



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	UWE		
Delivery Location	Frenchay campus		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	ACE		
Department responsible for programme	Creative Industries		
Modular Scheme Title	BA (Hons) Journalism		
Professional Statutory or Regulatory Body Links	Broadcast Journalism Training Council One year period of accreditation From 1 May 2014 to 31 May 2015		
Highest Award Title	BA (Hons) Journalism		
Default Award Title	N/A		
Fall-back Award Title			
Interim Award Titles	BA Journalism Diploma in HE Journalism, Certificate in HE Journalism		
UWE Progression Route	N/A		
Mode(s) of Delivery	FT/PT		
Codes	UCAS: P500	JACS:	
	ISIS2: P50A	HESA:	
Relevant QAA Subject Benchmark Statements	Communications, Media, Journalism and Cultural Studies		
First CAP Approval Date	01/06/2012	Valid from	September 2012
Revision CAP Approval Date	24/06/2013, 05/02/2015	Revised with effect from	September 2015
Version	1.4 (2013, 2014 and 2015 intakes)		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

Overall Aim

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

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

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 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.

### 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 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.

### Part 3: Learning Outcomes of the Programme

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> </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 Researching Journalism and Public Communication (UACN4T-30-2) Additional support is provided through the core modules Broadcast Journalism 1 (UACAJL-30-2), and Media Regulation and Law (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 Global Journalism (UACASV-15-3) and Media Campaigns and Activism (UACA HG-15-3).</p> <p>Acquisition of understanding 3 is achieved through studying the core modules Newsgathering (UACALG-30-1), Civic Journalism (UACA KA-30-1) and Media Regulation and Law (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 Global Journalism (UACASV-15-3) and Media Campaigns and Activism (UACA HG-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</p>

**Part 3: Learning Outcomes of the Programme**

<p>8. the importance of interdisciplinary approaches to their practice, for example: Public Relations</p>	<p>modules Newsgathering (UACALG-30-1), Civic Journalism (UACAKA-30-1) and Media Regulation and Law (UACAKB-30-2), Broadcast Journalism 1 (UACAJL-30-2) Broadcast Journalism 2 (UACAJM-30-2) and Journalism Futures (UACAH5-15-3)</p> <p>Acquisition of understanding 7 and will primarily be developed throughout the degree with particular emphasis placed at level three through Journalism Futures (UACAH5-15-3), Advanced Broadcast Journalism 1 (UABPMH-30-3) and Advanced Broadcast Journalism 2 (UACN4S-30-3) and 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,</p> <p><u>Assessment:</u></p> <p>Assessment is primarily through course work, which takes the form of multi-platform news days 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</p>	
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**Part 3: Learning Outcomes of the Programme**

	understanding of the subject.	
<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 rigor 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 i.e.: locate select, synthesize, 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, news days, 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 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</p>	

**Part 3: Learning Outcomes of the Programme**

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.

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.

**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.

Teaching/learning methods and strategies:

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.

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 Graduate Development Programme is embedded within

**Part 3: Learning Outcomes of the Programme**

- 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.
- 6. Become reflective learners through assessments designed to self-critique and peer-critique work.
- 7. Integrate their practical skills with a critical understanding and flexibility of thought to enable adaptation to change across a student's lifetime.

key modules across all three levels. At Level One the focus is on study skills, 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 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.

Work placement remains core and students are encouraged to take work placements from the start of the programme and time is set aside in all three years to address work placement skills. 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 in the Advanced Broadcast Journalism 2 module. 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.

Assessment:

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

**D: Transferable Skills and other attributes**

D Transferable Skills and other attributes  
  
Students should be able to:

Teaching/learning methods and strategies  
  
Transferable skills are developed through an integrated



## Part 4: Student Learning and Student Support

### Teaching and learning 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 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 any 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 QAA subject benchmark statements.

## Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Students will be assessed in a range of ways appropriate for the learning outcomes. These will include, but are not limited to, production of written and broadcast material; solo and group work; work produced under supervised conditions and in their own time. Students will be able to demonstrate an ability to communicate across different platforms and to a variety of briefs and audiences. The ability to work on their own or in groups will be tested at every level in different environments.

Teaching will take place, but is not limited to, lectures, workshops, seminars, one-to-one meetings, field trips and exams. There will also be an expectation that work will be carried out under their own direction outside of the classroom, with appropriate academic support. Students will have a clear pathway that enables them to build on skills and develop their abilities as modules, years and the programme progresses. Modules link both laterally, in terms of sharing ideas across the same year so students can make connections and embed particular skills, and horizontally so that they can see how the programme builds a corpus of knowledge.

It is intended that students engage with workplace learning environments from an early stage in their university career. They will be supported to seek work placements and this will be assessed in Level 3. That support will take the form of scheduled teaching sessions, online information and utilizing university networks; co-ordinated by the programme leader.

### 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 BA (Hons) Journalism

		Type of Assessment*										
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Attendance	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Module No UACALG-30-1								10	90		
	Module No UACAJK-15-1							90	10			
	Module No UACAUF-15-1							90	10			
	Module No UACAUA-30-1	25							10	65		
	Module No								10	90		


## Part 5: Assessment

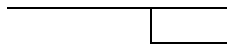
Compulsory Modules Level 2	UABAJJ-30-1 Module No									100	
	UACAJL-30-2 Module No					30				70	
	UACAJM-30-2 Module No						25	75			
	UACN4T-30-2 Module No							50			
	UACA KB-30-2 Module No	50									
Compulsory Modules Level 3	UACA H5-15-3 Module No							100			
	UABPMH-30-3 Module No					30				70	
	UACN4S-30-3 Module No							30		70	
Optional Modules Level 3	UACA HT-30-3 Module No							20		80	
	UACA KC-15-3 Module No									100	
	UACA HG-15-3 Module No									100	
	UACA KE-15-3 Module No							100			
	UACA HH-15-3 Module No							100			
	UACA ST-15-3 Module No									100	
	UACA SU-15-3 Module No							100			
	UACA SV-15-3 Module No									100	
	UACA PMG-3-3 Module No										100

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Newsgathering UACALG-30-1  Journalism and Society UACAJK-15-1  Introduction to Public Relations and Communications UACAKF-15-1  Civic Journalism UACAKA-30-1  Introduction to Broadcast Journalism UABAJJ-30-1	There are no optional modules at this stage of the award.	Credit requirements 120 – Certificate in Higher Education
	Year 2	Broadcast Journalism 1 UACAJL-30-2  Broadcast Journalism 2 UACAJM-30-2  Researching Journalism and Public Communication UACN4T-30-2  Media Regulation and Law UACAkB-30-2	There are no optional modules at this stage of the award.	Credit requirements 240 – Diploma in Higher Education :



Year 3	Compulsory Modules	Optional Modules	Interim Awards
	Journalism Futures UACAH5-15-3  Advanced Broadcast Journalism 1 UABPMH-30-3  Advanced Broadcast Journalism 2 UACN4S-30-3	Students must take 45 credits from the following optional modules:  Project UACAHT-30-3  Conflict Journalism UACA KC-15-3  Media Campaigns and Activism UACA HG-15-3  Sport, Journalism and the Media UACA KE-15-3  Copywriting UACA HH-15-3  Journalism Lab UACA ST-15-3  Feature Writing UACA SU-15-3  Global Journalism UACA SV-15-3  Journalism Dissertation UACA PMG-3-3	Target/highest: BA (Hons) Default title: BA  Credit requirements: BA (Hons) – 360 BA - 300

**GRADUATION**

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY  
Y1

Compulsory Modules Newsgathering UACALG-30-1  
Civic Journalism UACA KA-30-1

## Optional Modules

There are no optional modules at this stage of the award

Interim Awards: None

## Y2

Compulsory Modules Journalism and Society UACAJK-15-1

Introduction to Public Relations and Communication UACAKF-15-1

Introduction to Broadcast Journalism UABAJJ-30-1

## Optional Modules

There are no optional modules at this stage of the award

Interim Awards

Credit requirements

120 – Certificate in

Higher Education

## Y3

Compulsory Modules

Broadcast Journalism 1 UACAJL-30-2

Broadcast Journalism 2 UACAJM-30-2

## Optional Modules

There are no optional modules at this stage of the award

Interim Awards

None

## Y4

Compulsory Modules

Researching Journalism and Public Communication UACN4T-30-2

Media Regulation and Law UACA KB-30-2

## Optional Modules

There are no optional modules at this stage of the award

Interim Awards

Credit requirements

240 – Diploma in

Higher Education

Journalism Futures

UACA H5-15-3

Y5

**Compulsory Modules**

Journalism Futures UACAH5-15-3

**Optional Modules:**

Conflict Journalism UACA KC-15-3

Media Campaigns and Activism UACA HG-15-3

Sport, Journalism and the Media UACA KE-15-3

Copywriting UACA HH-15-3

Journalism Lab UACA ST-15-3

Feature Writing UACA SU-15-3

Global Journalism UACA SV-15-3

**Interim Awards**

None

Y6

**Compulsory Modules:**

Advanced Broadcast Journalism 1 UABPMH-30-3

Advanced Broadcast Journalism 2 UACN4S-30-3

**Optional Modules:**

Project UACA HT-30-3

Conflict Journalism UACA KC-15-3

Media Campaigns and Activism UACA HG-15-3

Sport, Journalism and the Media UACA KE-15-3

Copywriting UACA HH-15-3

Journalism Lab UACA ST-15-3

Feature Writing UACA SU-15-3

Global Journalism UACA SV-15-3

**Interim Awards:**

Target/Highest

BA(Hons) Default title: BA

**Credit requirements**

BA (Hons) – 360

BA – 300

**GRADUATION**

**Part 7: Entry Requirements**

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

All students will be interviewed on application.



## Part 7: Entry Requirements

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

## Part 8: 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. 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.

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 8: Reference Points and Benchmarks**

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

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](#).