****

**Programme Specification**

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

**Date Specification Produced: September 2012**

**Date Specification Last Revised: August 2019**

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**

|  |  |
| --- | --- |
| **Title:** | BA (Hons) Journalism |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | None |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

This programme has an outstanding reputation and national record both for teaching and academic excellence and for employment of its graduates. It is designed to equip students with the knowledge and expertise both to understand the world of journalism as consumers and to engage with it as practitioners, as well as providing them with transferable skills that are of use in a variety of professions. These include the capacity to carry out independent research, and to demonstrate initiative and leadership; interpersonal skills such as teambuilding, interview techniques, and a confident telephone manner; and the ability to produce precise, accurate, engaging written work to tight deadlines. Students are also expected to reach a competent level in the use of various forms of technology, ranging from digital photography and video to standard, commercially available software packages.

Students are given insights into how journalism is practised today across a range of platforms. The academic staff team is made up of practising journalists who have worked at a range of national and international newspapers, news agencies, publishers and broadcasting companies including: The Times, The Observer, The Independent, the BBC, Reuters, The Daily Mail, The Daily Express, Financial Times, Press Association, Hearst UK. The lecturers combine teaching with their own professional work, enabling them to bring the experience of contemporary journalism into the classroom. At the same time, the degree is enriched by guest lectures and workshops run by professionals working in a range of sectors and media organisations, and editors and producers of newspapers, magazines, and radio and television programmes.

The programme combines theory and practice at every level, requiring students both to analyse and reflect on central issues and dynamics in contemporary journalism and to test out their ideas and understanding in a variety of settings and contexts. Students are encouraged to use their creativity to produce a portfolio of work over the course of their degree programme. They have the opportunity to undertake a supported work placement in industry between their second and third year and to take an editorial role on the campus newspaper in their final year. In addition, students have the opportunity to study languages as part of the Kingston Language Scheme, and to Study Abroad in their second year at institutions in Europe, the United States, Australia and New Zealand.

Graduates from the programme are in a good position to seek employment in journalism, or in the broader worlds of the cultural and communications industries and the employment rate is high: 95% for 2012 [KIS data].

1. **Aims of the Programme**

**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 researchpaper, 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

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. 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **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 | 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 | C1 | Research, interview and use a variety of primary and secondary sources to produce journalism |
| 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 | C2 | Use their initiative to interact effectively with individuals, groups and organisations to find stories |
| A3 | Identify key features of professional practice in a variety of settings and contexts | B3 | Recognise the strengths and weakness in their own writing | C3 | Communicate a story in a variety of formats for a range of different platforms |
| A4 | Demonstrate an understand of a range of audio, visual and verbal conventions which journalists need to master | B4 | Identify ways in which a piece of writing might be improved | C4 | Identify the demands of different audiences and readerships |
| A5 | Explain 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 | Analyse 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 | 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 | C7 | Use the basic technology and techniques of the trade |
|  |  |  |  | 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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:

* Single honours points: 120 (BBB) or equivalent.
* Joint honours points: 120 (BBB) or equivalent.

Units:

* to include three A-levels or equivalent.

Subjects:

* No specific A-level subjects required.
* Key Skills points not accepted in tariff or accepted in lieu of GCSEs.
* General Studies not accepted.
* 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.

Further requirements for specific combinations:

* Creative Writing: A-level in English Language/Literature or a related subject.
* English Literature: A-level in English Literature/Language or a related subject.

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.

1. **Programme Structure**

This programme is offered in full-time, full-time including Foundation year, part-time and sandwich mode, and leads to the award of BA (Hons) Journalism. 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**

N/A

**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. Levels are increasingly challenging as the student progresses through the programme. 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. 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |
| DigitalSkills for Journalists | JO4003 | 30 | 4 | 1&2 |
| Journalism in the Wider World | JO4004 | 30 | 4 | 1&2 |

Half field students must take JO4001 and JO4002

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** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Practical Journalism 2 | JO5001 | 30 | 5 | 1&2 |
| **Option modules** | | | | |
| Journalism Research Paper | JO5004 | 30 | 5 | 1&2 |
| Magazine Journalism | JO5006 | 30 | 5 | 1&2 |
| Journalism in History & Literature | JO5007 | 30 | 5 | 1&2 |
| Broadcast Journalism | JO5010 | 30 | 5 | 1&2 |

Half field students must take JO5001 and either JO5007 or one of JO5004, JO5006, JO5010

Major field students must take JO5001 and JO5007 and one from JO5004, JO5006 or JO5010

Minor field students must take JO5001

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** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Practical Journalism 3 | JO6001 | 30 | 6 | 1&2 |
| **Option modules** | | | | |
| Journalism Dissertation | JO6003 | 30 | 6 | 1&2 |
| Special Study: Literary Journalism and War | JO6011 | 30 | 6 | 1&2 |
| Special Study: International Journalism | JO6012 | 30 | 6 | 1&2 |
| Specialist Journalism: Business | JO6006 | 30 | 6 | 1&2 |
| Specialist Journalism: Sport | JO6007 | 30 | 6 | 1&2 |
| Journalism, Ethics & the Industry | JO6013 | 30 | 6 | 1&2 |
| Specialist Journalism: Fashion | JO6016 | 30 | 6 | 1&2 |
| Digital Detectives: Data Journalism | JO6019 | 30 | 6 | 1&2 |

Half field students must take JO6001 and/or JO6013 and one of JO6007, JO6016 or JO6019

Major field students must take JO6001 and JO6013 and one of JO6003, JO6006, JO6007, JO6011, JO6012, JO6016 or JO6019

Minor field students must take JO6001 or one of JO6006, JO6007, JO6016 or JO6019

Level 6 requires the completion of the compulsory and option modules.

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 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.

1. **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 and personal support
* 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
* Staff Student Consultative 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
* A substantial 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

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 Module Evaluation Questionnaires (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. 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.

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

There are no variants to the Undergraduate Regulations

1. **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/>

**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | JO4001 | JO4002 | JO4003 | JO4004 | JO5001 | JO5004 | JO5006 | JO5007 | JO5010 | JO6001 | JO6003 | JO6005 | JO6007 | JO6011 | JO6013 | JO6016 | JO6019 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S |  | S |  | S |  | S |  | S | S |  |  |  | S |  |  |
| A2 | S |  | S |  | S |  | S | S |  | S |  | S | S | S |  | S | S |
| A3 | S |  | S |  | S |  | S | S |  | S |  | S | S |  | S | S | S |
| A4 | S |  | S |  | S |  | S |  | S | S |  | S | S |  |  | S | S |
| A5 | 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 |  |  |  |  | S |  |  |
| **Intellectual Skills** | B1 | S |  | S |  | S |  | S |  | S | S |  | S | S | S |  | S | S |
| B2 |  | 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 | S |  | S | S | S | S | S |  |
| B5 | S |  | S |  | S |  | S |  | S | S |  | S | S | S |  | S | S |
| B6 |  | S |  | S |  | S |  | S |  |  | S |  |  | S | S | S |  |
| B7 |  |  |  |  |  | S |  | S | S | S | S |  |  | S | S | S |  |
| **Practical Skills** | C1 | S |  | S |  | S |  | S |  | S | S |  | S | S | S |  | S | S |
| C2 | S |  | S |  | S |  | S |  | S | S |  | S | S | S |  | S | S |
| C3 | 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 | S |
| C6 | S |  | S |  |  |  | S | S | 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 | 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.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BA (Hons) Journalism |
| **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 with Foundation year, 8 years Sandwich, 12 years Part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | None |
| **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 Code:** | P500 (full-time)  P501 (full-time including Foundation year) |
| **Course/Route Codes:** | UFJOU1JOU01 (full-time)  UFJOU1JOU88 (full-time including Foundation year)  UFJOU1JOU03 (Sandwich) |
|  |  |
|  |  |