the award	<u>Interim Awards</u> Credit requirements 60 – Post Graduate Certificate
	Semester two	Multimedia News Production UACAK8-30-M Investigative Journalism UACAK6-15-M Journalism in Context UACAK7-15-M	<u>Optional Modules</u> There are no optional modules at this stage of the award	<u>Interim Awards</u> Credit requirements 120 – Postgraduate Diploma
	Semester 3	Production Portfolio UACAK9-30-M	<u>Optional Modules</u> There are no optional modules at this stage of the award	<u>Interim Awards</u> Target/highest: MA Journalism Credit requirements: 180

GRADUATION

Part 4: Part Time Route

<p>ENTRY</p> 	Semester one	<p><u>Compulsory Modules</u></p> <p>Reporting Journalism UACAK3-30-M</p> <p>Professional Practice UACAL8-30-M (thin across six semesters, students could also register for this module in semester 4)</p>	<p><u>Optional Modules</u></p> <p>There are no optional modules at this stage of the award</p>	<p><u>Interim Awards</u></p> <p>Credit requirements 30 – no interim award</p>
	Semester two	<p>Journalism in Context UACAK7-15-M Production Portfolio (including Work Placement)</p> <p>Investigative Journalism UACAK6-15-M</p>	<p><u>Optional Modules</u></p> <p>There are no optional modules at this stage of the award</p>	<p><u>Interim Awards</u></p> <p>Credit requirements 60 Post Graduate Certificate</p>
	Semester 3	<p>Professional Craft Skills UACAK4-15-M</p> <p>Media Law and Ethics UACAK5-15-M</p>	<p><u>Optional Modules</u></p> <p>There are no optional modules at this stage of the award</p>	<p><u>Interim Awards</u></p> <p>No interim award</p>

<p>ENTRY</p> 	Semester four	<p><u>Compulsory Modules</u></p> <p>Multimedia News Production UACAK8-30-M</p>	<p><u>Optional Modules</u></p> <p>There are no optional modules at this stage of the award</p>	<p><u>Interim Awards</u></p> <p>Credit requirements 120 – Postgraduate Diploma</p>
	Semester five	<p>Production Portfolio UACAK9-30-M</p>	<p><u>Optional Modules</u></p> <p>There are no optional modules at this stage of the award</p>	<p><u>Interim Awards</u></p> <p>No interim award</p>

Semester six	Production Portfolio UACAK9-30-M	<u>Optional Modules</u> There are no optional modules at this stage of the award	<u>Interim Awards</u> Target/highest: MA Journalism Credit requirements: 180
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GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

All students will be interviewed on application.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Part 6: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, written examinations, practical portfolios, industry case study, reflective diary, presentation/pitch, research project, research proposal, critical appraisal. These are detailed in the following assessment map:

Assessment Map for *MA Journalism*

		Unseen Written Exam	Portfolio	Oral assessment and/or presentation	Essay	Pitch	Placement	Critical Appraisal
<p>Instructions: Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)</p> <p>Add further columns as necessary*</p>								
Compulsory Modules Semester 1	UACA3-30-M		A 100					
	UACA4-15-M		A 100					
	UACA5-15-M	B 40	A 60					
	UACAL8-30-M			A 40			A 20	A 40
Compulsory Modules Semester 2	UACA8-30-M		A 100					
	UACA6-15-M			B 30		A 70		
	UACA7-15-M				B 70			A 30
Compulsory Modules Semester 3	UACA98-60-M		A 70				A 20	A 10

Part 7: Student Learning

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. There is no formal equivalent for postgraduate programmes, however Faculty Practice has been to offer a minimum of 6 hours (FT) and 3 (PT). Actual contact increases from this baseline to include technical workshops, tutorials and project progress meetings as appropriate during the academic year. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme, which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

Part 7: Student Learning

Teaching provision within MA Journalism will include intensive full-day studio sessions where students produce multi-platform news bulletins. Newsdays must be completed within a specific time frame but this learning method will be complemented by project work and allowing for study to be completed in flexible timescales and attendance patterns. High-quality technical support, facilities, labs and studios will be available to all students. Extensive links and partnerships with media and IT industry organisations will provide opportunities for live collaborative projects and work placements.

Scheduled learning includes lectures, seminars, tutorials, workshops, project supervision, demonstration, practical classes and workshops; external visits and guest lectures from professionals; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Placement learning: may include a practice placement or other placement model. This constitutes an average per level as indicated below.

Description of Distinctive Features and Support

- 1) Multimedia/Broadcast News Days operate throughout and require students to work as an integrated team, replicating the day to day activities of print, broadcast and multimedia news professionals. Students will, during the course of their studies, take on all the roles (for example, reporter, producer, director, news reader, camera operator) necessary to produce a news broadcast for both television and radio.
- 2) Students will be offered industry live briefs as a means of completing coursework in semester three. Strong partnerships with key journalism enterprises in Bristol ensure opportunities for placements/internships and knowledge exchange.
- 3) New multimedia journalism studios for 2012 ensure students are taught in a state of the art, facility. There is a commitment to update these regularly in line with current industry standards.
- 4) Staff expertise covers recent and relevant industry practice across all journalistic platforms for national and international producers.

SUMMARY DISTINCTIVE FEATURES:

- A personal tutoring system that guarantees each student a tutor throughout. That person will be central to helping with the placement and final portfolio.
- Engagement with the contemporary media and culture in its local, national and global contexts
- Strong emphasis placed on acquiring the skills, attributes, behaviours and knowledge to think entrepreneurially and build templates to manage a portfolio career and the ability to operate as a freelancer
- Innovative approaches to critical and creative learning, including blended learning,

Part 7: Student Learning

student-led research and extensive field-work.

- Comprehensive handbooks, manuals, and online resources for all modules
- Tutorials and online forums for student support and communication
- Industry standard specialist media production facilities and resources.
- Expert technical instructors
- Strong links with the regional public relations, media and broader creative industries
- Work placement and experience opportunities
- A wide range of teaching and learning strategies and modes of assessment
- A strong emphasis on the development of technical, critical and creative skills and aptitudes.

At UWE the teaching, learning and assessment strategy encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. UWE has a teaching and learning philosophy that is student-centered and intentional-learning based. Student-centered learning focuses on the students' needs, interests and learning styles, with the teacher acting as a facilitator of learning. Intentional-learning helps students' develop an explicit understanding of their own approach to learning as well as confidence in their discipline-specific knowledge-base. This also facilitates students in gaining generic and meta-cognitive skills.

An appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. The Journalism Programme blends face to face learning in a variety of group settings (lectures, seminars, reading groups and workshops) supported by on-line learning through the institutional Virtual Learning Environment and bespoke module websites, together with exposure to real life examples through case studies, field trips and guest lectures. There is a significant requirement for students to work independently throughout the programme – both individually and in groups.

Lectures show by example various techniques of explanation, argument, close analysis and connective thinking, and help students to identify the range of issues and objects of study they can examine during the course of their degree. These lectures (including guest speakers from a range of professions and industries) will increase in complexity and introduce more direct engagement with professional contexts and expectations both in terms of academic scholarship and practical projects.

Seminars provide opportunities for the students to engage directly with the lecture, reading and screening materials and to develop their skills in articulating their understanding and for the development of oral skills in debate and discussion.

Workshops engage students in time-based production exercises which engage students within real world modes of delivery.

Part 7: Student Learning

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage critical creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways. Teaching is based on research literature, professional experience and significant use of debate and discussion. Through discussion and through written feedback students are challenged to defend their thinking.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts, theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- provide opportunities for formative assessment and feedback;
- expose them to a variety of assessment methods in order to promote the growth of their life-long learning skills.

Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, portfolios of small experimental practical and written assignments, self-evaluations, individual and group projects and supervised mini-projects, practical projects, critical diaries, and work-based learning reports.

LEARNING RESOURCES

Students benefit from an enriched taught curriculum through high level research and engaged knowledge exchange undertaken by the staff teaching on the programme. In addition, they are taught by an experienced, international staff of media practitioners. They are also taught by expert technical support staff. The library resources (physical and online) are excellent, having been in development since the early 1990s when UWE's media course and continually updated to ensure that students have access to up to the minute academic and professional research publications relevant to their subject specialisms. Geographically students will benefit from learning in the centre of the South West's creative and cultural industries. In addition, students will benefit from work placement and knowledge exchange links with Bristol's local and regional media.

UWE is committed to invest in technology to meet contemporary professional standards on a rolling basis.

STUDENT SUPPORT AND GUIDANCE

Student support is provided at UWE by all academic staff, and module leaders in particular for all issues relating to the content and delivery of the module. Additional support and guidance is provided by Programme Managers and Year Tutors who are also responsible for ensuring both the collection of and response to student feedback using student representatives and Programme Management Committees.

The Global Student Support team provides information and advice as well as social events and activities to assist international students in adapting to life in the UK. These include a 'global guide' mentoring team, an additional induction week, and the provision of specific literature and language and academic writing programmes to assist with their study. Further support is provided by the Faculty's International Student Coordinator.

Part 7: Student Learning

All students have a formal induction process to introduce them to university life and to provide them with the means to access the support that they may require during their study at UWE. We offer students regularly updated web guides to university policies and procedures as well as advice on where to find further online and face to face sources of support. There are a range of central services offered to all students. These include: Accommodation services, the Health and Wellbeing Centre, for support on emotional and well being issues, the Advice and Enquiry centre for queries relating to fees and funding, and central advice and information on careers, volunteering, and internship opportunities. The university has a range of sports facilities, and libraries on each campus with study zones and assistive technology for disabled users. The Living Centre offers inclusive, pastoral care to students of all faiths.

There are also opportunities to join the Centre for Performing Arts, and an active and inclusive Student Union, which runs its own student newspaper and radio station.

Students seeking employment opportunities during their studies have access to UWE Careers consultants and Enterprise Office and are also encouraged to develop valuable skills by volunteering within the Community.

The University's Disability Resource Service offers holistic support for disabled students and can provide specialist help and advice on funding and resources. The Disability Service works with teaching staff in order to provide effective support for individuals and offers a coordination service for support workers. The service also coordinates staff development on disability issues and provides information and advice to academic, administrative and support staff, and to students.

Part 8: Reference Points and Benchmarks

Reference points/benchmarks

University Mission and Vision The university strategy guiding developments at Faculty level are at this link <http://www1.uwe.ac.uk/aboutus/visionandmission/strategy/strategydocuments.aspx>

Subject benchmarks Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations for Communication, Media, Film and Cultural Studies. 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.

SEEC Southern England Consortium for Credit Accumulation and Transfer Credit - Level Descriptors have been consulted in the design of the learning outcomes. These can be found at www.seec.org.uk/.../seec-credit-level-descriptors-2010-revised-2004

University teaching and learning policies: A full description of the regulations and policies governing student learning and teaching can be found at <http://acreg.uwe.ac.uk/>

Staff research and professional expertise: All members of the Journalism teaching team are engaged in research or professional practice and engage with a wide range of professional contacts and published work to inform the academic content of this programme.

Employer interaction/feedback: Staff are actively involved in their own practice and knowledge exchange activities with partnerships across a broad range of commercial and non-commercial organisations within the fields of journalism, media and the creative industries. We have also drawn on advice from our industry contacts in the development of this programme

Two recent reports spell out the need for graduates with the skills we will develop in this programme: "The Fuse. Igniting High Growth for Creative, Digital and Information Technology Industries in the UK", Council for Industry and Higher Education (CIHE), September 2010. (<http://www.cihe.co.uk/wp-content/themes/cihe/document.php?file=1009TheFuse.pdf>) contains the following key points:

- The technology and content industries currently contribute £102 billion in gross value added to the UK economy. Reportedly 80% of the US's productivity advantage over the UK is derived from better use of digital technology.
- Over 2.5 million employees and freelancers work in the content and technology industries in the UK. The growth in the number of people working in technology occupations has run at twice the UK average over the past eight years and forecast employment growth to 2018 is four times the UK average.
- UK Higher Education must enable a broader range of mature students to retrain for Creative, Digital and IT industries and fill its skills gaps.

Accordingly, the programme has been designed with those recommendations and guidance statements at the forefront of the curriculum. The programme has been designed in consultation with the BJTC and representatives from the Journalism sector in Bristol.

In line with the University's strategy to embed principles of employability at all levels of the curriculum, modules will include live briefs set by partners negotiated through partners such as the BBC, Bristol LMC, Bristol Post etc.

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, available on the University's website.