

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in Journalism

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	P500
<b>JACS Code</b>	P500
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Communication, media, film and cultural studies (2008)
<b>Programme accredited by</b>	Broadcast Journalism Training Council
<b>Description of accreditation</b>	"The Broadcast Journalism Training Council (BJTC) works in partnership with all the main employers in the UK broadcast industry. Our primary responsibility is to accredit UK journalism courses within higher education. Our current partners are; ITV, BskyB, ITN, BBC, Reuters, AP, Channel 4, The Radio Centre, Skillset and the NUJ. Our accreditation standards are very much based on direct and practical experience and all accredited courses are very much valued by teachers and students, employers and employees, as they are relevant and responsive to the operational demands of the broadcast industry" (BJTC)
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Journalism  Diploma of Higher Education in Journalism  Certificate of Higher Education in Journalism
<b>Programme Leader</b>	Jackie Newton

### Educational aims of the programme

To develop an active interest in UK journalism and to guide students towards a critical and historical understanding of the journalism industry

To enable students to situate the study of journalism within the broader debates of media and cultural theory.

To facilitate students' understanding and knowledge of journalism practice in the media of text-based and broadcast journalism.

To develop students' journalism skills in text-based and broadcast media.

To develop the intellectual skills of effective communication and research through media technologies

To promote the development of graduates who are critical independent thinkers possessing a range of transferable skills; particularly in the areas of team-working, organisational ability and communications.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

#### Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

*A student who is eligible for this award will be able to:*

Demonstrate transferable skills in the areas of written and oral communication

Understand the basic theoretical approaches to the study of journalism practices and institutions

Demonstrate basic practical journalistic skills such as writing and reporting

Describe the legal and ethical parameters within which journalism works

Discuss their own original work and the work of peers

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

Understand and discuss the connections between journalism and the democratic state

Develop journalism writing and production skills in the areas of text-based and broadcast journalism and edit newsworthy stories for a variety of platforms

Evaluate the relationship between journalists and individuals/institutions through an understanding and analysis of ethics, law and journalistic regulation

Demonstrate transferable skills in written and oral communication, IT and research

Evaluate and criticise their own original work, the work of peers and of professional journalists

Appraise the ethics and practice of engaging with user-generated content in all areas of journalism

### **Target award Learning Outcomes - Bachelor of Arts with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Demonstrate an awareness of the economic forces which frame the media and the role of such industries in specific areas of contemporary political and cultural life
2. Show understanding of the role of technology in terms of media production, access and use;
3. Demonstrate knowledge of the social, cultural and political histories from which different media and communication practices have emerged;
4. Show a knowledge of the legal, ethical and regulatory frameworks which affect media and cultural production, circulation, and consumption;
5. Demonstrate an understanding of the student's own creative processes and practice through engagement in one or more production practices;
6. Demonstrate an understanding of the narrative processes and modes of representation at work in media and cultural texts
7. Engage critically with major thinkers, debates and intellectual paradigms within the field.
8. Analyse and evaluate their own work and the work of others in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.
9. Conduct various forms of research for essays, projects, journalistic output or dissertations involving sustained independent enquiry;
10. Critically evaluate the range of sources and the conceptual frameworks appropriate to research in the chosen area;
11. Engage with new and emerging forms and arguments, drawing upon a variety of professional and academic skills.
12. Produce work which demonstrates the effective manipulation of sound, image and/or the written word with particular regard to writing news reports and features.
13. Utilise a range of research skills; for example research into potential audiences, markets or consumption contexts, as a production tool;
14. Demonstrate operational aspects of media production technologies, systems, techniques and professional practices including accurate notetaking and the use of sources;
15. Manage time, personnel and resources effectively, by drawing on planning and organisational skills;
16. Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;
17. Experiment, as appropriate, with conventions, techniques and practices;
18. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity;
19. Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms;

20. Retrieve and generate information, and evaluate sources, in carrying out independent research;
21. Organise and manage supervised, self-directed projects and work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively;
22. Communicate effectively in inter-personal settings, in writing and in a variety of media;
23. Put to use a range of IT skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

As Journalism is essentially a degree about communication and the understanding of its impact and significance, all teaching and learning activities will aim to develop these skills. Lectures are used to disseminate knowledge, and all aim to involve some element of interactivity. These are backed up by smaller group workshops and seminars for further discussion and active learning. On occasions, learning is taken out of the university and delivered externally, for instance a class will be taken to the law courts to learn about court reporting.

Varied assessments are used to measure understanding and knowledge, ranging from the formal examination to the presentation and class test. These skills can also be demonstrated both implicitly and explicitly by the production of artefacts such as publications and programmes, either individually or in groups. Portfolios consisting of both practical work and a reflection on that work are used to promote critical analysis and deep learning.

Journalism students are encouraged to engage in both secondary and primary research, often speaking to experts in the field as well as reading their work. The idea of actively learning about a constantly-changing media landscape is a powerful and immersive one that provides a 360 degree view of any issue and encourages critical thought. Nevertheless the formal lecture/workshop and discussion model is also important here, particularly in the early stages of knowledge acquisition and analysis.

Again, the Journalism programme melds both practical and theoretical assessment to promote deep learning and avoid the concept of the classroom "silo", in which modules and content are studied in isolation. As many of these intellectual skills develop in tandem with understanding and knowledge, a wide range of assessments is used, from examinations in law and politics (professional body requirements) to researching and writing a magazine feature about employability in the media. The dissertation/academic project allows detailed research, evaluation, analysis and criticism at Level 6.

Most professional practical skills are taught within a simulated newsroom environment, be that of a broadcast station, website or newspaper/magazine. At Level 4 these are workshop-based and tutor-led, aimed at developing basic skills, but as level 5 and 6 progress students take on much more responsibility for content and output, involving them in actively generating ideas, creating content and managing projects.

Main assessments involve the production of artefacts such as publications and programmes, either individually or in groups. Portfolios consisting of both practical work and a reflection on that work are used to promote analysis of professional performance and issues. Time-constrained class tests are also used to measure aspects of professional practice.

Again, the newsroom simulation is of use here, as are the more conventional learning methods and the groupwork. The production of original material for the programme's platforms allows students to experiment in a safe environment with tutor guidance while learning about the constraints and challenges of live working. Research projects at Level 5 prepare students for the dissertation/academic project at Level 6, which requires many transferable skills. Groupwork, while not always formally assessed, gives students experience of communicating and negotiating while developing interpersonal skills.

Research projects, newscasts, presentations and the production of artefacts are the most relevant modes of assessment, although transferable skills are intertwined with assessment at all stages of the programme

## Programme structure - programme rules and modules

The programme is taught and assessed within the Academic Framework. Students must take 120 credits of Journalism modules at each level of the programme (Level 4, Level 5 and Level 6). Each level of the programme should normally be completed in one academic year. Modules are of two types: Core or Option.

All Level 4 modules are core.

All Level 5 modules are core.

At Level 6, students have the opportunity to produce a dissertation (6031Journ) that requires them to plan their own workload, or to choose the Journalism Issues Project (6032Journ), which combines taught sessions on the historical background and context of a number of contemporary journalism issues with a multi-media

presentation and directed research project. Industry-related options at level 6 include Sports Journalism (6034Journ), PR for Journalists (6035Journ) and Specialist Journalism (6036Journ), all of which develop skills in specialist areas as well as verbal and written communication, advanced writing and project work. Students must choose just one of these. All students take Journalism Careers (6037) which includes work experience.

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module 5040JOURN. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6030JOURN Advanced Journalism Practice (40 credits) 6037JOURN Journalism Careers (20 credits)	6031JOURN Dissertation (40 credits) 6032JOURN Journalism Issues Project (40 credits) 6034JOURN Sports Journalism (20 credits) 6035JOURN Public Relations for Journalists (20 credits) 6036JOURN Specialist Journalism (20 credits)	60 core credits at level 6 60 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5030JOURN Developing Broadcast Skills (20 credits) 5031JOURN Reporting UK Politics (20 credits) 5032JOURN Online Journalism Production (20 credits) 5033JOURN Multi-Media News Practice (20 credits) 5034JOURN UK Law and Ethics for Journalists (20 credits) 5035JOURN Magazine Journalism (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4032JOURN Studying as Journalists (20 credits) 4033JOURN Introduction to Reporting (20 credits) 4034JOURN Reporting Skills (20 credits) 4035JOURN Understanding News Media (20 credits) 4041JOURN Professional Practice 1 (20 credits) 4042JOURN Professional Practice 2 (20 credits)		120 core credits at level 4 0 option credits at level 4

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

The Journalism programme has been allowed variance to run the year-long Advanced Journalism Practice module at 40 credits alongside the 40-credit dissertation. As the 40 credit dissertation is year-long under AF exception, the variance for Advanced Journalism Practice to run as a 40 credit year-long module has been agreed under PSRB requirements.

## Opportunities for work-related learning ( location and nature of activities)

The journalism programme always scores highly in students' ratings of their personal development and much of that is because their education is firmly embedded in industry practice and developments. For instance student journalists have the chance to work as accredited community reporters for the Liverpool Echo and receive feedback from working journalists as well as from their lecturers. In addition, this is a form of external engagement in that our student journalists are working on community stories which would not normally be used in the mainstream media. We also run a number of platforms on which the students can display their work. JMU Journalism is the departmental website <http://jmu-journalism.org.uk/> which hosts TV reports and podcasts as well as text-based news and pictures, and Liverpool Life is the departmental newspaper which is printed weekly in term time and also published on line <https://issuu.com/ljmujournalism>

Students are encouraged to make contact with journalism outlets and ask for work shadowing placements at the beginning of the course. At level 6 they are expected to do at least three weeks of placements and the department has a number of long-standing arrangements with the BBC, Trinity Mirror, The Independent group and Shortlist magazine among others. We prefer students to set up at least one week of placement work for themselves as this involves them in researching media in their chosen area, contacting the newspaper or radio station and using their skills of negotiation to arrange a work placement. The planning of the placement involves them in the employability skills of negotiation, planning, organization and interpersonal communication. The work placement coordinator agrees and monitors the placements, and along with the Screen School Student Development co-ordinator, ensures the placement programme complies with the LJMU Placement Learning Code of Practice. In addition, elements of study designed to assist students to learn about themselves and develop their employment skills are spread throughout the programme.

## Criteria for admission

### A/AS Level

112 UCAS points from a minimum of 2 A Levels. Maximum of 2 AS points accepted.

### BTEC National Diploma

112 UCAS Tariff points.

### Irish Leaving Certificate

112 UCAS Tariff points. Maximum of 20 UCAS Tariff points at Ordinary Level

### Scottish Higher

112 UCAS Tariff points to include 2 Advanced Higher

### International Baccalaureate

26 IB points

### Access

At least 15 Distinctions and 30 Merits or any other combination that equates to 112 UCAS Tariff points in a relevant subject

### Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English

Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

### Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

### Overseas qualifications

International applications will be considered in line with UK qualifications

Any applicant whose first language is not English will be required to have IELTS 7.5 (minimum 7.5 in each component) or acceptable equivalent.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **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 takes full*

*advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*