

# BA (Hons) Journalism (Combined Honours)

## Programme Specification

### **Primary Purpose:**

Course management, monitoring and quality assurance.

### **Secondary Purpose:**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer:**

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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## Contents

### Programme Specification

1. Named Awards .....	3
2. Course Code (and UCAS Code if applicable) .....	3
Course Code:.....	3
3. Awarding Body.....	3
4. Teaching Institution .....	3
5. Accrediting Body .....	3
6. QAA Benchmark Groups.....	3
7. Document Control Information.....	3
8. Effective Session .....	3
9. Author.....	3
10. Faculty .....	3
11. Department .....	3
12. Educational Aims .....	4
13. Reference Points.....	5
14. Learning Outcomes.....	5
A. Knowledge and Understanding of: .....	6
B. Cognitive (Intellectual or Thinking) Skills, able to: .....	7
C. Practical (Professional or Subject) Skills, able to: .....	7
D. Transferable (Graduate and Employability) Skills, able to: .....	9
15. Course Structure, Progression and Award Requirements .....	10
16. Employability Statement .....	10
17. Support for Student Learning.....	<b>Error! Bookmark not defined.</b>
18. Admissions Criteria .....	13
A. Academic Admissions Criteria .....	13
B. Disability.....	13
19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching .....	13
A. Mechanisms for Review and Evaluation.....	13
B. Responsibilities for Monitoring and Evaluation.....	13
C. Mechanisms for Gaining Student Feedback .....	14
D. Staff Development Priorities .....	14
20. Assessment Strategy .....	14
21. Assessment Regulations.....	15
22. Role of Externals.....	15
23. Indicators of Standards and Quality .....	16
A. Professional Accreditation/Recognition .....	16
B. Periodic Programme Review (or equivalent).....	16
C. Quality Assurance Agency .....	16
D. Others .....	16
24. Other Sources of Information.....	16

# Programme Specification

## 1. Named Awards

**Journalism** as a route of the Combined Honours Degree Programme

Journalism is currently offered in combination with:

Media Studies

English Literature

English Language

## 2. Course Code (and UCAS Code if applicable)

Course Code:

C2381 (P5P3)	BA (Hons) Journalism with Media Studies
C2382 (P5QJ)	BA (Hons) Journalism with English Literature
C2383 (P5Q3)	BA (Hons) Journalism with English Language

To view units and course structures please visit [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch) and enter the 'C' code above to find the correct course.

## 3. Awarding Body

University of Portsmouth

## 4. Teaching Institution

University of Portsmouth

## 5. Accrediting Body

Periodicals Training Council

## 6. QAA Benchmark Groups

Communication, Media, Film and Cultural Studies

## 7. Document Control Information

Version: July 2016

## 8. Effective Session

2016/17

## 9. Course Leader

Mary Williams

## 10. Faculty

FHSS

## 11. Department

SSHLS

## 12. Educational Aims

### a. The Combined Honours Degree Programme:

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible coherent programme of study.
- To enable students to study two subject areas and develop specialist interests and knowledge.
- To provide an opportunity for students to create links between two different subject areas.
- To provide students with the opportunity to study up to a maximum of 30 credits worth of elective units.
- To provide students with the opportunity to develop key skills.
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

### b. The Journalism route of the Combined Honours Degree Programme:

- To provide a framework allowing students to follow a flexible coherent programme of study.
- To develop students' theoretical and practical knowledge and understanding of journalism
- To enable students to place journalism in its historical and political context, and to acquire the critical skills necessary to study journalism
- To provide the means for students to acquire practical and production skills in print and web journalism to a professional pre-entry standard
- To foster within students an awareness of professional values, ethical codes and regulatory frameworks governing practitioners of journalism
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities

### c. Journalism is currently offered on the Combined Honours Degree Programme with:

- **Media Studies** – allows students to study the wider media and its place in and impact upon society. This combines the theoretical and critical study of the media, including film, broadcasting, print and the new media technologies, with practical and theoretical aspects of journalism.
- **English Language** -- focuses on writing across a range of media. It introduces students to the fundamentals of language and linguistic study, with a strong emphasis on the link between language, culture and communication. In particular, it looks at the links between language, society, mind and text, language structure and style, and language variety and change. Alongside the practical and theoretical aspects of journalism, students also learn how to analyse the language used by print and broadcast practitioners.
- **English Literature** – this centre on questions of form, representation, and cultural meaning, and encourages a critical questioning of generic history and the relationship between audience/reader and text. In that sense it has an obvious synergy with journalism, where choice and presentation of content, narrative structure and vocabulary is determined by perceptions of the reader's identity. This combination provides a comprehensive knowledge and understanding of literary forms, especially relating to journalism.

### 13. Reference Points

- Benchmark Statement for Communication, Media, Film and Cultural Studies; Journalism. (BS)
- University of Portsmouth Curriculum Framework Document 2012 (CFD)
- The scholarship and research expertise of academic members of staff (AS)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (particularly section 7 appendix 2 and appendix 3) (QAA)
- National Qualifications Framework (NQF)
- Framework for Higher Education Qualifications (FHEQ)
- National Council for the Training of Journalists (pre-entry curriculum NCTJ)
- Periodicals Training Council (PTC)

### 14. Learning Outcomes

#### a. The Combined Honours Degree Programme:

##### **Generic Learning Outcomes of the Programme (independent of route of study):**

##### ***Students will be able to demonstrate an ability to:***

- Understand the key aspects of two subject areas
- Apply appropriate techniques of analysis to two subject areas
- Research topics and devise and sustain arguments related to two specific subject areas
- Discuss current research and scholarship related to two subject areas
- Discuss the current limits of knowledge in specific subject areas
- Take responsibility for their own learning in a Combined Honours degree programme
- Carry out an extended piece of independent enquiry into one or more subject areas
- Communicate information in a manner appropriate to the subject and the intended audience
- Show initiative and be able to make and justify decisions.

#### b. The Journalism route of the Combined Honours Degree Programme:

The Benchmark Statement applies to Honours degrees in Journalism or Combined Honours Degrees where Journalism comprises at least two thirds of the curriculum in the final or Honours year.

The outcomes below apply where Journalism is taken as a Major route through the Combined Honours Degree Programme. Some additional outcomes may also be achieved depending upon the choice of options selected.

- Understand the key aspects of Journalism (BS, NCTJ, PTC, QAA)
- Apply appropriate techniques of analysis to Journalism (BS, AS, QAA, NQF, CFD)
- Research topics and devise and sustain arguments related to Journalism (BS, AS, QAA, CFD)
- Discuss current research and scholarship related to Journalism (BS, AS, CFD)
- Discuss the current limits of knowledge in Journalism (AS, BS, CFD)
- Take responsibility for their own learning (CFD, FHEQ)
- Carry out an extended piece of independent enquiry in Journalism (NCTJ, CFD)
- Communicate information in a manner appropriate to the subject and the intended audience using appropriate technology (NCTJ, PTC, CFD)
- Show initiative and be able to make and justify decisions. (CFD, CFD)

## **A. Knowledge and Understanding of:**

- A1 A range of theoretical and practical approaches to journalism (PTC, NCTJ, BS 4.0, 4.1, 4.5, 5.2, 5.6),
- A2 The history of journalism and a recognition of the way that technological change has affected its form, (BS 4.1, 4.2, 4.3, 4.4).
- A3 The historical evolution of particular forms of journalism, their current characteristics and future developments (BS 4.2, 4.3, 4.4).
- A4 The legal, ethical and regulatory frameworks which affect journalism (BS 4.3, 5.6, NCTJ, PTC),
- A5 Modes of representation in journalism in relation to class, ethnicity, nationality, sexuality and other social divisions based on (BS 4.5, NCTJ, PTC).
- A6 A range of print, web-based and broadcast journalism and its appropriateness for target audiences with individual formative feedback from practical exercises (NCTJ, PTC, BS 4.5)
- A7 An historically informed perspective on the role of journalism and the press in shaping contemporary culture (BS 4.1, 4.2,).
- A8 The use of type, layout and visual imagery across a range of media, including newspapers, magazines the web, mobile devices and television (PTC, BS).
- A9 Production processes and professional practices in newspapers, magazines, websites and television understanding (NCTJ, PTC, BS 4.3, 4.4, 4.5).

### Learning and Teaching Strategies and Methods

Subject knowledge and competencies are fostered through a combination of lectures, seminars, workshops and online provision. (A1- A10).

- Lectures are used to set out major theories, concepts, issues and evidence in a given area of study with critical and interpretative skills underpinned by seminar activities.
- Mini-lectures also form part of small-group teaching in workshops with individual and group exercises often involving debates and discussions as well as practical exercises with formative feedback to advance learning (A1-A10).
- The Level Four academic skills unit, Academic and Professional Skills, supported by online learning resources, reinforces the development of academic skills.
- Guided study using books, journals and set readings enables students to develop their subject knowledge and critical approaches.
- Students engage in a range of individual and group practical journalism projects of increasing complexity to hone their journalistic skills across the three years.
- Newsroom workshops using industry standard software enable students to experience first hand production processes with formative feedback, (A1, A3, A4, A5, A6, A8, A9).
- Further journalism knowledge and understanding is consolidated by final year students undertaking as their major project, the Journalism Dissertation or the Journalism Special Investigation, both with tutor support. (A1, A2, A3, A4, A5, A6).
- Virtual learning environments are embedded within every unit to complement face to face teaching with unit information and learning resources.

### Assessment

The assessment methods used on the programme are varied including in-class tests, examinations, individual and group presentations, coursework including essays, reports, journalistic exercises using print, online, and multimedia components, group portfolio projects and individual journalism tasks.

- Essay drafts provide the opportunity for formative feedback on proposals for longer work at Level Four (CFD).
- Analysis of newspapers, magazines and online journalism sites provide opportunities for discussion, formative and summative assessment (CFD, PTC).
- In-class tests assessing practical journalism skills provide the opportunity for summative feedback. Pre-tests also provide the opportunity for formative feedback on complex tasks (AS, CFD, NCTJ, PTC).
- Examinations for subjects such as newswriting, shorthand and law provide summative feedback (AS, CFD, NCTJ).
- Group presentations provide the opportunity for both formative and summative feedback (CFD).
- Journalistic tasks provide the opportunity for both formative feedback, through regular newsroom exercises, and summative feedback in, for example, portfolio work (AS, CFD, NCTJ, PTC).

- The final year Dissertation and the Journalism Special Investigation major projects provide the opportunity for significant formative feedback building towards the final summative components (AS, CFD, NCTJ, PTC).
- Reflective analysis provides the opportunity for students to reflect on their work (AS, CFD).
- Production of print, online and multimedia artefacts all allow significant formative feedback from unit lecturers before the final summative assessment, (AS, CFD, NCTJ, PTC).

## **B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B1 Engage critically with major thinkers, debates and intellectual paradigms within Journalism and put them to productive use (BS 5.2)
- B2 Analyse forms and institutions of journalism as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change (BS 5.2)
- B3 Critically examine texts in journalism with appropriate reference to the social and cultural contexts and the diversity of contemporary society (BS 5.2)
- B4 Analyse closely, interpret and show critical judgment in the understanding of journalism, either their own work or that of others (BS 5.2, 5.3)
- B5 Consider and evaluate their own work in a reflective manner, with reference to academic and/or professional issues, debates and conventions. (BS 5.2)
- B6 Plan and conduct research through self-formulated questions. (BS 5.2)

## Learning and Teaching Strategies and Methods

Conceptual and critical understanding will be advanced through lectures and seminars involving a steady progression of complexity of tasks across the three years. Students will be encouraged to engage in critical analysis of texts, fields of knowledge, concepts and production practices. Opportunities for questioning, debate critical reflection and formative feedback will be progressively developed in seminars and workshops. The teaching and learning of intellectual (thinking) skills occurs alongside the teaching and learning of the practice of journalism as set out in A and C. Formal teaching strategies promote students' independent learning in preparation for seminar and workshop discussions and writing and production exercises. Cognitive skills (B1-B5) are developed via seminar/tutorial discussions and student presentations, B1 and B2 are also supported by lectures, B3 will be developed throughout all three years with a particularly strong focus on this area in L4 and L5 tutorial groups. Working independently with tutor support to complete the dissertation/project at L6 will develop B1-B6.

## Assessment

- Assessment and formative and summative feedback address the coherence, structure and logic of an argument as well as subject specific knowledge (B1-B5).
- The range of modes of assessment as outlined in Section A tests students' thinking skills in a variety of contexts and situations. For example closed exams call for an immediate and time-limited response whereas the dissertation or Journalism Special Investigation Major Project demands an extended period of research, planning, reflection and evaluation (B1-B6)
- Marking criteria for assessment is designed to address a range of intellectual skills (B1-B6)

## **C. Practical (Professional or Subject) Skills, able to:**

- C1 Produce work showing competency in writing and researching news and features for various print and online media (BS 5.3, 5.4, 5.5, 5.6, NCTJ, PTC).
- C2 Conduct interviews and accurately record information and analyse it to a professional standard (BS 5.3, 5.4, 5.5, 5.6, NCTJ, PTC).
- C3 Produce work showing competency in designing and laying out news and features for print and digital online media (BS 5.4, 5.5, 5.6, NCTJ, PTC) using industry standard software such as Adobe InDesign, Photoshop and Premiere Pro (BS 5.4, 5.5, 5.6, NCTJ, PTC).
- C4 Work in an editorial team to produce an artefact to an agreed deadline (BS (BS 5.4, 5.5, 5.6, NCTJ, PTC)
- C5 Extract key ideas from a mass of conflicting material and accurately represent it in a shorter form (BS 5.5, NCTJ, PTC).

C6 Be adaptable, creative and reflective in producing output for a variety of audiences and in a variety of print and digital media forms (BS 5.3, 5.4, 5.5, 5.6, NCTJ, PTC).

C7 Retrieve and generate information, and evaluate sources in carrying out independent research (BS 5.3)

C8 Record and analyse information accurately and present it to professional standards (BS5.3)

C9 Carry out various forms of research for essays and projects involving sustained independent inquiry (BS 5.2, 5.3).

C10 Carry out research to produce news and feature content including written articles and videos for magazines, newspapers, web sites and mobile devices, (BS 4.3, 5.2, 5.3, 5.4, 5.5, NCTJ, PTC).

C11 Behave ethically and as a reflective practitioner (BS 5.6).

C12 Record and analyse information using shorthand and/or digital voice recorders.

### Learning and Teaching Strategies and Methods

- Substantive journalism skills and issues are taught in lectures, workshops and seminars where formative feedback is given and further knowledge in relation to these is developed through independent practice (C1, C2, C3, C5, C6).
- Practical journalism skills are further developed through workshop exercises, seminars, tutorials and discussions (C1, C2, C3, C4, C5, C6), all with significant formative feedback.
- Journalism research strategies are taught in workshops and tutorials are enhanced through independent study such as the L6 Journalism Special Investigation and Dissertation units (C1, C2, C6, C7, C8, C9, C10, C11 and C12). All students receive significant formative feedback.
- Journalism production strategies and practice are acquired in workshops and through portfolio work (C3, C4, C5, C6, C7, C8, C10, C11) with small group teaching allowing significant formative feedback for individual students.
- Journalism theory is taught in lectures and exercises with formative feedback and further knowledge in relation to this is developed through independent reading (C1, C5, C8).
- 

### Assessment

Assessment will focus on the production by students of news stories and feature content including print and digital video, on editing and designing material for newspapers, magazines, mobile devices, all under the guidance of experienced journalists who provide them with formative feedback. All practical journalism units take place in a newsroom where students are given lectures in theory, shown practical examples, then set exercises on which they are then given formative feedback as they work. These small group sessions, with approximately 20 students in each, allow significant formative feedback to be given. More formal sessions include lectures, but also debates and discussions where students can be given further formative feedback.

In addition there are:

- Individually produced news and feature content, including written articles and digital video for magazines, newspapers and online sites with significant formative feedback at all stages (PTC, NCTJ).
- Graduated speed tests in shorthand provide both formative and summative feedback opportunities (NCTJ).
- Group produced magazines and websites, and online video, are used to assess production skills, along with individual critical analysis of the final products, with formative feedback at all stages (PTC, NCTJ.)
- Students produce individual copy for newspapers, magazines, online sites and mobile devices and are given formative feedback on both their proposals and their practice (PTC, NCTJ).
- Essays. Short essays also provide the opportunity for formative feedback on proposals for longer work (AS, CFD).
- Individual analyses of the content and design of newspapers, magazines, web sites, and broadcast programmes. Examples of these are given in class and discussed, allowing formative feedback on proposed student work (AS, CFD).
- In-class tests provide the opportunity for both formative and summative feedback (CFD).



- Group presentations provide the opportunity for both formative and summative feedback, with proposals for summative assessments being given via presentations (AS, CFD).
- The Journalism Special Investigation allows students to demonstrate their journalism research, interviewing and writing skills, working independently with tutor support, (AS, CFD, NCTJ).
- NCTJ examinations (Combined Honours students can opt to take these external examinations).

#### **D. Transferable (Graduate and Employability) Skills, able to:**

D1 Synthesise, analyse and present material in a variety of media forms (BS 6.1, BS 5.6, 5.5, 5.4, 5.3)

D2 Interview people, and record and analyse information confidently and accurately (BS 6.1, 5.5, 5.4, 5.3)

D3 Work as a member of a group, or individual, in a professional media environment (BS 6.1, 5.5, 5.4, 5.3)

D4 Work to deadline, delivering work in an appropriate format and to a given brief, demonstrating skills of time management and planning (BS 6.1, 5.5, 5.4, 5.3)

D5 Work independently, demonstrating communication skills and initiative, (BS 6.1, 5.5, 5.4, 5.3)

D6 Put to use a range of IT skills from basic competencies such as word processing to more complex tasks such as page layout of magazines and newspapers to web-based multimedia (BS 6.1, 5.5, 5.4, 5.3)

D7 Carry out independent research (BS 6.1, 5.5, 5.4, 5.3)

D8 Utilise feedback to plan, organise and review own performance in a career management context. (CFD)

#### Learning and Teaching Strategies and Methods

- Students gain expertise in a range of industry standard software applications, especially at Level 5 and Level 6 in the Mobile and Social Journalism the Press and PR units and the optional Writing and Producing Magazines unit.
- Students are taught how to work individually and in groups to produce newspapers, magazines, online video and websites.
- Students have the opportunity to take the professional examinations of the National Council for the Training of Journalists.
- Students are supported in the production of essays, group presentations and individual reports (D1-D9).
- At Level 5 and 6, students may undertake work-based learning as part of the Faculty-wide unit Learning from Experience (LiFE unit).
- At Level 6 students have the option of taking the Placement and Digital Portfolio unit, which involves a compulsory placement of a minimum of ten days. (D1- D9). Alternatively they can choose to take the Press and PR unit where the assessment involves simulated real-world PR and marketing exercises.
- Students will also be given the opportunity to practice CV writing and completing graduate application forms as well as attend employability events at Levels 4, 5 and 6 ( D1, D4 and D5).
- The Level 6 Dissertation and Journalism Special Investigation units provide the opportunity for the assessment of a range of key journalism skills as outlined above, which are highly transferable. (D1-D9).
- The optional Level 6 Placement and Digital Portfolio unit, which involves the production of an online show reel showing student work and a piece to camera, is designed to help students market themselves to potential employers (D6, D8).

#### Assessment

Skills will be assessed by all forms of assessment as outlined above. An analysis accompanies the journalistic artefacts students produce. These require students to engage critically with theories relating to structure, content and design. In-class tests are a regular feature, but there are also external (NCTJ) professional examinations. D1-2 and D4-7 are central to the assessment criteria requirements for one or

more practice-based units. Students will have considerable opportunity to develop their skills in working with others (D3), across all levels. Transferable skills in the use of industry-standard software packages such as Adobe Photoshop, Adobe InDesign, Adobe Premiere Pro, along with other technical expertise, are taught at Levels 5 and 6, and assessed via the production of practical artefacts.

## 15. Course Structure, Progression and Award Requirements

- Journalism is offered in Combined Honours in full-time (3 year) mode with English Literature, English Language and Media Studies.
- It comprises of 120 credits per level over three years full time study. One credit is equivalent to ten hours of learning.
- Achievement of 120 credits by the end of L4 means the exit award would be a Certificate in Higher Education.
- Achievement of 240 credits by the end of L5 means the exit award would be a Diploma in Higher Education.
- Standard University rules apply. A full description of exit awards is available in the regulations.
- To be awarded a BA Combined Honours Journalism degree students need to achieve 300 credits and 360 credits.
- Each level comprises a maximum of 120 units.
- Units are offered as 20 credits apart from the third-year Journalism Dissertation and the Journalism Special Investigation) which are 40 credits.
- Students study a core diet of six compulsory units at Level 4 including the skills-focused Introduction to Studying Journalism and 40 credits of units from the away Combined Honours degree partner.
- At Level 5 students take three core Journalism units, Feature Writing. They have the choice after Christmas in Teaching Block Two to undertake either Ethics, ports Journalism or Music Journalism units as an option. They also undertake 40 credits of units from their Combined Honours degree partner.
- At Level Six students take a mandatory 40 credit major project, either the Journalism Dissertation or the Journalism Special Investigation. They have a choice of options in the first teaching block from Writing and Producing Magazines, Global Journalism and Human Rights, Money Government and Power and Journalists and Propagandists, and in the second teaching block can choose Journalism options from Press and PR, Placement and Digital Portfolio or the Learning from Experience (LiFE unit.)

## 16. Employability Statement

- Employability skills will be delivered (and assessed where applicable) throughout the curriculum as outlined below. We provide structured support to enable students to develop their employability skills from Level 4 to Level 6. Core units at each level will include most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework. Throughout the three years of study, students undertake journalistic assessments that are similar to journalism tasks carried out in media workplaces. The course maintains close contact with a network of employers offering work placements although it is the responsibility of the student to arrange such a placement.

Career management skills, as a subset of employability skills are embedded throughout the curriculum, as outlined below:

At Level Four management of self-learning tasks and time management are embedded into the Teaching Block One skills unit Academic and Professional Skills. Students are introduced to basic career management skills such as professional development planning, self-learning tasks, and the communication of information, interpersonal skills, professional development planning and CV development as well as the professional skill of Teeline shorthand. This unit helps students 'learn how to learn' as part of studying the discipline of a subject area.

At Level Five we continue with developing career management skills during re-induction. There are plenary sessions for students on the further development of career management skills and this is backed up by interactive online exercises and website resources related to the subject area. Students also have access to an interactive, online Employability Hub. At this level, students also learn about how to design online content via the Press and PR unit and create smartphone packages through the Mobile and Social Journalism unit as well as feature writing and sports and music reporting to boost their employability.

At Levels Five and Six the Faculty-wide Learning from Experience (LiFE unit) is offered, providing personal development opportunities for students and the opportunity to gain academic credit from paid/unpaid work, volunteering, placements and internships,.

At Level Six the optional Placement and Digital Portfolio unit conforms to the University of Portsmouth Policy for Work Based and Placement Learning, setting students a minimum work-based placement of ten days. Students produce a website for an online portfolio featuring samples of their work and a piece to camera about themselves. They have the option of also producing a portfolio of published work for the NCTJ ePortfolio assessment.

At Level Six, students learn how to write and design entire magazines on the optional Writing and Producing Magazines unit. They also have the opportunity of producing a Journalism Special Investigation, writing a series of four features on a subject of their choosing, targeting a particular publication, providing a specific potential employment opportunity.

Students who would like expertise in public relations can also take the optional Press and Public Relations unit. This offers a good grounding in this lucrative and expanding media field, where they can apply the many transferable skills they will have acquired. Students who take the Public Relations unit learn how to create promotional material for an organisation - and along the way acquire skills in promotion, presentation and marketing.

Combined Honours students have access to the majority of the examinations offered by the National Council for the Training of Journalists. Student entry to these NCTJ examinations is paid for by the university, which also pays for entry to two shorthand examinations. Passes in NCTJ examinations do not affect degree progression. Shorthand provision is included in core units at Level Four for Combined Honours students.

The degree is intended to produce graduates who will also have the ability to produce a variety of digital journalism content to deadline, to extract key points from complex and conflicting sources, and to present narratives across a range of media. Graduates will have the ability to interview people using a variety of methods, along with a good knowledge of law, government and ethics, and a strong sense of time management based on the many journalism tasks they will have undertaken during their three years at Portsmouth. In addition, they will be able to produce newspapers, magazines, web sites, videos for online and have a wide range of transferable academic, oral and written communication and digital skills. One of the great strengths of the journalism programme at Portsmouth is its emphasis on employability, with the diverse opportunities for journalism graduates provided by such units as Copywriting at Level Four, which opens up advertising, and Press and Public Relations at Level Six which focuses on PR and marketing. In addition, close links with The News in Portsmouth and other media outlets in the city, which help students to have work published, also boost employability.

Graduates will have skills that will enable them to produce a newspaper, magazine, website, digital showreel, video content, plus expertise that they will have acquired through work related units at Levels 4, 5 and 6.

Students acquire familiarity with industry standard software packages throughout the course, including Adobe InDesign, Dreamweaver, Photoshop and Premiere Pro,. These digital skills, along with their interviewing and writing skills, are transferable to other media industries. Journalism has been

successful in producing quality graduates, including winners of NCTJ Awards and runner-ups in the Guardian Media Awards, who are working on national and regional newspapers, magazines, and across a range of high-profile jobs in advertising, web design, marketing and public relations.

For both Level Five and Level Six students we run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year (including a Faculty Alumni Day).

Within Journalism, we also have a programme of regular speakers from the industry, who both speak to the students and occasionally take part in interactive exercises.

All these activities are supported by the Personal Tutor system and a refocused PDP. Since professional practice takes place in small groups of up to 25 students, tutors, all with significant professional experience, can provide direct and individual support for students. Simulations and tests reflect real-world practice. Professional development is one of the principal aims of the course- and it is delivered in every newsroom unit, whether it is Level Four Theories and Techniques, Level Five Mobile and Social Journalism, or the Level Six Writing and Producing Magazines. In each case, students work to real-world standards.

We provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments including the LF3 newsroom. Work-related learning in the newsroom takes place at Levels Four, Five and Six.

All Journalism Combined Honours students engage with formal PDP tasks at all levels via the Personal Tutoring system. The Personal Tutor system adopted at each level ensures that each student has at least one member of academic staff who monitors their progress and can write references if required.

## 17. Support for Student Learning

- The Journalism Combined Honours degrees are managed by a Subject Leader.
- An extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance, who will oversee the first two years of the student's academic study and provide pastoral support. In the final year, this role is taken by the Dissertation or Journalism Special Investigation supervisor.
- Extensive online resources are available, including a Student Common Room site to provide key information about the degree and Moodle (the Virtual Learning Environment) sites for individual units.
- University support services include - careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks, both online and on paper provide information about the course structure, University regulations, unit content and assessment etc.
- Feedback is provided for all assessments.
- Students are supported with Personal Development Planning.
- Study Skills to support students making the academic transition to university are delivered at Level 4
- Students undertaking a placement for the Placement and Digital Portfolio unit are provided with support prior to and during their placements.
- Access to a dedicated newsroom with industry standard software and hardware.

## 18. Admissions Criteria

### A. Academic Admissions Criteria

Students are recruited with a variety of different qualifications. All should be able to refer to some experience that demonstrates an interest in Journalism. As general guidance:

- A-levels: 240 points and above
- GNVQ: students must have achieved at least a C grade for a single 12-unit GNVQ in a relevant area.
- Students may also offer more varied GNVQ and A/AS combinations, including 6-unit and 3-unit GNVQ awards.
- Professional qualifications & experience and other equivalent qualifications considered positively
- Access courses: 60% overall
- Mature and International students are welcomed
- Highly accurate English writing and listening skills with an IELTS or equivalent of at least 7.0 for applicants for whom English is not their mother tongue
- If appropriate, prior learning may be assessed and accredited.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability. It will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice and will consider all applications on a case-by-case basis. However, potential applicants should be aware that this course requires students to take shorthand examinations in the first year and may therefore not be suitable for some applicants with a hearing disability or fine motor problems. It also requires students to use computers to design newspaper and magazine pages and may therefore prove unsuitable for some visually impaired applicants. Some students with dyslexia may find textual components of the course such as editing particularly difficult but additional support will be given to them.

## 19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Subject Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- Employer input from work placement reports.
- Combined Honours Management Board
- Head of Curriculum and Educational Development's Annual Report to QAC on Combined Honours Degree Programmes

### B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.

- Subject Leader for day-to-day running of course and Combined Honours route.
- Combined Honours Management Board.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Virtual Student Staff Consultative Committees via VLE (also available to students studying abroad)
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake PgCert Teaching and Learning in Higher Education.
- All academic staff encouraged to seek Higher Education Academy fellowship.
- Academic staff new to teaching required to undertake Graduate Professional Development Programme (gPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

## **20. Assessment Strategy**

Journalism units are assessed through a mixture of coursework and examinations covering essays, presentations, and journalism tasks for both print and online environments, reports, reflective analysis and video, newspaper and magazine creation. Single Honours Journalism students have to undertake five core and two optional examinations by our accrediting body the National Council for the Training of Journalists to qualify for the NCTJ Diploma in Journalism Preparation for these examinations is carried out as part of the delivery of the related university units and with extra revision and preparation sessions during the university Consolidation and Assessment Period, (CAP). Learning Outcomes, word-length, time-length and combination of assessments are in line with University Assessment Guidelines for each level (See Policy on Maximum Assessment Loads).

### **Level 4**

The Theories and Techniques of Practical Journalism unit includes an in-class test to assess students' news writing skills and a portfolio of journalistic tasks. In addition, students have the chance for formative assessment in presentations in the Academic and Professional Skills unit. (Where units are also assessed by coursework this usually takes the form of artefacts generally related to the professional skills necessary for a successful career in journalism. Typically, first-year journalism students are tested

on their news and feature writing abilities, through timed tests and the generation of content for a portfolio. In addition, they are required to reflect upon and analyse the journalistic processes involved in generating news and feature stories and to do this in the form of accompanying, essays, which also provide evidence of significant background reading. In the first year, combined honours journalism students also take shorthand tests, with the intention of reaching 60 words a minute. They are also required to write essays evaluating the use of both journalistic and academic sources and to give presentations. Level Four combines core knowledge with core understanding at a basic level and the assessments are designed to reflect that. Students receive formative feedback in all newsroom sessions. Students also produce digital artefacts such as blog posts and news and feature articles.

## Level 5

At Level Five, assessment is designed to reinforce and enhance understanding of the ideas introduced in Level Four as well as supporting the production of more sophisticated multimedia artefacts in the form of video and online newspaper and magazine pages. Students now apply their newsgathering and interviewing skills, engaging in real-world news and features production via such units as Feature Writing, Sports Journalism, and Music Journalism, receiving individual formative feedback as they proceed. Their journalistic work is assessed by summative portfolios, while their understanding of the journalism industry and key issues within the media landscape are assessed by essays and reports. Student work may be published on the externally facing *The Hub* web site, allowing real world interaction. **Students also enhance their basic news and feature writing with digital skills, acquiring expertise in news and feature page presentation in print and online.** At this level students may choose to undertake the Ethics unit to debate the ethical framework and the philosophical principles that underpin journalism, and develop approaches to becoming a reflective practitioner. This is assessed via presentations and essays based on reasoning logic and a knowledge of philosophy and the regulatory frameworks that govern journalism. Alternatively they may undertake the Sports Journalism or Music Journalism units where they produce portfolios of online content as well as reports and essays tackling issues in the genre.

## Level 6

At Level Six students are encouraged to take a significantly more reflective, analytical and critical approach to their increasingly complex editorial tasks. In the Writing and Producing Magazines unit students act in editorial teams where they have individual responsibility for producing their own professional quality magazine. Students are assessed at this level by portfolios of coursework and by extensive essays of analysis and critical reflection. In addition, students have the opportunity of taking units relating to journalism culture, such as Global Journalism and Journalists and Propagandists at War. In addition, students further enhance their digital skills via portfolio work that involves the production of a website to showcase their best work in the Placement and Digital Portfolio unit. At Level Six students have the option of either a traditional 10,000 word dissertation in Journalism or a Journalism Special Investigation, where they produce a series of four feature stories of up to 6,000 words, Students have to undertake a 3,500 essay tackling a journalism related issue associated with their features. This provides evidence of a professional level of expertise and an academic understanding of their role as journalists, as well as helping provide students with the expertise to study at a more advanced level.

## 21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

## 22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;

- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

## 23. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

The University of Portsmouth is National Council for the Training of Journalists (NCTJ) accredited examination centre for the Combined Honours degrees

### B. Periodic Programme Review (or equivalent)

The programme is assessed within the University's programme of regular review including the ASQR and the PPR. Journalism Single and Combined Honours underwent an External Periodic Review on January 29, 2014.

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015\[1\]](#)*).

[1] [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

### D. Others

None

## 24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and School of Social Historical and Literary studies (<http://www.port.ac.uk/departments/academic/sshls/>) websites.