

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Journalism

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	AJF1
JACS Code	
Programme Duration	Full-Time: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Communication, media, film and cultural studies (2019)
Programme accredited by	National Council for the Training of Journalists (NCTJ)
Description of accreditation	Accredited by the National Council for the Training of Journalists (NCTJ).
Validated target and alternative exit awards	Bachelor of Arts with Honours (Fnd) in Journalism Diploma of Higher Education (Fnd) in Journalism Certificate of Higher Education (Fnd) in Journalism
Programme Leader	Fran Yeoman

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.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

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 (Fnd)

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 (Fnd)

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 developed, and of key theories about that development;
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. Demonstrate awareness of contemporary issues relating to journalism's place in modern society, including debates about diversity, equality and representation in the media workforce and its output;
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 students will be taken to the law courts to learn about court reporting.

Varied assessments are used to measure understanding and knowledge, including formal examination, essay writing and presentations. 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/final 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 group work. The production of original multimedia 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. Group work, while not always formally assessed, gives students experience of communicating and negotiating while developing interpersonal skills.

Research projects, news days, 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. In addition to university assessments, students will have the opportunity to sit professional NCTJ exams and obtain their NCTJ diploma during their studies.

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 3 modules are core.

All Level 4 modules are core. All Level 5 modules are core.

At Level 6, students must choose between a dissertation (6031Journ) or Final Project (6042Journ), both of which offer the chance to generate an extended, independently-driven piece of work whether academic or practice-driven. Students will also have the opportunity to select one of four industry-related options at level 6, all of which develop skills in specialist areas as well as verbal and written communication, advanced writing and project work. All students take Journalism Careers (6041) which includes a portfolio of industry engagement. The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 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.

Students who started the programme prior to September 2021 will study modules from the previously validated version of the programme. Students who started the programme in September 2021 will study the modules listed below.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6040JOURN Advanced Journalism Practice (40 credits) 6041JOURN Journalism Careers (20 credits)	6031JOURN Dissertation (40 credits) 6042JOURN Final Project (40 credits) 6043JOURN Features Journalism (20 credits) 6044JOURN Photojournalism (20 credits) 6045JOURN Public Interest Journalism (20 credits) 6046JOURN Public Relations for Journalists (20 credits)	60 core credits at level 6 60 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5041JOURN DEVELOPING BROADCAST SKILLS (20 credits) 5042JOURN REPORTING UK POLITICS (20 credits) 5043JOURN JOURNALISM FOR A DIGITAL AUDIENCE (20 credits) 5044JOURN MULTIMEDIA NEWS PRODUCTION (20 credits) 5045JOURN JOURNALISM ISSUES (20 credits) 5046JOURN 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
4043JOURN Understanding Journalism (20 credits) 4044JOURN Introduction to Reporting (20 credits) 4045JOURN Reporting Skills (20 credits) 4046JOURN Essential Law and Ethics (20 credits) 4047JOURN Introduction to Newswriting (20 credits) 4048JOURN Introduction to Broadcast (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3100FNDJN Media Literacies (20 credits) 3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDFS Investigating The City (20 credits) 3104FNDCW Creative Notebook (20 credits) 3105FNDJN Media Landscapes (20 credits) 3106FNDDR Creative Project (20 credits)		120 core credits at level 3 0 option credits at level 3

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/ final project 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 is firmly embedded in industry practice and developments, and work-related learning is at the heart of the student experience. Students operate as trainee journalists, operating in realistic newsroom scenarios as teams working to deadlines to produce digital, television and radio content including live bulletins. Industry professionals are brought in as guest editors to provide feedback on this work to complement that given by lecturers. As part of this work-related learning approach, we run live, public-facing news and sports websites (merseynewslive.com and merseysportlive.com) and associated social media channels, which provide students with the opportunity to operate as trainee reporters publishing multimedia content for wider consumption.

Students are encouraged to make contact with journalism outlets and ask for work placements at the beginning of the course. Between the end of Level 5 and the end of Level 6 they are expected to do at least three weeks of placements or comparable work-based learning and the department has a number of long-standing arrangements with the BBC and Reach (parent company of the Liverpool Echo) among others. We prefer students to set up 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, organisation and interpersonal communication. However, departmental staff offer support and make use of our extensive industry contacts as needed to ensure that as many students as possible secure valuable placements. 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. Students are encouraged to apply for additional work-based learning opportunities as they arise. Recent examples include undergraduate involvement in creating a digital based memorial in close partnership with the Police Memorial Trust, and paid work with Sky News covering general election counts.

Criteria for admission

A/AS Level

72 UCAS points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

BTEC National Diploma

72 UCAS Tariff points.

Irish Leaving Certificate

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

Scottish Higher

72 UCAS Tariff points to include an Advanced Higher

International Baccalaureate

24 IB points

Access

At least 24 Merits and 21 Passes or any other combination that equates to 72 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, Mathematics and a Science 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 6.0 (minimum 5.5 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

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.