



## **Programme Specification Definitive Document**

### **1. Basic Information**

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BA (Hons)
<b>1.5 FHEQ Level:</b>	4, 5 and 6
<b>1.6 Programme Title:</b>	Journalism framework to include the following titles: Journalism Sports Journalism
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – 6 years
<b>1.8 School:</b>	Arts, Humanities and Social Sciences
<b>1.9 HECoS Code:</b>	100444
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	Journalism: P500 Sports Journalism: P314
<b>1.12 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). Applicants must generally have three A-levels at grades CCC or above, BTEC triple grades MMM or above, or Access 23-45 D/M with min 6D and GCSE English Language at grade 4 or grade C or above. An interview is required for all applicants. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13 Accrediting Professional Body/PSRB:</b>	N/A
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Communication, Media, Film and Cultural Studies, December 2019
<b>1.15 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English

<b>1.17 Work-Based Learning Arrangements:</b>	Work based learning takes place at Level 5 in a formal module ('The Hustle'; JAMD52) but industry simulation and working against professional guidelines is implicit within the programme.
<b>1.18 Foundation Degree Progression Routes:</b>	N/A
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	March 2020
<b>1.21 Date of Commencement:</b>	September 2020
<b>1.22 Review Date:</b>	By September 2026

## 2. Programme Outline

With the opening of our specialist facility 'The Workshop' on the campus of BBC Broadcasting House Plymouth in 2019, Journalism programmes at Plymouth Marjon University continue to expand with the demands of industry, but also break new ground in the use of emerging technologies and platforms. 'The Workshop' boasts industry-standard TV and radio broadcasting hardware and software, in some cases above that level, and the capability to stream live across multiple platforms, as well as edit, record, and broadcast emerging forms of content such as radio webcams, podcasts, and live music.

Strong and lasting connections to industry partners in the locality such as BBC South West, ITV Westcountry, Plymouth Live and professional sports clubs, allow us to imbed professionalism and employability at the core of the programme at all levels. Students graduate with the knowledge, networks, and practical experience necessary to enter whichever branch of the industry they choose, with a specialism in sport or 'general' journalism as elected. Participation on the university's 'Futures Online' scheme supports students in understanding how skills acquired on their degree course can be transferable to attaining alternative forms of employment, allied to the specialist support and industry opportunities in the dedicated work-based learning module at level 5.

Responding to ongoing fluctuation and changes within the journalism industry over the past decade, the framework of our Journalism BA programme is designed to track, reflect on, and incorporate change, giving our students the most up-to-date contemporary skills and knowledge in the field, setting them up for on-going success. Modules are rooted in regional, national and international news and reporting, and content creation, demanding that students develop sociological, legal, political, and cultural knowledge that underpins practical components.

It is a considered strength of the offering that we do not generally separate the (currently two) strands in class. As was our stated intention all along, it is beneficial to all that Sports Journalism students learn skills alongside Journalism students, before planning and executing their specific output types. This is reflective of the industry in which we expect our students to thrive, and as so many of the core skills are the same, remains our intention going forward. There are times when specific skills and approaches are necessary for different cohorts, and this is easily achieved given our excellent industry links and staff skillsets. We have been successful in producing all types of journalists, sports journalists and media professionals, thus proving the effectiveness of our approach.

Marjon Journalism students benefit from small class sizes and a more personalised and engaging learning environment. Teaching in the department is delivered by highly experienced media, journalism, and research professionals who are expert in training students in the use and adoption of practical resources to produce industry standard content including news, features, photography, and film.

Teaching takes place across sites at The Workshop and the Journalism and Media Centre on the main Marjon campus, where students have access to a suite of iMacs equipped with the Adobe Creative Suite software programmes, Burli radio newsroom software, an internet radio station using Zetta playout software and Studer studio desks, and a digital TV broadcast studio and production gallery. The access to this genuinely cutting edge equipment not only imbues a sense of contemporary and varied skillset, but also engenders a tangible professional self-confidence in our students, raising their career aspirations and opportunities to new heights.

## **2.1 Integrating Sustainability into the Curriculum**

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well- being for both the present and for future generations.

It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

The Journalism programme enables students to develop the knowledge, understanding, skills and attributes that are integral to this broader, more holistic approach. Among others, these activities would include (but are not limited to) simulations to explore perspectives, experiential projects and problem-based learning. Several of our learning outcomes reflect the importance that we ascribe to education for sustainable development, notably 3, 7, 17 and 21, and these wider concepts are embedded throughout the programme.

The first four weeks of the programme begin with an intensive module designed primarily to train and upskill students in how to use all of the various technological software and hardware systems in use within the department. This sets students up for successful learning on our industry-led modules, and ensures skills for academic achievement are in place.

Embedded throughout the programme are opportunities for students to develop a professional presence, and build a large portfolio of work. This supports students and graduates alike in their applications for both work experience and paid employment. Students are continually challenged to deliver professional content to tight deadlines, which replicates industry practice. Following the 'Futures Online' PDT curriculum, students are introduced to useful strategies for time management, building resilience, and career sustainability. In addition, teaching staff guide students in how to build and maintain strong

professional networks, as much employment in industry is on a freelance basis, or obtained via contacts and professional networks.

### **3. Distinctive Features**

Journalism degrees at the Plymouth Marjon University are distinctive in that both the content of the course and contexts in which teaching and learning take place are situated firmly within industry, tailored to set students up for the professional world. The Journalism framework makes great use of excellent new facilities at The Workshop, on the site of the former BBC studios in Plymouth, and next door to the current BBC South West Broadcasting House. We have forged excellent close links with heads of all editorial departments, with senior editorial staff contributing to the programme in a number of ways, and creative practising journalists teaching with supervision on key modules. Our students are in regular contact with BBC staff, gaining experience and insight into the industry, and contributing in a number of ways to BBC output.

The programme team have excellent links across all media outlets and providers across the South West and beyond, and regularly use these contacts for visiting lecture and masterclass opportunities. Again, we place our students firmly in front of the people who are shaping the media industry in the region, making contacts and professional networks throughout their period of study. As a result we have an excellent track record of employability for our graduates.

This focus on employability is underpinned by extensive use of the university's Futures programme, and a dedicated, year-long work experience module at level 5. Our students learn real skills, in a real setting and are ready to work as soon as they leave.

The programme also offers students access to a number of well-established working relationships with major media providers to enhance their portfolio and gain vital experience. Among the providers are BBC Radio Devon, BBC TV South West, BBC Online, ITV West Country, Guardian News and Media, Plymouth Live, Cornwall Live, Plymouth Herald, Radio Plymouth, Plymouth Argyle, Plymouth Raiders, Plymouth Albion, NHS Derriford Hospitals Trust, Hospital Radio Plymouth, Citizens Advice Plymouth.

We are helped in these collaborative arrangements by the number of former graduates now working for these organisations, which also proves our track record of producing effective and successful graduates.

Few, if any, undergraduate Journalism programmes can offer anything like the range of opportunities we can at Marjon. From our close working relationship with the BBC, and other local and regional media outlets, to our outstanding facilities and history of success, we expect this new framework to underpin and compliment these great strengths to become one of the most prestigious practice-based UG programmes in the country.

### **4. Programme Aims**

This programme will help students:

- Understand their roles as journalists in a complex world of facts, opinions and

mediation by applying rigorous interrogation and professional standards to a wide range of issues and subject matter

- Explore a range of personal, technical and team-working skills in a professional setting, adhering to industry and statutory guidelines and standards
- Adopt a flexible approach to content creation, across various media channels, for a wide range of audience types and on emerging platforms
- Work creatively and flexibly, to deadlines and under professional constraints, both individually and as part of a production or editorial team
- Apply critical analysis, both to the changing media landscape and consider their own practical work in context, as well as engage with media theory and practice
- Complete their programme with a comprehensive, future-proofed practical skillset, a professional portfolio comprising a variety of media forms, and a deep and instinctive understanding both of the wider media industry and as it relates to their chosen practice

## **5. Programme Learning Outcomes**

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. Comprehensive knowledge of social, historical, political, economic, and cultural issues relating to journalism and wider media theory;
2. Critical understanding of practical journalistic techniques and how they relate to media theories about consumption, dissemination and audience;
3. The ability to articulate their role and purpose as journalists and how to present themselves as authentic media practitioners, along with a sense of personal and professional ethics;
4. Experimental and evaluative understanding of how to select the right journalistic application, process or tool to achieve specific, industry-level outcomes;
5. An inquisitive approach to understanding the news agenda, deep-rooted knowledge of media ownership and bias, and the place of the individual journalist in modern media organisations.

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

6. A creative and experimental approach to developing ideas, and research, retrieve, and critically consider information from range of appropriate primary and secondary sources;
7. The ability to critically consider and evaluate their own work, and that of peers, in both a journalistic and academic context;
8. Insightful and meaningful engagement with current debates and intellectual paradigms within the field, understanding and applying emerging practices and theories;
9. A proven ability to generate and realise innovative ideas and select appropriate theoretical and practical approaches to create journalistic output for a range of audiences and platforms;
10. Considered application of intellectual skills and understanding of practice in context, demonstrating an analytical approach to solving problems and selecting appropriate approaches in various settings.

### **Practical skills:**

By the end of this programme students should be able to demonstrate:

11. The ability to generate, pitch and plan content, following editorial briefs independently and collaboratively to achieve specific industry-level outcomes;
12. The capacity to make coherent, defensible editorial decisions and adherence to cultural and media convention;
13. The ability to identify and use the correct tools to produce specific professional-standard media content independently;
14. Critical and comprehensive application of newsroom working practices, adhering to legal, professional and ethical guidelines;
15. A proven aptitude for sourcing and developing story ideas, selecting appropriate platforms and media forms for each new piece of content;

16. The ability to deliver creative, professional content to specified length, format, brief and deadline, ensuring accuracy and relevance, in a range of formats.

### **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

17. The ability to present industry-ready employability skills, experience and knowledge relating to their chosen field, with a professional portfolio and profile, and industry contacts;
18. A critical understanding of media theory and practice, and engage in deep, contextual evaluation and critique of work across formats and disciplines;
19. A reflective and time-managed approach to self-directed learning and research and apply these skills in the context of journalism;
20. An industry-level aptitude in selecting and using a range of creative problem-solving skills in a professional context, applied to working situations in groups and individually;
21. A broad range of evidence of a mature and considered ability to engage with, and work alongside, external stakeholders and industry professionals, as well as contemporaries
22. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
23. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
24. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

## **6. Learning and Teaching Methods**

<b>Method</b>	<b>Description</b>
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Demonstration	Usually relating to the practical demonstration of software or technical equipment.
Digital learning	Computer, digital, technical and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Field trip	A class exercise in which students travel off-campus to an industry or educational site for a learning experience which compliments their programme.
Group Work and Peer Critique	Working together as a cohort. Offering and receiving constructive criticism on ideas and/or projects, typically during the work-in-progress stage.
Guest Speakers	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

Independent learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Industry Simulation	Replicating an aspect of industry and applying skills in order to gain experience, knowledge and understanding of certain practices.
Lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Practical Sessions	Guided learning to establish practical use of a skill as an individual or relating to group work.
Seminar Groups	A small group discussion relating to something that has already been introduced on the course, often following a lecture. Can involve reading of an essay or paper followed by discussion.
Tutorials	One-to-one teaching based on the learner's work; Using the university's PDT framework.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

## 6.1 Learning Enhancement

The proposed programme is built around the application of theory and practice in a professional setting, as such the working spaces must reflect current industry standards and expectations, while our approach to fulfilling these aims should remain collaborative, supportive and with an understanding that we success and failure offer equal opportunities to learn. The balance of practical theoretical is hard to strike, as the QAA subject benchmark states:

*Most courses ... promote a combination of understanding and skills. Many that emphasise critical engagement also require students to produce a substantial piece of self-managed research and/or a creative production or portfolio of work demonstrating their command of specific skills. Similarly, courses that concentrate primarily on media practice or production also require students to develop analytical and research skills together with a critical grasp of their responsibilities as practitioners, and awareness of the dynamics, whether cultural, economic, ethical, legal, political, social or affective, which shape working environments.*

QAA Subject Benchmark statement,  
Communication, Media, Film and Cultural Studies, 2019

We seek to constantly interrogate and, as required, adopt practice, equipment and emerging theory. This manifests itself in an adaptive and flexible learning environment, which is of immense benefit to the students. Learning is constantly enhanced by this marriage of theory and practice, underpinned by ongoing and engaged industry input from selected practitioners. The students also get to apply practical solutions in a safe, yet professional, environment, while adopting and following regulation and protocol, but with the knowledge that they will fail to learn if they do not learn to fail.

## 6.2 e-Learning

Students have constant access to the university's virtual learning environment, a Moodle-based platform where lecture content, programme content, links, module guides, assessment help and many other resources are kept. This is also where students submit assessed work, through the Turnitin portal.

The Journalism framework makes extensive use of the virtual learning environment, for contacting students, setting work and providing resources, but we also use many other platforms to enhance the student experience.

All of our hardware and software at The Workshop is supported by professional educational tools, mostly in the form of online tutorials and help videos, but also by written material and audio guides. And, as all the software we use is IP-based, students can access and learn how to use it remotely.

## 7. Modes of Assessment

Method	Description
Blog	A series of short stories/reports/articles posted online (typically 500 words each), sharing critical commentary on topics of interest
Critical review	Bringing together, analysing, and reviewing a range of materials suitable and relevant to conducting research and/or portfolio work on a topic of interest
Digital Presentation	A clearly structured individual or group verbal delivery within timed conditions, presented using appropriate and accessible methods in a digital format, demonstrating detailed knowledge and analysis of a subject.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject. Essays are used to judge the mastery and comprehension of the material, with students asked to explain, comment on, or assess a topic of study in the form. The academic essay tests the student's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities.
Learning Journal	A regular and updated journal/blog/vlog of student experience and learning based on critical and analytical reflections engaged in a workplace setting.
Major Project	An assessed undertaking carried out individually (which may or may not involve aspects of collaboration in its production) involving in-depth research and design, that is carefully planned to achieve a particular aim. Project outputs will take the form of a document (traditionally written or developed as journalistic artefact), submitted in support of candidature for an academic degree.
Pitch	An individual and/or group presentation, pitching ideas to class in an attempt to persuade observers that their ideas for journalistic outputs are well researched, of relevance, interesting, and/or suitable for targeted audiences.
Portfolio	A journalistic artefact in a relevant format (specified or to be negotiated according to module learning outcomes) created by an individual or group of students, demonstrating the learning and skills they have developed on modules.
Practical	An assessment of task/s completed by students, showing their ability to apply knowledge, understanding, and skills practically.
Presentation	Clearly structured individual or group verbal delivery within timed

	conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Problem Based Scenario	Students investigate a problem scenario typical to journalism in industry, undertaking in-class/on-site problem solving to present their solution orally and/or through practical demonstration.
Project Plan	A summary of a project, including detailed information and research on what is needed/required for it to be undertaken successfully.
Skills Test	A task and/or series of tasks using a computer, designed to assess knowledge on subject and/or the ability to use digital softwares.
Structured Assignment	A series of tutor specified tasks to be complete - related to the production of journalistic content - supporting ongoing development of practical skills required of students on the degree.

## 8. Exemptions to University Regulations

This programme framework will adhere to all sections of the Marjon assessment policy and procedures, valid from September 2020. Our only area of exception would be in non-anonymised marking for levels 5 and above, due to the nature of the submissions, which are largely portfolio based, and/or underpinned by individual performance in a variety of specific settings – be they live broadcasts, group work submissions of work for which the identity of the student is clear and obvious.

## 9. Work-Based Learning/Placement Learning

The compulsory work-based learning module at level 5 – The Hustle – encourages students to take control of their career paths by gaining skills in planning and organisation, networking, portfolios, interview skills, communication, social networking and job searches. Students also undertake a period of placement for up to 20 days in a related field, using staff networks and established placement providers. We strongly encourage and facilitate student placements, work experience and networking throughout the programme to enable students to gain as much practical work based learning as possible outside of the programme.

Due to the overwhelmingly practical nature of the programme, and consistent access to professional journalists and editors throughout, our students implicitly understand industry practice and requirements from a working perspective. This makes it much easier for them to make career choices during their programme of study, and shape their experience to suit.

Also implicit within the programme is ongoing and rich contact with media professionals, from regular workshops with BBC, ITV, Sky, Plymouth Live and independent radio journalists, to rich input into certain modules by individual journalists and media creators. These are the building blocks of the students' own networks, and are another crucial, invaluable, aspect of the programme.

The programme team makes use of a wide range of industry contacts in the region and

beyond to increase networking and placement opportunities. There is a strong focus on strengthening CVs, gaining as much relevant work experience as possible at every level, making field trips to Bristol and London for media outreach days and job fairs, including the RTS Careers day, Immediate Media open day and Student Publishers Association events.

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">JAMC51</a>	Journalism in Practice	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">JAMC52</a>	Serious Skills ( <i>Immersive module</i> )	20	100% Practical	Semester A	Compulsory	Condonable
<a href="#">JAMC53</a>	Fast News	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">JAMC54</a>	Journalism in Context	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
<a href="#">JAMC55</a>	Making Headlines	20	30% Coursework 70% Practical	Semester B	Compulsory	Condonable
<a href="#">JAMC56</a>	Digital Storytelling	20	100% Coursework	Semester B	Compulsory	Condonable

#### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">JAMD51</a>	Investigative Journalism	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">JAMD52</a>	The Hustle	20	80% Coursework 20% Practical	Semester X	Compulsory	Condonable
<a href="#">JAMD53</a>	The Big Show	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">JAMD54</a>	Trending Now	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">JAMD55</a>	Slow Journalism	20	80% Coursework 20% Practical	Semester B	Compulsory	Condonable
<a href="#">JAMD56</a>	Pod Sounds	20	100% Coursework	Semester B	Compulsory	Condonable

#### Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">JAMH51</a>	The Big Show: Season Two	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">JAMH52</a>	The Buzz Feeder	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">JAMH53</a>	Winter Edition	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">JAMH54</a>	The Newsroom	20	100% Coursework	Semester X	Compulsory	Condonable

<a href="#">JAMH55</a>	And Finally	40	100% Coursework	Semester X	Compulsory	Condonable
------------------------	-------------	----	-----------------	------------	------------	------------

Key: Semester X = A & B

## Part Time

### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
JAMC51	Journalism in Practice	20	100% Coursework	Semester A	Compulsory	Condonable
JAMC52	Serious Skills ( <i>Immersive module</i> )	20	100% Practical	Semester A	Compulsory	Condonable
JAMC55	Making Headlines	20	30% Coursework 70% Practical	Semester B	Compulsory	Condonable

### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
JAMC53	Fast News	20	100% Coursework	Semester A	Compulsory	Condonable
JAMC54	Journalism in Context	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
JAMC56	Digital Storytelling	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
JAMD53	The Big Show	20	100% Coursework	Semester X	Compulsory	Condonable
JAMD54	Trending Now	20	100% Coursework	Semester A	Compulsory	Condonable
JAMD56	Pod Sounds	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
JAMD51	Investigative Journalism	20	100% Coursework	Semester A	Compulsory	Condonable
JAMD52	The Hustle	20	80% Coursework 20% Practical	Semester X	Compulsory	Condonable

JAMD55	Slow Journalism	20	80% Coursework 20% Practical	Semester B	Compulsory	Condonable
--------	-----------------	----	---------------------------------	------------	------------	------------

### Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
JAMH51	The Big Show: Season Two	20	100% Coursework	Semester X	Compulsory	Condonable
JAMH53	Winter Edition	20	100% Coursework	Semester A	Compulsory	Condonable

### Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
JAMH52	The Buzz Feeder	20	100% Coursework	Semester B	Compulsory	Condonable
JAMH54	The Newsroom		100% Coursework	Semester X	Compulsory	Condonable
JAMH55	And Finally		100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

### Threads Level 4

Module Code	Module Title	Thread
JAMC51	Journalism in Practice	1 & 2
JAMC52	Serious Skills ( <i>Immersive module</i> )	2
JAMC53	Fast News	3 & 5
JAMC54	Journalism in Context	1 & 4
JAMC55	Making Headlines	2 & 5
JAMC56	Digital Storytelling	2 & 6

### Threads Level 5

Module Code	Module Title	Thread
JAMD51	Investigative Journalism	1 & 6
JAMD52	The Hustle	4
JAMD53	The Big Show	2 & 5
JAMD54	Trending Now	2 & 3
JAMD55	Slow Journalism	6
JAMD56	Pod Sounds	1 & 2



## Threads Level 6

Module Code	Module Title	Thread
JAMH51	The Friday Show: Season Two	2 & 6
JAMH52	The Buzz Feeder	4
JAMH53	The Summer Edition	3 & 5
JAMH54	The Newsroom	6
JAMH55	And Finally	1 & 6

1. Wider understanding of theoretical contexts which underpin approaches to research, news gathering, audience and storytelling
2. Application of technical skills in a professional environment, bringing theory and practice together to serve a defined audience.
3. Engagement with contemporary professional practice and emerging theory - both academic and industry-based
4. Self-awareness and agency over career development; understanding of place and context.
5. Working as part of a newsroom or creative team to generate ideas and make content, assimilating all learned journalistic skills in on place
6. Piecing together established skillset in a new cultural or professional setting; learning to apply personal skills in a creative way

## 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

## 12. Professional Advisory Group

N/A

## 13. Academic Progression Opportunities

Students can go on to Master's level provision and again further to study at PhD level. Within our own suite of programmes, we have an MRes in Journalism which would give the student the opportunity to refine a research project underpinned by their journalism practice. A number of former Journalism students have taken this option, with some then remaining in HE, and others entering the workplace in a variety of sectors. Students would also be well placed to remain in Higher Education in pursuit of Master's qualifications at most creative, practical, media-based programmes across the HEI sector.

## 14. Employability and Career Progression Opportunities

Graduate skills are embedded across the programme at all levels. In terms of technical and industry-based skills, students are exposed to practices and protocols which they will be expected to know and understand when they enter those industries. Moreover, our graduates discover that all of those skills and approaches which are adoptive to them are in great demand across other creative and communication sectors, hence our students gain employment in a wide range of job roles. This is an undoubted strength of the programme.

They learn to engage in and practise learning which equips them with a broad range of applicable skills: they are analytical and questioning; they actively participate in research and reflective practice; they are creative, original and adaptive; they learn to handle pressure in group environments in which common goals are key; they can solve problems and produce solutions; they understand their role as journalists and citizens, as well as advocates for humanity and compassion; and they engage with complex global issues, as well as those which directly affect them and their peers.

In terms of digital literacy, it is a given that students engage in emerging and established practice using industry-standard equipment - hardware and software - and creative and production techniques and approaches. They are digital natives, who learn to expand their toolkit and apply new skills in specific situations.

Recent students have entered the journalism profession across many platforms such as written journalism within newspapers and magazines; digital journalism within the local news industry; broadcast journalists with radio and TV broadcaster. Graduates are also well-equipped to enter the PR and marketing profession.

Students graduating from the Journalism programme in recent years have started work as:

- Broadcast journalist
- Newspaper journalist
- Online/multimedia journalist
- Sports journalist (written and online)
- Professional football, rugby and basketball club press officer
- Commercial film-maker
- Marketing manager
- Newsreader
- Copywriter
- PR professional

## **15. Support for Students and for Student Learning**

Students are able to access DIAS and student support through the Hub appointment and drop in system and have additional online support systems to help them with their academic work, personal development and employability opportunities such as Abintegro and The Futures Platform, Studiosity, the virtual learning environment and the AIM platform which offers online and face to face academic support.

As was previously the case with the Journalism framework, if a student wishes to change from the Journalism programme to the Sports Journalism, or Journalism with Photography, (or vice-versa), then appropriate work will be set in order for the student to demonstrate relevant knowledge and skills needed within each programme.

Work will be set by one of the teaching team and assessed by a member of the teaching staff and the programme leader. Transfers can only be made during Semesters A and B of Level 4 and Semester A of Level 5, however transfers will not be completed until the end of the semester. The same protocol occurs in Semester A at Level 5. However Level 5,

Semester B students will not be allowed to transfer. This ensures that the Honours Project (for which some of the preparatory work begins in semester B level 5) remains focused on the appropriate area.

Students have full access to university facilities for academic and pastoral support and guidance. Student support and guidance is promoted via the following platforms:

- Extensive library and other online learning resources and facilities
- Library and study skills guidance material
- Module guides and supporting material on the virtual learning environment
- Student Support and Staff and Student Liaison Committee (SSLC)
- Tutorial staff, including programme leaders, module leaders and tutors, personal development tutors
- Marjon Futures career advice and drop-in service

### **Personal Development Tutors**

Every student in the university is allocated a Personal Development Tutor (PDT). It will be a priority to assign first year students with a member of staff that teaches them within the first semester wherever possible. Tutors assist in evaluating student progress and provide appropriate pastoral and subject advice to support a student's area of study, accommodation and financial information, as well as signposting for additional university support structures. The Journalism programme makes extensive use of the PDT system, as outlined in the university's teaching and learning strategy.

### **Equality and Diversity**

Questioning issues around equality and diversity are implicit in our programmes. Through a dedicated module at level 5 exploring and requiring discussions around race, gender, bias, politics, power, and disability, students on this programme will be challenged to unpack stereotypes and question discrimination throughout their studies. Our cohorts have over recent years included wheelchair users as well as students with various learning needs and every effort is made to be inclusive and provide an excellent level of support for the whole group. We work closely with student support to ensure that those who need extra help receive assistance from the university.

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

Students will be invited to participate in the National Student Survey (NSS). In addition feedback at programme level will be achieved through programme and module evaluation surveys. Students are also able to feed back directly to the programme leader during regular and timetabled Staff Student Liaison Committee meetings, at which an elected student representative from each cohort will present feedback from their peers for general

discussion. The minutes from these meetings are published on the VLE.

Students are also able to attend and contribute to Student Experience Council (SEC) meetings, which are held regularly throughout the year, at which students are informed of general ongoing university plans, and are able to engage with members of staff - academic and non-academic - to raise issues and comment.

## **17. Other Stakeholder Feedback**

Feedback is regularly gained from employers following work experience placements. Students are required to capture this feedback and reflect on it for assessment. We have a wide and ever-expanding network of work experience and placement providers. Student requirements change year to year, so we make a great deal of effort to connect and make meaningful relationships with media organisations and providers in both the South West and further afield.

As a result of these close working relationships we are also exposed to emerging industry practice and convention; we use this intelligence to constantly review and update our own practice and intended outcomes for our programme, at individual session and module level.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.