



Programme Specification

Journalism [Bower]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Journalism [Bower]

Highest award: MA Journalism

Interim award: PGCert Journalism

Interim award: PGDip Journalism

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Arts, College of Arts,
Technology and Environment

Professional, statutory or regulatory bodies:

Broadcast Journalism Training Council (BJTC)

Modes of delivery: Full-time

Entry requirements:

For implementation from: 01 September 2021

Programme code: P50012

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: 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.

Features of the programme: 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.

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.

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.

Staff expertise covers recent and relevant industry practice across all journalistic platforms for national and international producers.

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, 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.

Educational 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.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. The evaluation and use of theoretical and interpretative frameworks employed in the study of journalism in an interactive digital media sphere
- A2. 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
- A3. Contemporary practice within the print, television, radio and online industries, the technologies currently used alongside the genres, codes and conventions in common use
- A4. Local and international media accountability systems and their role in the relationship between state, citizen and journalist
- A5. 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
- A6. 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
- A7. Knowledge and understanding of related work environments including entrepreneurial and freelance skills
- A8. The importance of interdisciplinary approaches to practice

Intellectual Skills

- B1. Read academic and other complex texts closely, analytically and critically
- B2. Analyse genres of news discourse with rigour and insight
- B3. Construct coherent and defensible arguments
- B4. Present complex ideas with clarity in writing verbally, diagrammatically and by using other media

- B5. Manage and control diverse and complex discursive and numerical material i.e.: locate, select, synthesise, précis and evaluate
- B6. Identify key questions, issues and debates central to the profession and to undertake analyses of their implications in Journalism
- B7. Develop critical and creative solutions in response to problems identified within their subject specialisms

Subject/Professional Practice Skills

- C1. 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
- C2. To demonstrate awareness of professional standards and practices and the ability to evaluate their own performance
- C3. Acquire knowledge of the full range of regulatory codes and ethical practices governing best professional practice in journalism
- C4. Strengthen their employment prospects through in depth knowledge of multimedia skills
- C5. Become active learners through researching information from multiple sources and developing their abilities in enquiry and problem based learning
- C6. Become reflective learners through assessments designed to self-critique and peercritique work
- C7. Integrate their practical skills with a critical understanding and flexibility of thought to enable adaptation to change across a student's lifetime

Transferable Skills and other attributes

- D1. Communicate effectively in writing and verbally
- D2. 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
- D3. 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
- D4. Work independently on complex tasks

- D5. Organise and self-direct substantial projects
- D6. Access and evaluate bodies of information from diverse sources
- D7. Be comfortable with advanced information literacy and numeracy skills
- D8. Manage time and work effectively within given limits
- D9. Use appropriate information technology effectively for research, presentation, and journalistic production
- D10. Work as a supportive member of a team or group
- D11. Demonstrate self reflexivity in their own work and that of others
- D12. 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

Assessment strategy: 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 lifelong 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.

Knowledge and Understanding:

Assessment is primarily through course work, which takes the form of multi-platform newsdays and practical projects alongside other forms of journalistic writing. Other elements may include seminar presentations and written examinations under controlled conditions.

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.

Intellectual Skills:

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.

Subject, Professional and Practical Skills:

A variety of formative and summative assessment methods is employed to demonstrate the acquisition of subject and professional skills. These include newsdays, practical projects, writing portfolios, life 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/learnt and to broaden their individual knowledge and understanding of the subject.

Transferable Skills and other attributes:

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.

Student support: Student support is provided at UWE by all academic staff, and module leaders in particular for or 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.

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 B: Programme Structure

Year 1

The student must take 180 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 180 credits from the modules in Compulsory Modules.

| Module Code | Module Title | Credit |
|--------------------|-----------------------------------|---------------|
| UABAYS-15-M | Advanced Media Law 2024-25 | 15 |
| UABAYT-15-M | Introduction to Media Law 2024-25 | 15 |
| UABAK6-15-M | Investigative Journalism 2024-25 | 15 |
| UABAYD-60-M | Journalism MA Portfolio 2024-25 | 60 |
| UABAYG-15-M | Journalism Writing 2024-25 | 15 |
| UABAYC-30-M | Multimedia Journalism 1 2024-25 | 30 |
| UABAK8-30-M | Multimedia Journalism 2 2024-25 | 30 |

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates are able to:

demonstrate skills, knowledge and understanding in journalism across print, screen and web platforms reflecting its converged, multiplatform delivery.

originate and develop story ideas, drawing from traditional and novel news agendas and showing due sensitivity to what the audience might expect.

demonstrate ethically-informed advanced professional skills in journalism, including relevant software.

understand standard frameworks established in law, industry regulation, professional guidelines and ethical concerns in different national and international contexts.

understand the political economy and organisation of journalistic practice and news operations within the broader context of the media industries.

Part D: External Reference Points and 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.

University teaching and learning policies.

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 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.

Part E: Regulations

Approved to University Regulations and Procedures and in accordance with Academic Regulation G2.3R the British Journalism Training Council (BJTC) requires that there is no condonement or compensation applied to any module.