

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	BA(Hons) Journalism	
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> <i>Dates</i>	Broadcast Journalism Training Council One year period of accreditation From 1 May 2013 to 31 May 2013	
Highest Award Title	BA (Hons) Journalism	
Default Award Title	N/A	
Interim Award Titles	BA Journalism Diploma in HE Journalism, Certificate in HE Journalism	
UWE Progression Route	N/A	
Mode(s) of Delivery	Part time and full time	
Codes	<b>UCAS: P500</b>	<b>JACS:</b>
	<b>ISIS2: P50A</b>	<b>HESA:</b>
Relevant QAA Subject Benchmark Statements	Communications, Media, Journalism and Cultural Studies	
CAP Approval Date	June 1 <sup>st</sup> 2012, June 24 <sup>th</sup> 2013	
Valid From	September 2012	
Valid until Date	September 2018	
Version	1.2	

Part 2: Educational Aims of the Programme

Overall Aim

The overall aim is to enable students to develop skills, knowledge and understanding in journalism across all 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

## **Part 2: Educational Aims of the Programme**

from a fully immersed engagement with up to date 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 complies fully with guidelines issued 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.

## **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 digital 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 establish a critical approach to both the practice and study of journalism.
- To equip students with practical journalistic production skills including 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 complex tasks in an independent and self disciplined manner across multiple disciplines.
- To prepare students for future careers which require a high level of analytical and communication skills.
- 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.

### **Special Features**

Multimedia/Broadcast News Days, which operate at all three levels of the Journalism degree, 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 and online.

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p><u>A Knowledge and understanding of:</u></p> <ol style="list-style-type: none"> <li>1. the evaluation and use of theoretical and interpretative frameworks employed in the study of journalism in an interactive digital media sphere.</li> <li>2. the importance of historical and national contexts in the study of journalism and the relationships between media and society.</li> <li>3. local and international media accountability systems and their role in the relationship between state, citizen and journalist</li> <li>4. 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.</li> <li>5. contemporary practice within the print, television, radio and online industries, the technologies currently used alongside the genres, codes and conventions in common use.</li> <li>6. 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</li> <li>7. knowledge and understanding of related work environments including entrepreneurial and freelance skills.</li> <li>8. the importance of interdisciplinary approaches to their practice, for example: Public Relations</li> </ol>	<p><u>Teaching/learning methods and strategies:</u></p> <p>Acquisition of understanding 1 and 2 has a primary focus in the core modules Journalism and Society (UACAJK-15-1) and Journalism and Public Communication (UACAJX-15-2) Additional support is provided through the core modules Broadcast Journalism 1 (UACAJL-30-2), and Media Law and Ethics (UACA KB-30-2). These conceptual frameworks are reinforced and tested in the optional Dissertation module at level three (UACAHT-30-3) alongside optional modules Conflict Journalism (UACA KC-15-3) and Media Campaigns and Activism (UACA HG-15-3) and Sport, Journalism and the Media (UACA KE-15-3)</p> <p>Acquisition of understanding 3 is achieved through studying the core modules Newsgathering (UACA LG-30-1), Civic Journalism (UACA KA-30-1) and Media Law and Ethics (UACA KB-30-2). Additional support is provided through the optional Project/Dissertation module at level three. (UACA HT-30-3)</p> <p>Acquisition of understanding 4 is central to all modules on this award reinforced through optional modules Conflict Journalism (UACA KC-15-3) and Media Campaigns and Activism (UACA HG-15-3) and Sport, Journalism and the Media (UACA KE-15-3)</p> <p>Acquisition of understanding 5 is at the core of every level of this programme.</p> <p>Acquisition of understanding 6 will be through compulsory modules Newsgathering (UACA LG-30-1), Civic Journalism (UACA KA-30-1) and Media Law and Ethics (UACA KB-30-2), Broadcast Journalism 1 (UACA JL-30-2) Broadcast Journalism 2 (UACA JM-30-2) and Journalism Futures (UACA H5-15-3)</p> <p>Acquisition of understanding 7 and will primarily be developed throughout the degree with particular emphasis placed at level three through Journalism Futures (UACA H5-15-3), Multimedia Journalism (UACA PMH-30-3) and Professional Practice (UACA L9-30-3) and</p>

	<p>Journalism Project (UACAHT-30-3).</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. Public Relations is also taught in distinct modules, Introduction to Public Relations and Communications (UACAKF-15-1) and Copywriting (UACAHH-15-3)</p> <p>Assessment:</p> <p>Assessment is primarily through course work, which takes the form of multi-platform newdays 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/learnt and to broaden their individual knowledge and understanding of the subject.</p>
<b>B Intellectual Skills</b>	
<p><u>B Intellectual Skills</u></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, diagrammatically and by using other media.</li> <li>5. manage and control diverse and complex discursive and numerical 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> <li>7. develop critical and creative solutions in response to problems identified within their subject specialisms.</li> </ol>	<p><u>Teaching/learning methods and strategies:</u></p> <p>Intellectual skills are developed at all levels through a range of learning approaches including lectures, seminars, workshops, newdays, group work, case studies, projects, exercises and I.T. based activities.</p> <p>Outcomes 1 and 2: The student is introduced to foundational analytical and practical approaches within all modules at level 1. At levels 2 and 3 these are honed in all compulsory and optional modules.</p> <p>Outcomes 3 and 4: At levels 1 and 2 formative assignments, group discussions, seminars and workshops are designed to support the development of these key intellectual skills. At level 3 there is far greater independence expected and the students will also be identifying and situating much more complex intellectual debates and traditions.</p> <p>Outcomes 5 and 6: At level 2 the student is given a greater degree of autonomy in the</p>

	<p>development of research and project proposals. These are assessed in compulsory and option modules through project briefs and case studies. At level 3 the 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.</p> <p>Outcome 7: at level 1 and 2 the students are presented with a range of briefs that increasingly require independent and creative thinking. They are particularly assessed on these in practical projects at level 1 and two. At level 3 these skills are particularly honed through larger scale more demanding practical and written projects where the student is expected to work independently alongside staff supervision.</p> <p>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.</p>
<b>C Subject, Professional and Practical Skills</b>	
<p><u>C Subject, Professional and Practical Skills</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To demonstrate awareness of professional standards and practices and the ability to evaluate their own performance.</li> <li>3. Acquire knowledge of the full range of regulatory codes and ethical practices governing best professional practice in journalism.</li> <li>4. Strengthen their employment prospects through in depth knowledge of multimedia skills.</li> <li>5. Become active learners through researching</li> </ol>	<p><u>Teaching/learning methods and strategies:</u></p> <p>Core competences in selection, editing and manipulation of information are extremely valuable in the new knowledge-based economy Journalism Students are encouraged to identify the core transferable skills they've learned over the three years to help prepare their CVs.</p> <p>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.</p> <p>The Graduate Development Programme is embedded within key modules across all three levels. At Level One the focus is on study skills, so particular sessions on researching,</p>

<p>information from multiple sources and developing their abilities in enquiry and problem based learning.</p> <p>7. Become reflective learners through assessments designed to self-critique and peer-critique work.</p> <p>8. Integrate their practical skills with a critical understanding and flexibility of thought to enable adaptation to change across a student's lifetime.</p>	<p>referencing and other academic writing and presenting skills will be timed to link to particular assignments. At levels 2 and 3 the focus is still on embedded sessions linked to developing academic skills although these sessions are combined with sessions focusing on employability skills. At level 2, students receive advice and guidance on volunteering in order to gain key skills and experiences and relevant work experience. At Level three, there are sessions specifically aimed at 'life after uni' - such sessions typically include CV workshops, presentation skills and workshops on identifying key skills and attributes, often run with both academic tutors and careers advisers.</p> <p>The level three Work Placement module 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. Students will be offered industry live briefs as a means of completing coursework at level three. Strong partnerships with key journalism enterprises in Bristol ensure opportunities for placements/internships and knowledge exchange. In addition we use our own staff network to assist student placements across publishing, PR, third sector and local government.</p> <p>Assessment:</p> <p>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, life briefs, learning diaries, research reports, presentations, and case studies.</p>
<b>D Transferable Skills and other attributes</b>	
<p><u>D Transferable Skills and other attributes</u></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. 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.</li> </ol>	<p><u>Teaching/learning methods and strategies:</u></p> <p>Transferable skills are developed through an integrated programme of learning which is built into all compulsory modules at levels 1, 2 and 3. Additional support is given by the optional modules at level 3.</p> <p>UWE's Graduate Development Programme is embedded within key modules across all three levels. At Level One the focus is on study skills,</p>

<p>2. 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.</p> <p>3. work independently on complex tasks.</p> <p>4. organise and self-direct substantial projects.</p> <p>5. access and evaluate bodies of information from diverse sources.</p> <p>6. develop strong information literacy and numeracy skills.</p> <p>6. manage time and work effectively within given limits.</p> <p>7. use appropriate information technology effectively for research, presentation, and journalistic production;</p> <p>8. work as a supportive member of a team or group.</p> <p>9. demonstrate self reflexivity in their own work and that of others</p> <p><u>Specific Life Skills</u>  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</p>	<p>so particular sessions on researching, referencing and other academic writing and presenting skills will be timed to link to particular assignments. At levels 2 and 3 the focus is still on embedded sessions linked to developing academic skills although these sessions are combined with sessions focusing on employability skills. At level 2, students receive advice and guidance on volunteering in order to gain key skills and experiences and relevant work experience. At level three, there are sessions specifically aimed at 'life after university' - such sessions typically include CV workshops, presentation skills and workshops to identify key skills and attributes, often run with both academic tutors and careers advisers. 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.</p> <p>Assessment:</p> <p>A variety of assessment methods are employed. Student's skills are assessed through the presentation of a variety of practical work (including writing and time based, as-live exercises) and the student's own critical evaluation of that work. The student's critical journal and the development of a sustained practice is central to the success of the assessment process. Live briefs test the student's understanding of key practices.</p>
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**Part 4: Programme Structure**

<b>Part 4: Programme Structure</b>				
<b>ENTRY</b> ↓	Year 1	<u>Compulsory Modules</u> Newsgathering UACALG-30-1  Journalism and Society UACAJK-15-1  Introduction to Public Relations and Communications UACAUF-15-1  Civic Journalism UACAKA-30-1  Multimedia Journalism UACAJJ-30-1	<u>Optional Modules</u>  There are no optional modules at this stage of the award	<u>Interim Awards</u>  Credit requirements 120 – Certificate in Higher Education
	Year 2	<u>Compulsory Modules</u> Broadcast Journalism 1 UACAJL-30-2  Broadcast Journalism 2 UACAJM-30-2  Researching Journalism UACAJP-15-2  Journalism and Public Communication UACAJX-15-2  Media Law and Ethics UACAkB-30-2	<u>Optional Modules</u>  There are no optional modules at this stage of the award	<u>Interim Awards</u>  Credit requirements 240 – Diploma in Higher Education



Year 3	<p><u>Compulsory Modules</u> Journalism Futures UACAH5-15-3</p> <p>Multimedia Journalism UACPMH-30-3</p> <p>Professional Practice UACAL9-30-3</p>	<p><u>Optional Modules</u> Students must take 45 credits from the following optional modules:</p> <p>Project UACAHT-30-3</p> <p>Conflict Journalism UACAHC-15-3</p> <p>Media Campaigns and Activism UACAHG-15-3</p> <p>Sport, Journalism and the Media UACAKE-15-3</p> <p>Copywriting UACAHH-15-3</p> <p>Journalism Lab UACAST-15-3</p> <p>Feature Writing UACASU-15-3</p> <p>Global Journalism UACASV-15-3</p>	<p><u>Interim Awards</u></p> <p>Target/highest: BA(Hons) Default title: BA</p> <p>Credit requirements BA (Hons) – 360 BA - 300</p>
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**GRADUATION**

**PART TIME ROUTE**

ENTRY



Year 1	<u>Compulsory Modules</u> Newsgathering UACALG-30-1  Civic Journalism UACAKA-30-1	<u>Optional Modules</u>  There are no optional modules at this stage of the award	<u>Interim Awards</u>  None
Year 2	<u>Compulsory Modules</u> Journalism and Society UACAJK-15-1  Introduction to Public Relations and Communication UACAKF-15-1  Multimedia Journalism UACAJJ-30-1	<u>Optional Modules</u>  There are no optional modules at this stage of the award	<u>Interim Awards</u>  Credit requirements 120 – Certificate in Higher Education
Year 3	<u>Compulsory Modules</u> Broadcast Journalism 1 UACAJL-30-2  Broadcast Journalism 2 UACAJM-30-2	<u>Optional Modules</u>  There are no optional modules at this stage of the award	<u>Interim Awards</u>  None
Year 4	<u>Compulsory Modules</u> Researching Journalism UACAJP-15-2  Journalism and Public Communication UACAJX-15-2  Media Law and Ethics UCAKB-30-2	<u>Optional Modules</u>  There are no optional modules at this stage of the award	<u>Interim Awards</u>  Credit requirements 240 – Diploma in Higher Education



**PART TIME ROUTE**

	<u>Compulsory Modules</u>	<u>Optional Modules</u>	<u>Interim Awards</u>
Year 5	<p>Journalism Futures UACAH5-15-3</p> <p>Professional Practice UACAL9-30-3</p>	<p>Students must take 15 credits from the following optional modules:</p> <p>Conflict Journalism UACAKC-15-3</p> <p>Media Campaigns and Activism UACAHG-15-3</p> <p>Sport, Journalism and the Media UACAKE-15-3</p> <p>Copywriting UACAHH-15-3</p> <p>Journalism Lab UACAST-15-3</p> <p>Feature Writing UACASU-15-3</p> <p>Global Journalism UACASV-15-3</p>	<p>None</p>

**PART TIME ROUTE**

Year 6	<p><u>Compulsory Modules</u> Multimedia Journalism UACPMH-30-3</p>	<p><u>Optional Modules</u> Students must take 30 credits from the following optional modules:</p> <p>Project UACAHT-30-3</p> <p>Conflict Journalism UACAHC-15-3</p> <p>Media Campaigns and Activism UACAHG-15-3</p> <p>Sport, Journalism and the Media UACAKE-15-3</p> <p>Copywriting UACAHH-15-3</p> <p>Journalism Lab UACAST-15-3</p> <p>Feature Writing UACASU-15-3</p> <p>Global Journalism UACASV-15-3</p>	<p><u>Interim Awards</u> Target/highest: BA(Hons) Default title: BA</p> <p>Credit requirements BA (Hons) – 360 BA - 300</p>

**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

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.

### 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, attendance. These are detailed in the following assessment map:

#### Assessment Map for *Journalism (Hons) BA*

		Unseen Written Exam	Attendance	Portfolio	Oral assessment and/or presentation	Essay	Case study	Report / Project	Dissertation	Critical Appraisal
Compulsory Modules Level 1	UACALG-30-1		A 10	A 65				B 35		
	UACAJK-15-1		A 10			A 90				
	UACAUF-15-1		A 10	A 90						
	UACAUA-30-1	A 35		A 65						
	UACAJJ-30-1		A 10	A 90						
Compulsory Modules Level 2	UACAUL-30-2			A 80						B 20
	UACAJM-30-2			A 100						
	UACAJP-15-2							A 70		B 30
	UACAUX-15-2					A 100				
	UACAUB-30-2	A 40		A 60						
Compulsory Modules Level 3	UACAUS-15-3					A 100				
	UACAL9-30-3				A 40			A 40		A 20
	UACPMH-30-3				A 40			A 40		A 20
Optional Modules Level 3	UACAHT-30-3			A 80				A 20		
	UACAUC-15-3					A 100				

## Part 6: Assessment

	UACAKE-15-3						A 100				
	UACAHH-15-3			A 100							

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

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. This contact time encompasses a range of face: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.

On the BA (Hons) Journalism programme teaching is a mix of essays, written examinations, practical portfolios, industry case studies, reflective diaries, presentation/pitch, research projects, research proposal, critical appraisals and supervision of live briefs.

A: Scheduled = 37%

B: Independent = 58%

C: Placement = 5%

Scheduled hours in total = 912

S1:

Scheduled hours: 300

Average over 24 weeks: 12.5

NB: This includes 24 PAL hours.

L2

Scheduled hours: 348

Average over 24 weeks: 14.5

L3

Scheduled hours: 264

Average over 24 weeks: 11

### **Average over programme: 13 hours**

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

**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 above. Scheduled sessions may vary slightly

## Part 7: Student Learning

depending on the module choices made.

**Placement learning:** may include a practice placement, other placement. This constitutes an average per level as indicated above.

### 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:

- Practical induction to the programme, its lecturers and resources
- Central engagement with the contemporary media 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 practice and field-work.
- Comprehensive handbooks, readers, 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 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

## Part 7: Student Learning

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. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, 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 medium and small groups (lectures, seminars, timed virtual production exercises, masterclasses 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 - with the level of this independence increasing as the student moves from level one to level three.

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. At level three 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.

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.

### 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 sand continually updated to ensure that students have access to up to the minute academic and professional research



## **Part 7: Student Learning**

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 University's Graduate Development Programme offers tailored student support focusing on academic study skills and employability. Further support is provided through the One University Administration, including the Programme Administrators, and Student Advisers. Where necessary, student advisers can provide timely, accurate and confidential advice on all aspects of the provision. This may include advice relating to fees, assessment arrangements, late work and extenuating circumstances procedures, option choice, timetabling, examination and progression counseling, as well as where and how to access the support provided by the University

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 socialise 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 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 and none.

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 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 7: Student Learning

At UWE, in addition and supporting the student's progression from level 1 to level 3, all students will have the opportunity to participate in the University's Graduate Development Programme (GDP) (for the generic UWE GDP specification see [www.uwe.ac.uk/gdp](http://www.uwe.ac.uk/gdp)). GDP lasts throughout the student's programme of study and each level focuses on different aspects of the student's overall development. For example, level 1 focuses on developing the students' learning styles and approaches to learning, whereas employability is the predominant focus at level 2.

## Part 8: Reference Points and Benchmarks

QAA subject benchmark statements

### 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](http://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.

## **Part 8: Reference Points and Benchmarks**

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.