

**Programme Specification**

**Title of Course: BA Journalism and Media**

**Date Specification Produced: October 2017**

**Date Specification Last Revised: August 2018**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA Journalism and Media |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | N/A |
| **Location:** | Penrhyn Road Campus |
| **Programme Accredited by:** | None |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Both the journalism industry and the media sector are in constant flux. The digital world is changing the face of how the industry operates, offering exciting challenges to the next generation of media professionals. This course is designed to develop multi-skilled, entrepreneurial graduates, armed with the confidence to thrive in the journalism and media industries. It will equip students with the cutting-edge business, content and creative skills required for communication practice across diverse media and markets.

Hands-on modules will develop writing, editing and production skills, alongside practical project management and team-working as students work to originate, design and produce a range of media products across digital, print and broadcast platforms. Effective communication skills will be developed as core to strategic activities underpinned with an understanding of legal and ethical implications.

The programme will offer a multidisciplinary approach, challenging its students to develop an understanding of the political, historical, cultural and social contexts in which journalists and communications professionals operate. In addition to a strong knowledge-base of media theory and evidence of practice, work experience in a media environment will add to the portfolio required for a 21st century communications career.

Assessments will involve pitches, presentations, live briefs, critical blogs, essays, content production and critical reflection. In the final year students will work on live projects such as creating and producing the campus newspaper, TV channel and online news operation The River.

The programme of study will enable students to tailor their degree to suit their interests and employment or enterprise goals. It will support them in developing the ability and confidence to originate and research concepts, produce content and communicate effectively.

The course will be taught by experienced lecturers who are active practitioners, and combine up-to-the-minute industry knowledge with research. This will be enhanced by a weekly guest lecture series given by leading industry professionals.

The lively interactive lecture, seminar and workshop format will make use of the digital computer labs with industry-standard software. Students will be benefit from a dedicated newsroom and broadcast suite.

1. **Aims of the Programme**

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.
1. **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. 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.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| 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 | C1 | research, interview and use a variety of primary and secondary sources to produce journalism |
| 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 | C2 | use their initiative to interact effectively with individuals, groups and organisations to find stories |
| 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  | B3 | recognise the strengths and weaknesses in their own writing andidentify ways in which a piece of writing might be improved | C3 | communicate a story in a variety of formats for a range of different platforms |
| A4 | a range of theoretical perspectives and a variety of methods appropriate to the critical analysis and evaluation of media  | B4 | judge and evaluate truth claims in media studies | C4 | identify the demands of different audiences and readerships |
| A5 | the ways in which current developments in journalism can be understood in relation to technological and other changes  | B5 | deploy and manipulate conventions appropriate to different kinds of journalism | C5 | produce work to tight deadlines |
| A6 | the processes linking the production, circulation and consumption of journalism in contemporary society | B6 | show an ability to follow and assess arguments | C6 | revise their work through the process of drafting, editing and rewriting  |
| 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 | C7 | deploy a range of practical competencies through engagement in media production  |
|  |  |  |  | C8 | write with clarity, simplicity and precision  |
|  |  |  |  | C9 | edit and sub-edit the work of others |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

* From A levels: 120 points (BBB) or equivalent to include three A-levels or equivalent. No specific A-level subjects are required.
* 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.
* Access Diploma: We will consider a range of alternative qualifications or experience that are equivalent to the typical offer.
* Plus GCSE: Mathematics (grade A\*–C required) and English Language/Literature (grade A\*–B required). Key Skills are not accepted in tariff or accepted in lieu of GCSEs.

* 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.
1. **Programme Structure**

This programme is offered as a full field in full-time, full-time including Foundation year, part-time and sandwich mode, 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.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Practical Journalism 1 | JO4001 | 30 | 4 | 1&2 |
| Thinking about Journalism | JO4002 | 30 | 4 | 1&2 |
| How Media Changed the World | MD4001 | 30 | 4 | 1&2 |
| Digital Media Foundations | MD4004 | 30 | 4 | 1&2 |

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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.

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Practical Journalism 2 | JO5001 | 30 | 5 | 1&2 |
| Theories of Mass and New Media | MD5001 | 30 | 5 | 1&2 |
| **Option modules** |
| Magazine Journalism | JO5006 | 30 | 5 | 1&2 |
| Broadcast Journalism | JO5010 | 30 | 5 | 1&2 |
| Digital Media Production | MD5009 | 30 | 5 | 1&2 |
| Media and Politics in the Age of Global Communications | MD5007 | 30 | 5 | 1&2 |
| Journalism in History and Literature | JO5007 | 30 | 5 | 1&2 |

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.

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| **Level 6 (**at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Practical Journalism 3 | JO6001 | 30 | 6 | 1&2 |
| Media Research Project | MD6002 | 30 | 6 | 1&2 |
| **Option modules** |
| Journalism, Ethics & the Industry | JO6013 | 30 | 6 | 1&2 |
| Issues in Media and Cultural Studies | MD6001 | 30 | 6 | 1&2 |
| Specialist Journalism: Business | JO6005 | 30 | 6 | 1&2 |
| Specialist Journalism: Sport | JO6007 | 30 | 6 | 1&2 |
| Specialist Journalism: Fashion | JO6016 | 30 | 6 | 1&2 |

1. **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 Theories of Mass and New Media. 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 at the end of the academic year. 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 activities 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 Student Engagement and Employability (SEE). 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 CASE.

1. **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
			* Lynda.com – an online platform offering self-paced software tutorials
			* A Centre for Academic Skills and Enhancement that provides academic skills support
			* 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).
1. **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 MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

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 (see KIS data) 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.

1. **Approved Variants from the Undergraduate Regulations**

Not applicable.

1. **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>

**Development of Programme Learning Outcomes in Modules**

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

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| **Module code** | **Level 4** | **Level 5** | **Level 6** |
| JO4001 | JO4002 | MD4001 | MD4004 | JO5001 | MD5001 | JO5006 | JO5010 | MD5009 | JO5007 | MD5007 | JO6001 | MD6002 | JO6013 | MD6001 | JO6006 | JO6007 | JO6016 |
| **Knowledge & Understanding** | A1 |  | S | S | S |  | S |  |  | S | S | S |  | S | S | S |  |  |  |
| A2 | S |  |  |  | S |  | S | S |  |  |  | S |  |  |  | S | S | S |
| A3 | S |  |  | S | S | S | S | S | S |  | S | S | S |  | S | S | S | S |
| A4 |  |  | S | S | S | S |  |  | S |  | S |  | S |  | S |  |  |  |
| A5 | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S |
| A6 |  | S | S |  | S | S |  |  | S | S | S |  | S | S | S |  |  |  |
| A7 |  | S |  |  | S |  |  |  |  | S | S |  | S | S | S |  |  |  |
| **Intellectual Skills** | B1 | S |  |  |  | S |  | S | S | S |  |  | S | S |  | S | S | S | S |
| B2 | S | S | S | S |  | S | S | S | S | S |  | S | S | S | S | S | S | S |
| B3 | S |  |  | S | S |  | S | S | S |  |  | S | S |  | S | S | S | S |
| B4 |  |  | S |  | S |  |  |  | S |  | S |  | S |  | S |  |  |  |
| B5 | S |  |  | S | S |  | S | S | S |  |  | S | S |  | S | S | S | S |
| B6 | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S | S |
| B7 | S |  | S | S |  |  | S | S | S |  |  | S | S |  | S | S | S | S |
| **Practical Skills** | C1 | S |  |  |  | S |  | S | S |  |  |  | S | S |  | S | S | S | S |
| C2 | S |  |  |  | S |  | S | S |  |  |  | S | S |  | S | S | S | S |
| C3 | S |  |  | S | S |  | S | S |  |  |  | S | S |  | S | S | S | S |
| C4 | S |  | S | S | S |  | S | S |  |  |  | S | S |  |  | S | S | S |
| C5 | S | S |  | S | S |  | S | S |  | S |  | S | S | S |  | S | S | S |
| C6 | S |  |  | S |  |  | S | S |  |  |  | S |  |  |  | S | S | S |
| C7 | S |  |  | S | S |  | S | S |  |  |  | S | S |  |  | S | S | S |
| C8 | S | S | S | S | S |  | S | S |  | S |  | S | S | S |  | S | S | S |
| C9 | S |  |  | S |  |  | S | S |  |  |  | S | S |  |  | S | S | S |

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

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Journalism and Media |
| **Intermediate Award(s):** | Cert HE, Diploma HE, Ordinary degree |
| **Minimum period of registration:** | 3 years full-time, 4 years full-time including Foundation year, 4 years sandwich, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 7 years full-time including Foundation year, 8 years sandwich, 12 years part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Communication, Media, Film and Cultural Studies |
| **Modes of Delivery:** | Full-Time, Full-time including Foundation year, Part-time, Sandwich |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Journalism, Publishing and Media |
| **UCAS:** | PP53 (Full-time)P513 (Sandwich)P5P3 (Full-time with Foundation Year) |
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| **Course/Route Code:** | UFJOU2MDA20 (Full-time)UFJOU2MDA50 (with Foundation Year)UPJOU2MDA30 (Part-time)USJOU2MDA40 (Sandwich) |