

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Journalism and Media*

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<b>Version number</b>	9
<b>Faculty</b>	Kingston School of Art
<b>School</b>	School of Creative and Cultural Industries
<b>Department</b>	Department of Journalism, Publishing and Media
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Journalism and Media
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Cert HE, Diploma HE, Ordinary degree
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	N/A UFJOU2MDA20
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Honours
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Penrhyn Road Campus
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time Full-time Part-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 Full-time - 3 Part-time - 6
<b>Maximum period of registration:</b>	Full-time - 6 Full-time - 6 Part-time - 12
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> <li>• From A levels: 120 points (BBB) or equivalent to include three A-levels or equivalent. No specific A-level subjects are required.</li> <li>• BTEC: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.</li> <li>• Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Plus GCSE: Mathematics (score 9-4) and English Language/Literature (score 9-5 required). Key Skills are not accepted in tariff or accepted in lieu of GCSEs.</li> <li>• A minimum IELTS score of 6.5 (with a minimum score of 6.5 in writing) or equivalent is required for those for whom English is not their first language.</li> </ul>
<b>Programme Accredited by:</b>	None
<b>QAA Subject Benchmark Statements:</b>	Communication, Media, Film and Cultural Studies
<b>Approved Variants:</b>	Not applicable.
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	NA
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A

## SECTION 2: THE COURSE

### A. Aims of the Course

The main aims of the course are to:

- provide students from a wide range of backgrounds with the opportunity to engage in the study and practice of media communications and journalism;
- enable students to develop an informed and critical awareness of the forces and dynamics (social, cultural, political, economic and technological) shaping the media industry, the role of the media and the working environment of journalists today;
- develop students' knowledge and understanding of particular media forms and provide students with an opportunity to engage critically with different forms, modes and styles of journalism across media platforms;
- enable students to develop a range of relevant practical and transferable skills, such as flexibility, creativity, teamwork, personal and group responsibility and negotiation, which will provide them with a sound basis for pursuing a career in journalism or in the wider world of the cultural and communications industries.
- enable students to develop an ethically informed and critical awareness of the roles and responsibilities of journalists in contemporary society;
- foster a creative and self-reflective approach to students' own individual and collective practice as journalists and media professionals
- enable students to carry out sustained independent inquiry, drawing upon a range of conceptual and methodological frameworks appropriate to the analysis of practices of production and consumption of media and culture.

### B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. There is no QAA subject benchmark statement relating exclusively to Journalism and Media. It is, however, covered in the statement on Communication, Media, Film and Cultural Studies (2019). This statement covers a very broad area and does not seek to be prescriptive, acknowledging that different programmes may select appropriately, as this programme does, from a wide set of aims and learning outcomes. The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A7	the legal, ethical, political and cultural framework within which journalists operate	B7	reflect on and evaluate their own development and evaluate research through independent work	C8	write with clarity, simplicity and precision
A5	the ways in which current developments in journalism can be understood in relation to technological and other changes	B6	show an ability to follow and assess arguments	C7	deploy a range of practical competencies through engagement in media production
A4	a range of theoretical perspectives and a variety of methods appropriate to the critical analysis and evaluation of media	B3	recognise the strengths and weaknesses in their own writing and identify ways in which a piece of writing might be improved	C6	revise their work through the process of drafting, editing and rewriting
A3	key features of professional practice in a variety of settings and contexts including a range of audio, visual and verbal conventions which journalists and media practitioners need to master	B4	judge and evaluate truth claims in media studies	C5	produce work to tight deadlines
A2	the central dynamics and forces which shape and frame journalism as an industry and the role journalists play in contemporary society	B2	analyse current and future developments in the production and consumption of journalism and the ability to apply that knowledge to their own practice	C4	identify the demands of different audiences and readerships
A1	the role of media and journalism in historical and contemporary, national and international, economies, societies and politics	B1	identify a story and its potential market	C3	communicate a story in a variety of formats for a range of different platforms
A6	the processes linking the production, circulation and consumption of journalism in contemporary society	B5	deploy and manipulate conventions appropriate to different kinds of journalism	C2	use their initiative to interact effectively with individuals, groups and organisations to find stories

				C1	research, interview and use a variety of primary and secondary sources to produce journalism
				C9	edit and sub-edit the work of others

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **C. Outline Programme Structure**

This programme is offered as a full field in full-time, full-time including Foundation year, part-time and sandwich modes, and leads to the award of BA (Hons) Journalism and Media. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 and 6 with passes in comparable level 4 or 5 modules – but is at the discretion of the course team. Intake is normally in September.

#### **E1. Professional and Statutory Regulatory Bodies**

None

#### **E2. Work-based learning, including sandwich programmes**

Work placements are actively encouraged and form part of the final year programme, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

This degree is also available with a sandwich option. Students selecting this route will be supported by the placements office in finding a suitable work placement.

#### **E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

## BA (Hons) Journalism and Media

<b>Level 4</b>							
<b>BA (Hons) Journalism and Media</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Content creation and social news	MD4006	30	4	TY13		1	1
Digital Media Foundations	MD4004	30	4	TY13		1	2
Practical Journalism 1	JO4001	30	4	1&2			
Thinking about Journalism	JO4002	30	4	1&2			
<b>Optional Modules</b>							

### Progression to Level 5

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Journalism and Media.

<b>Level 5</b>							
<b>BA (Hons) Journalism and Media</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Media Brands, Content Creation and Production	JO5012	30	5	TY13	None	2	2
Practical Journalism 2	JO5001	30	5	1&2			
Researching Media: Key theories and methods	MD5010	30	5	1&2			
<b>Optional Modules</b>							
Broadcast Journalism	JO5010	30	5	1&2			
Digital Storytelling	MD5008	30	5	1&2			

### Progression to Level 6



This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate). Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Journalism and Media.

<b>Level 6</b>							
<b>BA (Hons) Journalism and Media</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Journalism Specialism	JO6021	30	6	1&2			
Media Research Project	MD6002	30	6	1&2			
Practical Journalism 3	JO6001	30	6	1&2			
<b>Optional Modules</b>							
Journalism, Ethics and the Industry	JO6013	30	6	1&2			
Television Production	MD6017	30	6	1&2			

Level 6 requires the completion of

120 credits

#### **D. Principles of Teaching, Learning and Assessment**

The approach to teaching and learning in this field is founded on the assumption that students, besides acquiring transferable skills, should emerge with a qualification that will help them both to secure employment in journalism or the wider media industries and to function as working journalists and media professionals.

Three strands combine to form the strategy, of which the most important is the development of writing skills and discipline, the sine qua non of the journalism profession. The second addresses the question: what is a story? The third relates to the context of journalism and media, to medium-specific issues and techniques, with increased emphasis for journalists and media professionals to be able to think and work comfortably across multimedia platforms. All three levels include mandatory practical journalism modules devoted to improving students' written skills to match the levels demanded by media consumers, and to teaching the basics of news and feature writing as well as video, magazine, digital and radio and television production. Students are given an introduction to production at Level 4 and encouraged to relate such practice to the wider world of contemporary media production (Digital Media Foundations).

This teaching takes place mainly in workshops. Work is carried out in groups and individually and involves note-taking and sub-editing as well as original writing and production, and this is normally followed by peer review and group discussion. In this way students become accustomed both to writing and production under pressure and to the discipline of having

their work scrutinised by others. Emphasis is placed on equipping students with the ability to write with appropriate speed and brevity, adding their own headlines and captions, and working across platforms. Over the course of the practical journalism modules, the teaching emphasis shifts from literacy, accuracy, and economy towards journalistic structure, values, and style. This means not only the progressive introduction of 'furniture' (e.g. headlines) and the use of design, video editing, content management systems (CMS) and other software packages, but also an increasing emphasis on identifying, developing and presenting a story. The test of quality becomes the editor's test: is this piece of work of a quality and character that make it fit to publish? This emphasis on the essential skills is sustained in level six with a module combining work-based learning and regular production of a campus newspaper and online news operation. To complement these formal teaching arrangements, students are required to read widely in the news media and beyond them so that they become familiar with good writing and with styles and genres of the past and the present. They are specifically asked to draw on this in their work-for example when they are asked to adapt their style to the requirements of a particular medium, publication, and/or audience.

Alongside the practical strands the course gives students a thorough grounding in historical and contemporary developments in media, and their social, political and economic impacts both in Britain and overseas. At Level 4 students are introduced to particular media forms and genres and to relevant conceptual frameworks for the analysis of media and culture (How Media Changed the World; Thinking about Journalism). The level 4 curriculum has been planned to support students in making the transition to higher education learning. Skills required for successful study are built into the seminar activities and assessment tasks for these modules so that students can build their skills and knowledge in an incremental and progressive way. At Level 5, students build on the theoretical and conceptual understanding developed in their first year on the core module Researching Media: Key Theories and Methods. They also study the legal requirements of journalism in Practical Journalism 2 and can undertake studies in global political communication and the history of journalism. The final year Media Research Project is a Capstone module which offers students the opportunity to develop a project showcasing the media knowledge and understanding they have developed in the three years of their degree. Students must publicly present the work produced in this module. Students are able to focus their project around a traditional 10-12,000-word dissertation, a media product, or a workplace project produced as part of a company placement.

The assessment strategies for the Journalism and Media field are designed to build through the three levels of the course. At each level, assessment patterns reflect the combination of theory and practice within and across modules that is characteristic of the field. In a number of modules, where the primary focus is the development of the skills needed by journalists, students are required to demonstrate their practical competence through portfolios of short pieces of work produced in a range of conditions. At Levels 4 and 5, for example, the compulsory modules Practical Journalism 1 and Practical Journalism 2 require students to build up a portfolio of work demonstrating skills including identifying and originating stories, editing and sub-editing, and writing against the clock. Portfolios will contain both work prepared at home and produced in a competitive 'newsroom' atmosphere. Formal and informal peer assessment of aspects of these portfolios will build students' confidence in putting their work forward for scrutiny and their ability to make sound editorial judgements. At Level 6, the assessment requirements of the Practical Journalism 3 module give students the opportunity to show their ability to bring together the skills and knowledge they have acquired by producing a campus newspaper, website and radio show and reflect on a short period of work-based learning.

The field's assessment strategy is based on developing skills and knowledge through formative assessments that may be used as a basis for summative assessments. Here, a constructively critical approach taken by the student, module tutors, practitioners and peers

informs the re-editing and development of previous work. This formative approach builds throughout the course levels, resulting in the production of a professional level portfolio by the end of Level 6.

A range of assessment methods is used to enable students to demonstrate they have acquired the knowledge and skills demanded of each module. Methods include essays and extended essays, reports, individual and group presentations, blogs, media production, practical group projects etc. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for the summative assessment.

The diversity of assessment forms employed also help to develop personal qualities such as persistence, accuracy, judgement, timeliness, and the ability to work with others in the pursuit of a specific goal.

Students' self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners. Each module makes use of the VLE, to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research or practical tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study. As a general principle guided activity are more closely structured at level 4 to support students in making the transition to HE learning. In addition to these module specific activities, at each level students on the course are provided with a co-curricula timetable of activities that draws across the provision within the Careers and Employability Services. These include but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for level 4, interview skills and online test training at level 6); and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with the Academic Success Centre.

## **E. Support for Students and their Learning**

Students are supported by:

- A Module Leader for each module
- Seminar tutors for classroom support
- A Course Leader to help students with general course support
- Personal Tutors to provide academic and personal support throughout the degree: students meet regularly with their personal tutor in the first year both in tutor groups and in individual meetings. This is timetabled as part of the students' first year programme. The personal tutor supervises the tutee throughout their academic career meeting in second and third year to discuss the student's achievements and progress.
- A Work Placement Officer to give support and general advice on placements
- A designated technician to advise students on IT and the use of software
- A designated course administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- Canvas – a versatile on-line interactive intranet and learning environment
- LinkedIn Learning – an online platform offering self-paced software tutorials
- An Academic Success Centre that provides academic skills support for both Undergraduate and Postgraduate students
- A Student Achievement Officer who provides pastoral support

- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disabled student support
- The Union of Kingston Students
- Careers and Employability Service who will provide support for students prior to undertaking work placement(s)
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaires (MEQs), Level Surveys and the NSS
- Moderation policies
- Feedback from employers

## **G. Employability and work-based learning**

Students graduating from this course have the skills and knowledge to pursue careers in journalism and a range of other media environments. The course equips them with the skills base necessary for careers in local, regional, and national newspapers, magazines, online publications and broadcast news outlets; communications departments in both public and private sector companies; related industries such as publishing, public relations, marketing, and advertising; and advocacy and campaigning.

The course stems from the existing BA Journalism course at Kingston University launched in 2003 from which the majority of graduates have gone onto jobs in journalism and related industries. The graduate employment rate from the BA Journalism course is high and graduates work at most of the main news and media organizations in the UK and beyond including: Thomson Reuters, News International, Express Group, Guardian Media Group, Hearst UK, Sky, Channel 4, Haymarket Media Group, Newsquest, Trinity Mirror Group, Telegraph Media Group, Associated Press, IPC, the BBC etc. The department has established a substantial network of employer contacts and has a database of over 700 work placement providers to which our students apply for work experience. We have a partnership with Haymarket Network with whom we run an annual project in which students compete for places. Over 30 of our graduates have found employment with Haymarket through the scheme and others have benefitted from the experience by getting good graduate jobs in journalism. We have good working relationships with local papers such as the Surrey Comet and the Kingston Guardian; national papers and websites such as the Times Online; the Daily Telegraph; the Financial Times; Daily Express; a wide range of new media companies; campaigning and investigative groups; and public relations agencies. The growing body of Kingston journalism alumni now working in senior positions in the journalism industry turn first to Kingston when seeking new employees.

**Work-based learning, including sandwich courses and higher or degree apprenticeships**

N/A

**H. Other sources of information that you may wish to consult**

Subject Benchmark statement for Communication, Media, Film and Cultural Studies

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-communication-media-film-and-cultural-studies-16.pdf?sfvrsn=4fe1f781\\_12](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-communication-media-film-and-cultural-studies-16.pdf?sfvrsn=4fe1f781_12)

Course page on the KU website

<https://www.kingston.ac.uk/undergraduate/courses/journalism-and-media/>

**I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5				Level 6					
	JO4002	MD4004	MD4006	JO4001	JO5012	JO5001	MD5010	MD5008	JO5010	JO6001	MD6017	MD6002	JO6021	JO6013
Knowledge & Understanding	A7	S				S					S			S
	A5	S		S		S	S		S	S	S			S
	A4					S	S				S	S	S	
	A3			S		S	S		S	S	S	S	S	
	A2			S		S			S	S			S	
	A1	S					S					S		S

	A6	S					S	S				S	S		S
Intellectual Skills	B7			S						S	S	S	S		
	B6	S		S		S	S			S	S	S	S		S
	B3			S		S				S	S	S	S	S	
	B4					S						S	S	S	
	B2	S		S			S	S	S	S	S	S	S		S
	B1			S		S				S	S	S	S	S	
	B5			S		S		S	S	S	S	S	S	S	
Practical Skills	C8	S		S		S				S	S		S	S	
	C7			S		S				S	S	S	S	S	
	C6			S						S	S	S		S	
	C5	S		S		S				S	S	S	S	S	S
	C4			S		S	S			S	S	S	S	S	
	C3			S		S				S	S		S	S	
	C2			S		S	S			S	S		S	S	
	C1			S		S				S	S		S	S	
	C9			S						S	S		S	S	

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**