

Programme Specification

Undergraduate Programmes

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	BA (Hons) Journalism
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	3 years full-time
UCAS Code(s)	P500
HECos Code(s)	(100442) Journalism 75% (100366) Computer Science 25%
QAA Benchmark Group	Communication, Media, Film and Cultural Studies
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Media, Communications & Cultural Studies

Departments which will also be involved in teaching part of the programme
Computing

Programme overview

This programme offers a solid foundation in practical multi-media journalism and is aimed at equipping students with the key skills for professional careers in journalism or other areas of the media. The programme also draws on the strong tradition of the Department in delivering a theoretical underpinning for the practical skills, so that students learn not just how to practice journalism, but the broader social, cultural and political context in which it is practiced.

Our teaching encourages students to develop an understanding of their own work that is critical, creative and collaborative. The programme is designed to enable students to practice journalism in the digital age but also to situate journalism within this context and to interrogate its practice and contribution to public life.

We aim to help students express themselves creatively and self-critically; to understand how journalism works; and to help develop subject specific knowledge and skills and a range of transferable intellectual, organisational and communication skills. Consequently, we aim to produce engaged graduates and the thinking journalists of the future.

Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

Aims of the programme

- To equip students with the essential practical and contextual skills to practice multi-media journalism in the digital age.

- To ensure these skills are broad enough to be transferable to other areas of the media.
- To develop awareness of the historical, political, social, technological and cultural contexts of the media in general and of journalism in particular;
- To teach independent critical and evaluative skills as well as intellectual curiosity and journalistic innovation across a variety of platforms and formats

What you will be expected to achieve

The programme's subject-specific learning outcomes are devised by academic staff who are at the forefront of their field of study. However, you will also develop a wide range of transferable qualities and skills necessary for employment in a variety of contexts, not just in journalism. The Quality Assurance Agency describes these qualities & skills as effective communications skills, the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development.

Knowledge and Understanding		Taught by the following modules
A1	A competent to high level of conceptual and technical knowledge in the planning, structuring and production of multi-media journalism using a range of practical skills, which include writing, date visualization, video reporting, still images and use of social media.	All practice modules
A2	Knowledge of the key conventions and aesthetic and critical issues relevant to journalism that will both enable you to be constructively critical of journalism and inform your own practice.	All modules
A3	A critical understanding of the potential power of images, and/or sounds or the written word and how meaning is conveyed in the media.	All modules
A4	Knowledge of the historical development of the media and its relationship to contemporary culture.	Theoretical modules
A5	Knowledge of the global dimensions of the modern media industries.	Theoretical modules
A6	An understanding of the contemporary forms of media organisations, and their relations to other social institutions, both public and private.	Theoretical modules

Cognitive and Thinking Skills		Taught by the following modules
B1	Appropriate methodological skills to research issues and debates from a range of sources.	Theoretical modules
B2	Skills in the analysis and lucid evaluation of alternative views in your engagement with major thinkers, debates and intellectual paradigms within the field.	Theoretical modules
B3	An enhanced level of textual analysis.	Theoretical modules
B4	Effective written communication skills in the formulation, structuring and presentation of coherent and persuasive arguments.	Theoretical modules
B5	Assimilate and evaluate alternative views.	All modules
B6	An on-going self-reflexive approach to the constructive evaluation of your academic and	All modules

	practical work.	
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Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Appropriate practical and technical skills using a range of sources to create journalistic work appropriate to different platforms, involving both written and visual content.	Practice modules
C2	A competent to high level of conceptual and technical skills in the initiation, research, development and realisation of original journalism to reach appropriate audiences.	Practice modules
C3	Design and execute an independent journalism project using multi-media skills.	Journalism practice final project/portfolio
C4	An enhanced level of skills in the effective creative manipulation of the written word and images.	Journalism practice modules
C5	Produce written work to professional standards in other written forms with relevance, expression, referencing and bibliography.	Theoretical modules
C6	Conduct research using all digital and non-digital resources and sources where appropriate to create journalistic work.	Practice modules
C7	Use a range of critical commentary and critical theories discriminately.	Theoretical modules
C8	Contribute constructively to seminar discussion.	Theoretical modules
C9	Understand and apply terminology appropriate to Media, Communications and Cultural studies.	Theoretical modules

Transferable Skills		Taught by the following modules
D1	Problem solving, interpersonal, technical and editorial skills applicable to a variety of media and media production contexts.	Journalism practice modules
D2	A competent to proficient use of appropriate technologies, including web design and production, mobile journalism and social media.	Journalism practice modules
D3	Developed interpersonal skills in the giving and receiving of criticism.	All modules
D4	An ability to work with others in a critical, creative and collaborative fashion in a variety of media contexts.	All modules
D5	The confidence, knowledge and skills to work independently, flexibly, responsibly and to deadline in the preparation, management & production of media materials and the research and writing of academic work.	All modules

How you will learn

The acquisition of outcomes in practical modules is through presentations and workshops and reinforced through the preparation and production of practical, multimedia journalism work, in both classroom and quasi-professional environments. Such work is produced in class, in weekly assignments and for final portfolios, according to the requirements of individual modules. You will have extensive contact with

academic and support staff and written and oral feedback is provided on your work throughout the practice learning process and after the completion of portfolio work. Feedback is given both individually and in class and group contexts.

The acquisition of outcomes in theoretical modules is through weekly lectures and seminars so core knowledge gained through reading and lectures may be reinforced through seminar discussion and debate. Guidance is given on appropriate preparatory and follow up reading and staff are available to provide tutorial support on a weekly basis. All modules require the research and writing of coursework so that your understanding can be progressed and feedback given prior to the completion of examined essays.

The interdisciplinary concerns of all the modules throughout the degree mean that your understanding of the outcomes will be constantly advanced by your studies, achieving greater depth in years 2 and 3.

Individual tutorial support from both personal tutors, seminar leaders and module conveners is constantly available to advise you on your progress and skills acquisition in both theoretical and practice-based studies.

How you will be assessed

Assessment in practice modules is by a combination of coursework, weekly assignments and portfolios of practical work.

In years one and two, the outcomes of theoretical modules are achieved by course work assignments and examined essays.

In year three a final digital project will combine a practical piece of journalism to demonstrate the skills acquired during the previous two years with an essay, in order to bring together your theoretical and practical learning. Also in year three, a dissertation option is available for students seeking an extended theoretical essay.

Tutorial support for all modules is given throughout the programme.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	I: First (Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Work of outstanding overall quality. It will demonstrate an extremely effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will contain evidence of a highly developed and systematic understanding of the subject.
70-79%	I: First (Excellent)	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Work of excellent overall quality. It will demonstrate an excellent application of knowledge, understandings and skills specified in the module learning outcomes. The work will contain evidence of a broad and systematic understanding of the subject, together with the ability to engage with complex ideas and develop original perspectives in a fluent and clear manner.
60-69%	lii: Upper Second (Very good)	Represents the overall achievement of the appropriate learning outcomes to a very good level. Work that overall achieves a high standard and that demonstrates the effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will

		have achieved its goals and will demonstrate a significant degree of originality and ambition with a very good level of analytical precision, very sound preparation and an awareness of different critical perspectives.
50-59%	Ilii: Lower Second (Good)	Represents the overall achievement of the appropriate learning outcomes to a good level. Work of an overall good standard. It will demonstrate an overall effective application of knowledge, understandings and skills specified in the module learning outcomes. It will show some originality and ambition together with evidence of background reading and comprehension of the topic. The analytical dimension will not be fully developed and the reading may be limited to a few texts only.
40-49%	III: Third (Pass)	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Work of an overall satisfactory standard although little originality and/or ambition is demonstrated. The work is mainly descriptive and refers to only a limited range of ideas/examples. Although the work lacks a fluent argument, it exhibits some critical awareness of the topic.
25-39%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Work of poor quality that demonstrates little or no originality and ambition and contains significant flaws in terms of content, structure or language.
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. Work of very poor quality that demonstrates little or no originality and ambition and is extremely weak in content, language and structure.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme is only available for full-time study over three years, in which students take modules to the value of 120 credits in each year. All modules are compulsory in the first two years. In year one, students take four practice modules, two theoretical modules and one hybrid module which is theory based but has a practical assessment. In year two, students take two theory modules and five practice modules. In the final year, the compulsory modules are the final practice portfolio/essay and a theory module. Students then have a choice of three broad pathways from which to choose: a range of other practice modules, including a work placement, advanced computing modules or a selection of the Departments theoretical modules, including the option of a dissertation. Subject to timetable considerations, students can also take modules from other Departments.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Power, Politics and Public Affairs	MC51016D	15	4	Compulsory	1
Introduction to Multimedia Journalism	MC51017D	30	4	Compulsory	2

Digital Methods in Journalism	IS51018B	15	4	Compulsory	1
Media History & Politics	MC51002A	15	4	Compulsory	1
Key Debates in Media Studies	MC51006C	15	4	Compulsory	2
Introduction to Digital Methods in Journalism		15	4	Compulsory	1
Introduction to video reporting	MC51021B	15	4	Compulsory	2/3

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Multimedia Journalism	MC52017C	30	5	Compulsory	2
Data Journalism and Visualisation	IS52032A	15	5	Compulsory	1
Social media, crowdsourcing and citizen sensing	IS52035A	15	5	Compulsory	1
Media law and Ethics	MC52016A	15	5	Compulsory	1
News and Power in a Globalised Context	MC52064B	15	5	Compulsory	2
Feature Writing	MC52019A	15	5	Compulsory	1
Video Reporting	MC52018B	15	5	Compulsory	2/3

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Journalism in Context	MC53056A	15	6	Compulsory	2
Final Multi Media Project and Portfolio	MC53057C	60	6	Compulsory	2
EITHER: Modules to the value of 45 credits from an approved list available from the Department of Media, Communications and Cultural Studies.		45	6	Optional	1 or 2
OR: Modules to the value of 30 credits from an approved list available from the Department of Media, Communications and Cultural Studies and a 15 credit module from an approved list available from the Department of Computing.		45	6	Optional	1 or 2

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

This is a relatively new programme with its first students only graduating in 2016. However its conception and execution is designed to closely follow the model of the existing undergraduate degrees offered by the Department as outlined below. As the programme is developing and expanding it is establishing specific links with the journalism industry to further work experience and employment opportunities. There is a work placement option in Year 3.

Recent graduate level careers for Goldsmiths Media, Communications and Cultural Studies graduates have included: News Readers, Announcers, DJs, Editors, Journalists, Public Relations Officers, Researchers (Media), Researchers (politics), Directors, Producers, Advertising and Marketing Executives, Authors, Commercial Artists, Photographers, Higher Education Lecturers, Audio-Visual

Equipment Operators, Officers of Non- Governmental Organisations, Government Researchers. Employers include: Goldsmiths, University of London, BBC/BBC World Service, Channel 4, University of Brighton, University of the Arts London, Gaucho Productions, Global, Broadcast Channel, Community Action Dacorum, A1 Digital Imaging Services, Absolute Publishing, House of Lords Select Committee, Imperial Cancer Research.

Throughout the undergraduate and postgraduate programmes we aim to instil a variety of skills that are useful in many employment areas: critical analysis; research; a broad commercial and cultural awareness of the media and creative industries; teamwork; development of creative work in writing, audiovisual or other electronic media; a flexible, creative and independent approach to tasks; the ability to work to a brief and meet deadlines. We want all our students to become critical and self-reflective thinkers, with a set of skills and personal values that will be of benefit in the future, whether in employment or whether undertaking further studies. We involve students in the process of developing their life-long learning skills via appropriate teaching, assessment, pastoral care and the use of embedded careers and employment workshops via the SYNAPSE programme in the Institute for Creative and Cultural Entrepreneurship (ICCE). SYNAPSE workshops are designed to enhance students' skills and knowledge of potential areas of employment or self-employment within their specific sector. The workshops are designed to provide students with tools and methods of exploration that are not only useful to their studies, but that also help them to identify and develop their career plans, whether they intend to work for others in paid employment or for themselves. We offer specially tailored SYNAPSE careers workshops throughout the degree programme as well as a number of initiatives to support students in developing both personally and professionally and to help them acquire and recognise their transferable skills.

The first of these initiatives is the Gold Award scheme that has been introduced in all universities to provide the opportunity for students to take active control of their development and to plan for their future. Gold Award opportunities aim to support students in becoming three- dimensional, well-rounded individuals through self-directed engagement in three areas: personal, academic and career development. Gold Award is offered through a website: www.gold.ac.uk/students/gold-award/ The Gold Award is an initiative for undergraduates that rewards and recognises those who take active steps in developing themselves personally and professionally through participating in activities above-and-beyond their academic studies. These activities can include anything from volunteer work to putting on an exhibition, from working in the Students' Union to running a team, from mentoring your peers to running a society. Students have to achieve five points in order to receive the award. One of these points has to be by completing a series of personal development exercises and a Personal Development Record (PDR). The other four points must be obtained through extracurricular activities. The award is also supported by a full programme of workshops and events. Both the Gold Award Scheme and the Gold Award can help students to understand: the skills / competencies they have and how to develop these further and apply them in their personal and professional lives.

The requirements of a Goldsmiths degree

Undergraduate degrees have a total value of 360 credits. They are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications.

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

Modules:

Modules are defined as:

“Optional” – which can be chosen from a group of modules “Compulsory” – which must be taken as part

of the degree

“Core” – which must be taken as part of the degree and passed with a mark of at least 40%.

Progression:

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students normally must pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree:

In order to graduate with a classified degree, students must successfully complete modules to the value of 360 credits. However if a module which has not be defined as “core” has been failed with a mark of 35-39% and all three permitted attempts have been used, this module may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above. No more than 60 credits may be compensated this way across a programme and no more than 30 at any one level.

Classification:

Final degree classification will be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively

Degrees are awarded with the following classifications:

First Class – 70%+

Upper Second – 60-69%

Lower Second – 50-59%

Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree

Intermediate Exit Points:

Some programmes incorporate intermediate exit points of Certificate of Higher Education and Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 (120 of which at level 5) credits respectively. The awards are made without classification.

The above information is intended as a guide. For further information, please refer to the Regulations for Undergraduate Students, which may be found here: www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: <https://www.gold.ac.uk/programme-costs>

Specific costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

The Department will provide access to video cameras and mikes and tripods for video reporting, and DSLRs with lenses for photo-journalism. You will also have access to computers in the Department and the library with Adobe Premiere Pro, Lightroom and Photoshop. However, you are required to own a smartphone for mobile journalism and to buy your own USB drives for submitting work for assessment. We will advise you on the best free apps to use for editing video and photos on mobile phones.

Some modules require travel in and around London, in order to gather stories and interview people. You may choose to travel further afield in order to interview people for your final multi-media project, at your own expense, however this is not a requirement.

You can choose to do a work placement module as one of your option modules and may have to cover your travel costs to the placement. The minimum commitment for placements is 10 working days. The Department will provide access to video cameras and mikes and tripods for video reporting, and DSLRs with lenses for photo-journalism. You will also have access to computers in the Department and the library with Adobe Premiere Pro, Lightroom and Photoshop. However, you are required to own a smartphone for mobile journalism and to buy your own USB drives for submitting work for assessment. We will advise you on the best free apps to use for editing video and photos on mobile phones.

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How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (<http://www.gold.ac.uk/quality/>).