**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA (Joint Hons) in One Other Subject And Journalism** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | Centre for Journalism |
| 1. **Teaching Site** | Canterbury and Medway |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **Final Award** | BA (Hons) |
| 1. **Programme** | One Other Subject And Journalism |
| 1. **UCAS Code (or other code)** |  |
| 1. **Credits/ECTS Value** | 360 credits/180 ECTS for the whole degree, of which a minimum of 90 and a maximum of 150 are from journalism modules at stages 2 and 3 |
| 1. **Study Level** | Honours |
| 1. **Relevant QAA subject benchmarking group(s)** | Communication, media, film and cultural studies |
| 1. **Date of creation/revision** | July/December 2014 |
| 1. **Intended Start Date of Delivery of this Programme** | from September 2015 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| 1. Introduce students to a courageous and principled vision of the purpose of journalism and develop in them an informed, critical and creative understanding of its role in contemporary society. 2. Enable students to develop an understanding of different genres of reporting for print, broadcast and digital platforms, and the way in which journalists organise understanding and meanings for their audiences. 3. Develop an understanding of particular forms of journalism and their historic and contemporary role in the shaping of culture and society. 4. Encourage students to think critically about the ethics and responsibilities of journalism and to relate academic study of the subject to questions of public concern. 5. Describe and comment upon aspects of current research in the impact of societal, cultural and technological changes on journalism. 6. Provide a curriculum supported by scholarship and a research culture that promotes breadth and depth of intellectual debate and enquiry. |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for *Communication, media, film and cultural studies* |

**A. Knowledge and Understanding of:**

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| 1. key concepts, practices and methods used in modern journalism and the dynamics of everyday discourses in the shaping of culture and society **SB 4.1** |
| 1. the political, social and cultural histories from which modern journalism and its practices and structures emerged. **SB 4.2** |
| 1. the possible future development of journalism in a national and international context. |
| 1. the legal, ethical and regulatory frameworks which affect journalism **SB 4.3** |
| 1. a historically informed knowledge of the contribution of media organisations to the shaping of the modern world **SB 4.2** |
| 1. the narrative processes, generic forms and modes of representation at work in media and cultural texts **SB 4.4** |
| 1. the ways in which forms of media and cultural consumption are embedded in everyday life, and serve as ways of claiming and understanding identities **SB4.5** |
| 1. how professional journalism organisations operate, communicate and are managed **SB 4.3** |

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Teaching and Learning: At stage 1 (credit and diploma level modules) acquisition of skills is through a combination of lectures, seminars, newsroom workshops and personal tuition. Skills are subsequently developed through I and H-Level modules, which provide an opportunity to develop a critical engagement with the theory and practice of journalism through lectures, seminars, workshops and tutorials based on lecture topics. Assessment is through a combination of unseen written examinations, assessed coursework, timed newsroom exercises, assessed presentations and individual portfolios.

**Skills and Other Attributes**

**B. Intellectual Skills:**

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| 1. ability to gather, organise and deploy information, images and data from a variety of primary and secondary sources. **SB 6.1** |
| 1. develop substantive and detailed knowledge and understanding of printed, broadcast and digital journalism and an appreciation of how it has developed. |
| 1. engage critically with major practitioners, debates and paradigms within the subject area and put them to productive use. **SB 5.2** |
| 1. carry out various forms of research for essays, presentations and journalism output involving sustained independent inquiry. **SB 5 .3** |
| 1. reflect upon the relevance of the student’s own cultural commitment and positioning to the practice of journalism |

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Principles of progression within individual modules will be clearly outlined to students, who will benefit from exploring a wide range of techniques, materials and sources drawn from a range of academic and vocational contexts. Each module involves critical reflection on themes, group discussion and written analysis of key material.

Intellectual skills are assessed through essays, examinations, individual portfolios, journalism assignments and unseen written examinations.

**C. Subject-specific Skills:**

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| 1. understand the significance of journalism to political democracy, its powers, duties and responsibilities |
| 1. analyse closely, interpret and show the exercise of critical judgment in the understanding and evaluation of various forms of journalism |
| 1. consider and evaluate own work with reference to professional issues, debates and conventions in the field of journalism |
| 1. describe, evaluate and apply different approaches to presenting and analysing factual information as news |

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Teaching is through a combination of lectures, seminars, workshop tutorials and individual tutorials. Reading lists are provided for each module as are guidelines for the production of essays, portfolios and presentations.

Assessment through reporting and writing exercises in class and self-directed research. Essays, presentations and portfolios and unseen examinations also assess these subject specific skills.

**D. Transferable Skills:**

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| 1. gather, organise and deploy information in order to formulate arguments cogently and communicate them fluently in speech and writing. **SB 6.1** |
| 1. work to deadlines in flexible and innovative ways showing self-direction and self-discipline.  **SB 6.1** |
| 1. work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals. **SB 6.1** |
| 1. work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity. **SB 6.1** |
| 1. use information technology to perform a range of tasks. **SB 6.1** |
| 1. deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach. **SB 6.1** |
| 1. identify and define problems; assess possible solutions and discriminate between them. **SB 6.1** |

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Transferable/key skills are incorporated within modules and related to relevant assessments. Strategies include tutor-led, student-led and visiting speaker-led seminars and workshops and self-directed newsgathering and research. All modules require written or recorded work and regular feedback on this is offered to enable students to improve their powers of presentation, debate and analysis. Time management is learned through the requirement to meet strict newsroom deadlines. Team working and leadership is learned through the need to organise and cooperate to deliver assignments to deadline.

Effective organisation of information, communication of ideas and self-direction are continually monitored in assessing all areas of a student’s work. Regular feedback emphasises this, as does the final mark.

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| For information on which modules provide which skills, see the module mapping |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time or six years part-time.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be Level I or above, and at least 90 of which must be level H or above at Stage 3.  This programme specification refers only to the Journalism elements of a Joint Honours programme.  Joint Honours students must complete at least 90 credits (and no more than 150 credits) in Journalism modules in Stages 2 and 3.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  The Introduction to Reporting module is a co-requisite for taking the Essentials in Reporting module.  The Introduction to Feature Writing module is a co-requisite for taking the Essentials in Feature Writing module.  A degree without honours will be awarded where students achieve 300 credits with at least 150 credits at level I or above including at least 60 credits at level H or above at Stage 3. Students may not progress to the non-honours degree programme; the non-honours degree programme will be awarded as a fallback award only. Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate. Students successfully completing Stage 1 and Stage 2 of the programme and meeting credit framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma. |

As noted above, the following table refers only to the Journalism elements of a Joint Honours programme:

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | |
| **Compulsory Modules** | | | | |
|  | Introduction to Reporting | C | 15 | Autumn |
|  | Essentials of Reporting | C | 15 | Spring |
| **Optional Modules** Students must select at least 15 creditsfrom the following: | | | | |
| JN300 | History of Journalism | C | 15 | Autumn |
| JN302 | British Government and Politics | C | 15 | Spring |
| **Stage 2** | | | | |
| **Compulsory Modules** | | | | |
|  | Introduction to feature Writing | I | 15 | Autumn |
|  | Essentials of Feature Writing | I | 15 | Spring |
| **Optional Modules** Students may select up to 30 credits from the following: | | | | |
|  | Introduction to Media Law | I | 15 | Autumn |
| JN500 | Power without Responsibility | I | 15 | Autumn |
| **Stage 3** | | | | |
| **Optional Modules** Students must select at least 30 creditsfrom the following: | | | | |
| JN511 | Freedom of Expression, Law and the Media | H | 30 | Autumn/  Spring |
| JN509 | Reporting Conflict | H | 15 | Autumn |
| JN508 | Communication and Humanitarianism | H | 15 | Spring |
| JN513 | Political reporting | H | 15 | Spring |

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| **18 Work-Based Learning**  Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| : There is no work-based learning in this programme |
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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services, see <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html> * Academic Adviser system * Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/) * Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Development Office, see [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/) * Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html) |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| 20.1 **Entry Route**  For fuller information, please refer to the University prospectus |
| * This programme welcomes applicants from a wide range of backgrounds. A demonstrable interest in journalism and public affairs is essential. * GCSE students should have at least 5 GCSE passes including English Language and Maths and at least three subjects at A-Level. * SCE Students should have either three Advanced Highers OR Five Highers * Irish Leaving Certificate students should have passes in five Higher Level subjects at one sitting. * Access/Foundation Programme applicants should have a satisfactory pass in an approved Foundation or Access programme. * BTEC National Certificates/Diplomas – BTEC National Diploma and a satisfactory pass in an approved English language qualification. * Other accepted qualifications include: the International Baccalaureate Diploma, European Baccalaureate Diploma, Overseas Certificates, American High School Diplomas accompanied by Advanced Placements (AP) passes. * Overseas candidates for whom English is not their first language will be expected to pass IELTS with an overall average of at least 7.0. |
| 20.2 **What does this programme have to offer?** |
| * Teaching by leading practitioners in print, broadcast and internet journalism. * A balance of practical/vocational training and the rigorous academic standards required for a traditional degree in the social sciences or humanities. * Excellent contacts with industry at local, national and international level. * Regular masterclass sessions delivered by visiting professional journalists and broadcasters. * State of the art IT and teaching facilities located amid the beauty of Chatham’s Historic Dockyards. |
| 20.3 **Personal Profile** |
| Students should be:   * Interested in journalism in newspapers, magazines, radio, television and online and an avid consumer of news. * Fascinated by politics and current affairs and intrigued by topics such as celebrity, sport, business and the arts. * Willing to work hard in a supportive environment and to help build the collective professional and social ethos of a Centre that sets the highest standards of achievement and student experience. * Determined to study the history, ethics and principles of journalism. * Equally comfortable with approaching members of the public and senior well-informed sources to question them on current affairs issues. * A team player with an irrepressible streak of individuality. * Willing to accept that, in journalism, deadlines are crucial and meeting them is a core professional duty. * Eager to engage in informed debate about current and controversial issues in news and current affairs. * Willing to attend some evening and weekend events. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review, <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review, <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Liaison Committee * School Learning and Teaching Committee * Faculty Learning and Teaching Committee * Faculty Board * Learning and Teaching Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff/Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS * Journalism staff operate an open-door policy for informal discussion |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, ATAP and other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review (Most recent PPR took place in 2013) * QAA Institutional Audit 2008 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking statement for ‘Communication, media, film and cultural studies’ * School and Faculty plan * University Plan/Learning and Teaching Strategy * Staff research activities |