PROGRAMME SPECIFICATION
Definitive Document

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark and St John
1.2	Teaching Institution:	University of St Mark and St John
1.3	Locus of Delivery:	University of St Mark and St John
1.4	Final Award Title:	**Bachelor of Arts (Honours)**
1.5	FHEQ Level:	4, 5, 6
1.6	Programme Title:	Journalism framework to include the following titles: Journalism Journalism (Music) Journalism (Sport Journalism)
1.7	Mode and Duration of Study:	Full Time 3 years; Part-time 6 years
1.8	UCAS Code(s):	Journalism: P500 Sport Journalism: P314
1.9	Admission Criteria:	All applicants will be interviewed (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent
1.10	Accrediting Professional Body/ PSRB:	N/A
1.11	QAA Subject Benchmarking Group(s):	Communication, Media, Film and Cultural Studies 2008
1.12	Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); Ofcom Broadcasting Regulations
1.13	Language of Study (*for learning, teaching and assessment*):	English
1.14	Work-Based Learning Arrangements:	Work based learning takes place at Level 5 in a formal module (JAM D04) but industry simulation and working against professional guidelines is implicit within the programme.
1.15	Foundation Degree Progression Routes:	N/A

1.16	**Arrangements for Distance Learning:**	N/A
1.17	**Original Date of Production:**	March 2015
1.18	**Date of Commencement:**	September 2015
1.19	**Review Date:**	By 31st August 2021

2. Programme Outline

This journalism framework aims to equip students with the skills, knowledge and practical experience necessary to enter the industry as professional journalists or sport journalists. The programme is designed to offer students hands-on experiential learning that develops a professional approach to industry-standard practice. The subject of the modules is rooted in regional, national and international news and reporting and sport news and reporting and therefore demands that students develop a wider social, political, historical and cultural knowledge that underpins the practice elements of the programme.

During the past decade the journalism industry has been subject to seismic on-going challenges in the digital marketplace and this framework is designed to track, reflect on and incorporate these changes to give our students the most current possible knowledge. We are able to offer this effective and flexible approach to teaching because the department is staffed by highly experienced media and journalism professionals who are embedded in the practice of delivering digital content, including news, features, photography and film.

The two programmes can be kept distinct be ensuring learning outcomes are clearly defined and understood. There are a great many core skills of journalism across all media that must be understood before specialism can be explored. By focusing on these we can foster genuine industry practices in the early part of the programme, with specialism built in, and the potential for even more specialist output at levels five and six.

The Journalism and Media Centre within The University of St Mark and St John has a suite of iMacs that are equipped with the latest Creative Suite, Final Cut and Audacity software programmes. It has recently added a radio station and live TV broadcasting facilities to the student-led online newspaper enabling students to gain valuable experience and giving the department the opportunity to raise their profile through their broadcasting platforms.

2.1 Integrating Sustainability into the Curriculum

From their first week on the programme students will be developing their professional presence and building up a large portfolio of work that will support their applications for both work experience and paid employment. Through assessments, extra-curricula opportunities and work placements students quickly learn to deliver professional content to tight deadlines, replicating industry practice at all times. We aim to give students the skills and knowledge required to pursue a career across a range of journalism and media platforms. A sustainable approach to their career is essential as much of it will be on a freelance basis and obtained through networks and word of mouth. Developing those essential skills to become autonomous and active in their career choices will be integrated into the programme at all levels.

3. Distinctive Features

The Journalism and Sport Journalism programmes at The University of St Mark and St John have current industry professionals at the core of the teaching. To ensure the constant evolution of digital practices, such as telling news stories via social media, is immediately reflected in our modules. Students are in touch with developments to the profession from the inside and that is invaluable to their skills and knowledge acquisition. While there is a strong academic spine to the programme, the student learns about the industry from practice and many modules are framed within a professional simulation and/or environment in order to build confidence, acquire and apply the right set of skills and develop knowledge and understanding that is rooted within the world of journalism. This is underpinned by a student-led online newspaper, live TV broadcast facilities and a radio station. These platforms are used within teaching for professional simulation and also by students through extra-curricular skills development and engagement. As a professionally-focussed programme, we place a great emphasis on employability and have forged strong links with our colleagues across the university to offer our students specialist media careers workshops and opportunities to volunteer in relevant journalistic and PR roles. Our professional links have fostered a strong line-up of guest speakers and chances to undertake trips to local and national BBC studios and magazine and newspaper offices.

Sport Journalism students are able to utilise the benefits of the many sport media contacts, both individuals and clubs, which have been built up over the course of the programme, giving them access to industry experts and visiting lecturers. Not only that, the university has a wide range of sports and sportsmen and women who provide many stories and potential areas of interest. Output across the programme is expected to conform to sport media norms, overseen by Mike Baker, with Sport Journalism students working alongside Journalism equivalents as part of a coherent media team – reflecting common industry practice. This approach to collaborative teaching, acknowledging industry norms, is a clear strength of the programme.

The programme has embedded the university-wide themes of digital innovation, employer partnership, and global citizenship within many aspects of the programme. As discussed, the programme's strong employer links forge partnerships with regional and national employers but more than that, the students are also given on-going opportunities to develop their inter personal and transferrable skills as well as their journalism specific skills from the very beginning of the programme and throughout the course of their degree. Digital innovation is addressed not only through the hardware and software used daily within the teaching and learning on the programme but also through the use of our internet based radio station, online magazine and social media platforms. Being a journalist requires that students look outside of themselves and tell the stories of others in an impartial and responsible way and with this in mind, our students are able to call themselves global citizens. Core teaching is built on an understanding of the world and students are given an introduction to political and social issues such as class, gender, economic systems, race and disability amongst many other topics.

4. Programme Aims

By the end of the programme the students should be able to:
- Engage in informed, intelligent and challenging debates supported by rigorous academic and non-academic research and applied across a range of situations;
- Apply appropriate technical skills across a range of production processes at a professional standard and in-line with industry practice;
- Produce multi-platform work for specific audiences to a professional standard both individually and within a collaborative team;
- Critically reflect upon their own contributions to all aspects of their academic and practice-led work;
- Enter the profession with confidence, a multi-skilled portfolio and a working knowledge of freelance journalism and the job market.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme students should be able to demonstrate:-
1. A critical knowledge of social, historical, political, economic and cultural issues enabling students to create informed and intelligent journalism;
2. A solid understanding of journalistic values and practices and an applied knowledge and understanding of the legal, ethical and regulatory frameworks that affect journalism, sport journalism and wider media and cultural production, manipulation, distribution, circulation, and consumption;
3. An understanding of the public and private sphere and the role and impact of news and media agencies within society;
4. A responsible approach to their practice and a working knowledge and understanding of ethics and the law within journalism;
5. An understanding of the social, cultural and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged.

Intellectual skills:
By the end of this programme students should be able to demonstrate:-
6. The ability to research, retrieve and generate information in range of academic and non-academic contexts;
7. A critical evaluation of sources when carrying out independent research;
8. The ability to generate ideas, concepts and proposals independently and/or collaboratively in response to set briefs and/or self-initiated projects;
9. Engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use;
10. Clear and articulate written and verbal communication skills in a diversity of subjects of varying complexities and for a range of audiences.

Practical skills:
By the end of this programme students should be able to demonstrate:-
11. A confident use of a range of appropriate hardware relevant to broadcast, print and digital media and journalism;
12. A confident use of a range of appropriate software relevant to broadcast, print and

digital media and journalism;

13. The use of online and digital platforms within a journalism context for output purposes;
14. A confident approach to presenting for TV, radio, and online platforms within industry settings;
15. 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.

Transferable / key skills:
By the end of this programme students should be able to demonstrate:-
16. Confidence and inter-personal skills that enable productive working relationships across the board;
17. Drive, autonomy and entrepreneurship within their own career development;
18. Employability skills and knowledge and a strong practice portfolio appropriate to the journalism and media profession;
19. Manage time, personnel and resources effectively by drawing on planning, organisational, project management and leadership skills;
20. Creative problem solving skills applied to working situations within groups or individually.

---

6. **Learning and Teaching Methods**
   (to enable the outcomes to be achieved and demonstrated)

Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field.
Computer Based Learning / E- Learning	Computer, digital, technical and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Crit / Group Critique	The presentation of work in progress to peers and/or staff / professionals in order to experience constructive criticism to enable development.
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 demonstration of software or technical equipment.
Directed Study and Reading	Time set aside by the teacher for learners to study a particular subject.
Group Discussions	A focus group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli.
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.
Observation methods	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer group study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and professional development planning:	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practical Sessions	Student activity, e.g. learning a skill or group work.
Seminar Groups	A group of about 15 people following up something that has already been introduced on the course, often within a lecture. Can involve reading of an essay or paper followed by discussion.
Tutorials	One-to-one teaching based on the learner's work. Can also be used for pastoral care.
Work based tasks	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

6.1 Learning Enhancement

The students have a wide range of learning opportunities that are rooted in practice and experiential learning. The state-of-the-art facilities and current industry professionals in the form of permanent teaching staff and guest lecturers enables students to engage in the most relevant applied learning possible.

> "While these programmes are committed to enabling students to meet the challenges of employment (including self-employment) in a society in which the cultural and communications industries play an increasingly central role, they emphasise that the fostering of employability requires the development of students' creative, intellectual, analytical and research skills. In furthering students' academic and personal development, programmes within communication, media, film and cultural studies are committed to forms of pedagogy that place emphasis on developing critical and creative independence, flexibility, sensitivity to audience, and self-reflexivness, across individual and group work, and critical and production work.'
> QAA Subject Benchmarks Communication, Media, Film and Cultural Studies (2008)

6.2 e-Learning

Journalism has many platforms but all of them are rooted by and connected to output digitally. The students' experience of e-learning is implicit within the programme from the technology used for research, data gathering and audio visual recording to the various software applications for editing and design and the broadcast, online and publishing

platforms.   The students also make use of Learning Space both as a place to revisit resources and to access core information about programme information, modules and assessments.

---

7. Modes of Assessment

Blog Entry	Feature writing for the web in the style of an opinion diary. Often used to comment on cultural events.
Critical and Contextual Commentary / Evaluation	A reflective account written in an objective and academic style, which considers the developmental process, the social, artistic and political contexts and the strengths and weaknesses of the submitted piece.
Critical review / literature review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation An essay style assignment critically evaluating literature pertinent to a topic.
Essay	Critical written response to a question on an aspect of the media or visual culture.
Evaluation	A self-reflexive, critical piece of writing that provides a theoretical and historical context for a piece of practical work. These can be carried out individually or as part of a group or as peer evaluations. Here there is clear distinction between Journalism and Sport Journalism students in assessment. Both separate analyses will be made within the contexts of each specific journalistic discipline.
Examinations	A variety of methods of assessment undertaken in exam conditions including textual analysis, short-answer papers and essay questions.
Honours Project	A substantial piece of individual creative/practical or written work. Work towards an honours project may include a research proposal and draft chapter; or a production proposal including a theoretical context and a proposed production log. Sport Journalism students must produce work within the confines of their chosen field, while Journalism students have a accordingly wider remit on which to focus.
News Story	An actual account of a current event in written form or via broadcasting medium. Sport Journalism students will be required to produce a sports news story, Journalism students are able to report on any other brand of current affairs.
Layout	The use of industry software such as Adobe InDesign or Photoshop to create full magazines or individual pages using text and image.
Copy	The production of writing for a specific purpose such as a feature, column, editorial, news story, marketing, PR, advertising.

Pitch	Individual or group presentation of an idea for a feature or a whole magazine identifying the demographic, audience, style and types of content. The distinction for the separate programmes is clear here: Sport Journalism students make a pitch in a sporting context.
Photo Essay	An extended set of photographs in an editorial style, used as a feature and exploring the development of a theme. Sport Journalism students must produce sport photography for any creative photographic portfolio submitted. Journalism students are not bound by this constraint.
Portfolio / E-Portfolio / Resource File	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations, tasks or various media. A compilation of practice-led tasks, reports, and evaluations as evidence of students' achievement.
Practical Project	A piece of creative/practical work in photography, video, writing or multimedia, which is undertaken individually or in a small group. Sport Journalism students must produce work in a sporting context, Journalism students must concentrate on current affairs or news reporting.
Presentation	Formally assessed presentations on either a specific theoretical topic or practical work in progress that are given in seminars/workshops by individuals or small groups of students.
Presentation Write-up	A short paper based on the student's presentation. It should include references and a précis of the topic covered.
Profile	A short journalistic piece of writing about a specific individual. Sport Journalism students would choose a sporting personality, sports man or woman, or team; Journalism students have a wider remit here.
Research Project	Detailed individual research or a sustained practical project, which is contextually grounded. All independent projects are negotiated with and supervised by an appropriate tutor. Again, Sport Journalism students are required to research a particular topic focused on sport, or sport-related.
Research Proposal	A detailed outline for a research project, which includes relevant reading and proposed methodology.
Review	A critical evaluation of an event or product such as a book or film that gives a considered opinion.
Tasks	A set of exercises to be completed that demonstrate technical or creative accomplishment in the assessment of specific skills. E.g. photography, production skills, research, study skills, types of copy / writing.
Workbook	A workbook is an individual journal or sketchbook containing both written and visual information detailing the research and development, which underpins the student's project providing a map of the progression of the student's process. It can be requested as either physical or on-line. A

workbook may also be the completion of a summary of a series of associated lectures, seminars and readings.

8. Exemptions to University Regulations
N/A

9. Work-Based Learning / Placement Learning

The work-based learning module (JAMD04) encourages students to take control of their career by gaining skills in planning and organisation, networking, portfolios, interview skills, communication, social networking and job searches. Students also undertake a placement in a Journalism & Media related field. However, 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. All of this is in addition to the wealth of industry related experience gained within the programme through teaching and learning on their assigned modules and assessments and output platforms (radio, TV, online newspaper).

Sport Journalism students are encouraged to secure work placement in their chosen field, making use of the wide range of industry contacts in the region or wider industry. As the focus of the module is on strengthening their CVs, the benefit of gaining as much relevant work experience is underlined at every level. Journalism students have a wider range of possibility, but no less access to industry contacts and possibility of securing placements through industry visits, open days and through our accrediting partners.

10. Programme Structure

	Module Code[1]	Module Title	Credits	Assessment			Semester	C/O*	Non-condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	JAMC01	Research 1: The investigative journalist	20	100%			X	C	
	JAMC02	Journalism Production 1: Recording the story	20	100%			A	C	
	JAMC03	Written Journalism 1: The power of the word	20	100%			A	C	
	JAMC04	Live News 1: Get your mojo on	20	100%			B	C	√
	JAMC05	Journalism Production 2: Words and pictures	20	100%			B	C	
	JAMC06	Media law and the ethical journalist	20	80%	20%	0%	X	C	√
Level 5	JAMD01	Research 2: Curious and creative	20	100%			X	C	
	JAMD02	Radio Journalism: More than words	20	100%			A	C	
	JAMD05	Live News 2: Lights, camera, action!	20	100%			A	C	√
	JAMD03	Written Journalism 2: Making Sound	20	100%			B	C	
	JAMD04	Learn to Earn: Placement and proactivity	20	100%			X	C	
	JAMD06	Visual Journalism: Digital storytelling	20	100%			B	C	
Level 6	JAMHP1	Honours project: The finished product	40	100%			X	C	
	JAMH01	TV Journalism: The bigger picture	20	100%			A	C	
	JAMH02	Live News 3: The cutting edge	20	100%			A	C	√
	JAMH05	Marketing and PR: The buzz-feeder	20	100%			B	C	
	JAMH04	Magazine Journalism: The summer issue	20	100%			B	C	

Key:
^ For modules delivered by semester:
- A, B or C = Semester A, B or C (trimester)
- X = modules delivered across Semesters A and B

*   C = compulsory; O = optional
#   A √ indicates that the module is non-condonable on this programme.

While there are no module choices specific to each programme at this time, in common with the intentions of the shared framework structure, the differentiation in assessment separates the distinct programmes. The distinctions between outputs and assessment for the individual programmes are outlined in the module descriptors section and in more detail within the module guides.

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

12. Professional Advisory Group
Programme staff are part of the Media Innovation Network. This enables staff and students to plan useful events that relate directly to employability within the wider industry through buddy schemes, talks, presentations and the student employability conference *Breaking into Media*. It allows regional employers such as The Herald, the BBC, TwoFour productions etc. to tell students what they are looking for in graduates and how they can help themselves through a variety of networking, application and interviewing experiences. These networking opportunities are invaluable to our students as they help build confidence to enter the highly competitive media industry, Moreover, this type of activity plays an important part in the University's nationally recognised value-added achievement, which has helped it become a leading HE player in Widening Participation.

13. Academic Progression Opportunities
Those students who choose to go straight into the workplace are equipped to apply for a variety of roles. Previous graduates have taken up reporting positions on local and regional newspapers and magazines, BBC radio journalism, public relations jobs, marketing assistant roles and online content producers for media organisations and corporate brands.

14. Employability and Career Progression Opportunities
Due to the rigorous and professionally-focused accreditation for our programmes, we are able to provide a high standard of employability skills enabling students to apply their skills, knowledge and understanding confidently to real life opportunities within a professional workplace. Graduates will look to gain work as journalists and sports journalists within print, online and broadcasting. However they may also seek employment in a wide range of related careers such as copywriting, PR, social media, marketing, researching and a host of practical media based work.   We have designed the programmes to ensure optimum employability via a combination of the above mentioned skills and as much "real world" experience as possible through work placements, life briefs and networking opportunities. Past Sport Journalism graduates have entered a diverse range of professions, through choice, although many have succeeded in securing a job in the sport media industry. There is a clear career path established for Sport Journalism graduates, with excellent work experience and industry links open to students.

15. Support for Students and for Student Learning
The quality of the student experience and the standards of the awards are managed and quality assured through the normal university regulations 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 annual monitoring processes, including external examiner contributions, and incorporate personal and anonymous student feedback mechanisms.

If a student wishes to change from the journalism programme to the sports journalism programme (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. For example, if a Journalism student applies to transfer to Sports Journalism in November or December during Level 4, they will have to complete semester A as 'Journalism' and begin semester B as Sports Journalism. 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) is focussed 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
- Programme handbooks, and module guides
- Student Support and Staff and Student Liaison Committee (SSLC)
- Tutorial staff, including programme leaders, module leaders and tutors, personal development tutors

Personal Development Tutors
Every student in the University is allocated a Personal Development Tutor. 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.

Module Tutors
Support for learning and completing assessment tasks is offered by specialist academic staff alongside the module leader.

University programme and support staff spend a significant amount of energy in assuring the total student experience is extended, enhanced and enriched; extended in the sense that students are prepared for a higher education experience, enhanced in the sense that students have a successful and enjoyable experience during their studies, and enriched in the sense that students are able to undertake opportunities to guide lifestyle and career aspirations alongside their studies. In addition, the programme facilitates a number of guest lecturers who add value to the student experience by bringing additional knowledge to the programme.

Online and Distance Learning

Although students will not be able to access the programme as distance or online only users, online facilities will support students throughout their studies. A strong element of e-mentoring will be available through e-mail and the Virtual Learning Network (VLE) and Moodle (Learning Space, LS) will be used to support taught modules within the programme.

Equality and Diversity

Questioning issues around equality and diversity are implicit in our programmes. Through assessed exploration of public affairs and politics and discussions around race, gender 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 at least one wheelchair user 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

Students are given the opportunity to feedback their experience on a specific module through Module Evaluation Forms (MEFs), the feedback is collated, analysed and actioned through annual module reports and then again in the programme and departmental report. Students are also assigned a personal development tutor to whom they can discuss personal or programme issues. There are also feedback channels at a national level through the annual National Student Survey and again, actions are implemented on the basis of the feedback received. There are Staff Student Liaison Committee (SSLC) meetings at least twice a year and they prove useful for gathering information, making quick changes to aspects of the day-to-day experience and planning for longer term solutions or changes..

17. Other Stakeholder Feedback

On-going consultations with our recent graduates all support the experiential learning approach to the subject and agree that their confidence in the workplace was increased due to the industry simulations and professionally-focused work covered within the programmes. Our network of employers through programme staff contacts and our accrediting partners has been informative and useful within the design of this programme. It is clear from employers that above all personal skills, they want to see graduates with confidence. In terms of journalism skills, a strong working understanding of ethics and the law are essential and across all platforms the ability to understand and deliver 'the story'. Storytelling is at the heart of good journalism and this is a key skill for students and graduates to employ within the profession. Employers have included the BBC, Channel 4, The Herald, The Western Morning News, Two Four, Plymouth argyle, Bristol Rovers and many more.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations 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

annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.

19. Key Information Set (KIS) Data
Please refer to the website.

		Knowledge and Understanding					Intellectual Skills					Practical Skills					Transferable/Key Skills				
	Programme Learning Outcomes (PLOs) mapped against Modules Core modules identified in bold text																				
	Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Level 4	JAM C01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓
	JAM C02			✓	✓	✓			✓			✓	✓	✓	✓	✓			✓	✓	✓
	JAM C03	✓	✓	✓	✓	✓	✓		✓		✓					✓	✓	✓	✓	✓	✓
	JAM C04		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM C05			✓	✓	✓			✓			✓	✓	✓	✓	✓			✓	✓	✓
	JAM C06	✓	✓	✓	✓	✓	✓			✓	✓								✓		
Level 5	JAM D01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓
	JAM D02	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM D03	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM D04		✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM D05		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM D06	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Level 6	JAM HP1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	JAM H01	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM H02	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	JAM H04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	JAM H05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Programme Level Descriptors

CREDIT LEVEL 4	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- factual and/or conceptual knowledge and understanding of key concepts and principles associated with gathering and reporting news and sport news using appropriate terminology and; - an awareness of ethical issues relating to reporting across various platforms with an ability to discuss these in relation to personal beliefs, values and the industry.
Intellectual skills	- the ability to analyse using given contexts and principles; - the ability to synthesise ideas and information in a predictable and standard format; - the ability to evaluate the reliability of data using defined techniques and/or tutor guidance; - the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of issues.
Practical skills	- the ability to operate in predictable, defined contexts using a range of specified techniques across all aspects of news gathering, production and post-production within the parameters of journalism and sport journalism; - the ability to apply competent technical skills to AV work such as sound, camera (still and moving image), lighting, editing and pre and post-production and broadcasting and design skills; - the ability to act with some autonomy, under direction or supervision, within defined guidelines.
Transferable/key skills	- the ability to work effectively with others as a member of an editorial team and meet obligations to others (e.g. tutors, peers and colleagues); - the ability to work within an appropriate ethos, using and accessing a range of learning resources; - the ability to evaluate their own strengths and weaknesses within criteria largely set by lecturing staff and industry practice; - responsibility for their own learning and for developing their own learning style with appropriate support; - the ability to communicate effectively in a variety of formats appropriate to the discipline, including speaking for broadcasting and report practical procedures in a clear and concise manner; - the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues of the discipline.
CREDIT LEVEL 5 (Intermediate/Diploma)	Students awarded a qualification at this level will have demonstrated:

Knowledge and understanding	- detailed knowledge of major theories of the discipline(s) and awareness of a variety of ideas, contexts and frameworks; - an awareness of wider social and environmental implications of area(s) of study; - an ability to debate issues in relation to more general ethical perspectives.
Intellectual skills	- the ability to analyse a range of information with minimum guidance using given classifications/principles and to compare alternative methods and techniques for obtaining data/information; - the ability to reformat a range of ideas and information towards a given purpose; - the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected; - the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
Practical skills	- the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; - the ability to apply a variety of skills to AV processes such as sound, camera, editing and pre and post-production and broadcasting and design skills to a high standard; - the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.
Transferable/key skills	- the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; - the ability to manage learning using resources relevant to the discipline; - the operation of effective professional working relationships; - the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; - the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies; - the ability to take responsibility for own learning, with minimum direction; - the ability to communicate effectively and in a variety of formats appropriate to the discipline(s), in a clear and concise manner; - the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.

CREDIT LEVEL 6 (Honours)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	- comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth; - an awareness of the provisional nature of knowledge; - an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.
Intellectual skills	- the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject; - the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision; - the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; - the ability to investigate contradictory information/identify reasons for contradictions; - confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
Practical skills	- the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques; - the ability to apply a variety of skills to AV processes such as sound, camera, editing and pre and post-production and broadcasting and design skills at a professional level; - the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.
Transferable / key skills	- the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; - the ability to manage own learning using full range of resources relevant to the discipline; - the ability to work professionally within the discipline; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; - the ability to seek and make use of feedback; - the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; - the ability to take responsibility for own work and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; - confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution.