

Template C4



Programme Specification

Title of Course: *BA (Hons) Journalism*

Date first produced	31/08/2012
Date last revised	11/03/2024
Date of implementation of current version	01/09/2024
Version number	8
Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Journalism, Publishing and Media
Delivery Institution	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

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Journalism
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert HE Ordinary degree Diploma HE
Course Code <i>For each pathway and mode of delivery</i>	N/A UFJOU1JOU01
UCAS code <i>For each pathway</i>	P500 (full-time) P501 (full-time including Foundation year)

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time Full Time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 6 Full Time - 3 With Professional Placement - 4
Maximum period of registration:	Part-time - 12 Full Time - 6 With Professional Placement - 8
Entry Requirements:	The minimum entry qualifications for the programme are: 120-136 for BA (Hons); 64 for BA (Hons) including foundation year. 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. 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.
Programme Accredited by:	None
QAA Subject Benchmark Statements:	None

Approved Variants:	There are no variants to the Undergraduate Regulations
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

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

SECTION 2: THE COURSE

A. Aims of the Course

The main aims of the half field are to:

- provide students from a wide range of backgrounds with the opportunity to engage in the study and practice of journalism;;
- enable students to develop an informed and critical awareness of the forces and dynamics (social, cultural, political, economic and technological) shaping the industry and the working environment of journalists today;
- 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 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

Additional aims of the major field are:

- To provide students with greater breadth and depth of their programme of study. They will be able to pursue particular interests in greater depth, ensured through choice from a wider range of taught modules and supervised project work (in the form of a journalism research paper, for instance, as well as the final level dissertation module).

Additional aims of the full field are:

- To enable students to develop a breadth and depth of knowledge in particular areas of interest through special study modules and specialist taught modules
- To provide students with a fuller range of professional competences and knowledge relevant to journalism

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. 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	Critically assess 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	Explain 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	Use the basic technology and techniques of the trade
A4	Demonstrate an understand of a range of audio, visual and verbal conventions which journalists need to master	B3	Recognise the strengths and weakness in their own writing	C6	Revise their work through the process of drafting, editing and rewriting
A3	Identify key features of professional practice in a variety of settings and contexts	B4	Identify ways in which a piece of writing might be improved	C5	Produce work to tight deadlines
A2	Demonstrate an appreciation of the development of different kinds and forms of journalism in local, regional, national and international contexts	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	Demonstrate an understand of the central dynamics and forces which shape and frame journalism as an industry and the role journalists play in contemporary society	B1	Identify a story and its potential market	C3	Communicate a story in a variety of formats for a range of different platforms
A6	Analyse 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

Each level is made up of four modules each worth 30 credit points. Levels are increasingly challenging as the student progresses through the programme. The Future Skills modules are JO4002 at level 4, JO5012 at level 5 and JO6001 at level 6. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in course guides, module descriptors and student module guides.

A comprehensive list of all possible options is provided here.

BA (Hons) Journalism

Level 4							
BA (Hons) Journalism							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Digital Skills	JO4003	30	4	1&2	None	1	2
Journalism in the Wider World	JO4004	30	4	1&2	None	1	2
Practical Journalism 1	JO4001	30	4	1&2	None	1	1
Thinking about Journalism	JO4002	30	4	1&2	None	1	1
Optional Modules							

Progression to Level 5

Students must take all four modules.

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.

Level 5							
BA (Hons) Journalism							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Broadcast Journalism	JO5010	30	5	1&2		2	2
Journalism Futures	JO5013	30	5	Year long	None	2	1
Media Brands, Content Creation and Production	JO5012	30	5	Year long		2	2
Practical Journalism 2	JO5001	30	5	1&2	None	2	3
Optional Modules							

Progression to Level 6

Students must take all four level 4 modules (JO5010 is also core)

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.

Level 6							
BA (Hons) Journalism							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Journalism Independent Project	JO6020	30	6	1&2			
Journalism Specialism	JO6021	30	6	1&2			
Journalism, Ethics and the Industry	JO6013	30	6	1&2			
Practical Journalism 3	JO6001	30	6	1&2			
Optional Modules							

Level 6 requires the completion of

Students must take all four modules.

Level 6 requires the completion of all four modules.

Level 7 information

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 and to function as working journalists. 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 profession. The second addresses the question: what is a story? The third relates to the context of journalism, to medium-specific issues and techniques, with increased emphasis for journalists to be able to think and work comfortably across multimedia platforms. Reflecting these priorities, the first two levels include mandatory 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. This teaching takes place mainly in workshops and relies heavily on exercises conducted under newsroom-style conditions and drawing on a variety of source materials. Work is carried out mainly individually and involves note-taking and sub-editing as well as original writing, and this is normally followed by peer review and group discussion. In this way students become accustomed both to writing and news production under pressure and to the discipline of having their work scrutinised by others. Emphasis is also 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 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 and other software packages, but also an increasing emphasis on identifying, developing and presenting the 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.

These two strands - of writing and story recognition - are carried through in the other modules. At the same time these modules provide context through lectures and seminars/workshops, where the dynamics of the media industry, its ethical, political and economic frameworks, and the demands these place on working journalists are discussed, analysed and debated. Historical case studies are used but much of this work responds to current issues and how they are handled in the media (the day's newspapers and the previous night's television bulletins are essential teaching aids). Supporting materials for these modules will also be available to students via Canvas, the university's online learning management system. Current and recent practitioners in various branches of the media - radio, television and the new media - provide different perspectives for students to consider and evaluate, while visits to news organisations in London and locally underpin the learning process. Finally, there is the development of skills in specific branches of journalism, achieved through workshops and with the support of experienced practitioners. This approach enables students to employ their story-development and skills in different fields, making use of current technology to produce news reports and features for a range of platforms. The teaching techniques of peer review and group discussion are applied. Throughout the three years the students

are directed and encouraged to find real stories around them in their home communities, in London and Kingston, and on campus, and to present these in appropriate formats. This effort is supported through introductory visits (to courts, for example). Students will increasingly be expected to show initiative in this area and to use this experience to produce the campus newspaper and website. In this way they will not only put their skills to work but also gain first-hand experience of the ethical and other pressures involved in journalism - experience which can resonate through their other work.

The assessment strategies for the Journalism 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 and/or website and reflecting on a short period of work-based learning.

Other modules, whose focus is the critical analysis of the context and dynamics of contemporary issues in journalism, are assessed by traditional assignments such as essays and formal examinations which help to develop the qualities of analytical thinking and self-reflection promoted by the field. The Journalism Research Paper, Dissertation and Special Study modules afford half, major and full-field students the opportunity to pursue a particular personal interest in journalism through a sustained piece of independent research.

The field's assessment strategy is based on developing skills and knowledge through formative assessments that may be used as a basis for some 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.

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.

E. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic support as part of the Future Skills programme
- A placement tutor to give general advice on placements
- Technical support 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
- Student Voice Committee.

- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- An Academic Success Centre that provides academic skills support for both UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Support for students with disabilities
- The Union of Kingston Students
- Careers and Employability Services team 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
- School Education Committee with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaires (MEQs) 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. Since the course was launched the majority of graduates from the course have gone onto jobs in journalism and related industries although others have taken up careers in teaching, law business and other areas. The graduate employment rate from the course is high and graduates from the course 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 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

Work placements are actively encouraged in JO6001 as 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.

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

Unistats website for Journalism courses

<http://unistats.direct.gov.uk/>

Kingston University BA Journalism web pages

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

Kingston Writing School

<https://www.kingston.ac.uk/faculties/kingston-school-of-art/research-and-innovation/wck/>

Kingston University journalism department postgraduate courses

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

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			
		JO4003	JO4004	JO4002	JO4001	JO5013	JO5012	JO5001	JO5010	JO6001	JO6021	JO6020	JO6013
Knowledge &	A7			S		S							S

Understanding	A5			S		S							S
	A4	S							S	S			
	A3				S			S			S		
	A2		S				S	S					S
	A1			S		S							S
	A6			S		S						S	
Intellectual Skills	B7			S			S					S	
	B6		S	S		S						S	
	B3				S			S			S		
	B4				S		S	S		S			
	B2	S				S						S	
	B1				S		S			S			
	B5	S						S				S	
Practical Skills	C8		S		S			S		S			
	C7	S			S				S	S			
	C6				S		S	S		S			
	C5		S					S	S				
	C4	S					S			S			
	C3	S							S	S			
	C2				S				S			S	
	C1	S			S			S				S	
	C9				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.