Programme Specification

Postgraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA/MSc in Digital Journalism
Name of Interim Award(s)	Postgraduate Certificate in Digital Journalism; Postgraduate Diploma in Digital Journalism;
Duration of Study/Period of Registration	1 year full time or 2 years part-time
UCAS Code(s)	N/A
QAA Benchmark Group	Communication, Media, Film and Cultural Studies; Computer Science
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	September 2017
Primary Department/Institute	Media & Communications

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

Programme overview

Journalism is changing rapidly to deal with fundamental changes in technology and in the way people access and disseminate information using the World Wide Web and portable electronic media. The MA/MSc in Digital Journalism has been specifically developed to create graduates who will not only be able to deal with current technologies as they affect Journalistic practice, but will also have the necessary deep understanding and skill to adapt to future technologically-informed changes in practice and, in some cases, to develop the technologies that will bring about these changes.

Students will receive highly specialised training in digital technologies, enabling them to develop technical and editorial skills in all aspects of computer-supported news gathering and digital media production. The goal of the program is for its graduates to help produce, shape, refresh, and reinvent journalism in fast-changing mobile and global media. The program will offer the highest calibre of journalism and computing science training. Students will learn the fundamentals of multimedia journalism while developing an enterprising capability and literacy in computer science. This program design will use the content of each discipline to inform the execution of the other. Under the guidance of senior faculty staff and visiting specialists, students will combine creative computing software and code with journalistic methods to harness data and produce applications promoting new information and communication models for media organisations and the creative industries.

Graduates of the programme will be capable of occupying a specialist role of "coding journalist" or "multimedia journalist" in the media, non-profits, PR, and technology organisations and developing entrepreneurial start-up projects. The MADJ is a 180-credit programme consisting of three 30 credit modules, three 15-credit modules and a 60 credit final project (non-traditional thesis) in terms of core moules. Students also have the option of doing the 30 credit module Media law and Ethics or undertaking a 15 credit version of this module plus the 15 credit module Asking the Right Questions.

Programme entry requirements

The programme is designed to take students with different histories and skills: those with a strong technical background and in interest in Journalism, and those with a journalistic background and in

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interest in what new technologies offer to journalism. The degree denomination (MA or MSc) will be determined by the relative stress put on technology and journalistic practice in the final Major Practical Project. All students will be expected to engage with both.

All students would normally have, or be expected to gain, a first degree of at least second class or equivalent; a lower degree class may require an additional viva or written examination. Students without these formal academic qualifications would be eligible for admission if they have relevant industrial experience at a senior level, for example as software designers or as practising journalists, although this may be also subject to a qualifying examination or viva.

It is expected that the programme will attract approximately 50% overseas students. Non-native English students should normally have a minimum IELTS score of 7.0 or equivalent. Students with IELTS scores under 7.0 will be strongly encouraged to do the College pre-sessional training in English language. Students may be called to interview.

Aims of the programme

1. Study the skills, art, and ethics of digital journalism combining critical thinking and multimedia narrative construction with technical training in the ability to create problem solving or information retrieval applications and synthesise data into relevant content.
2. Develop their abilities to report/write and create multimedia clearly, precisely, accurately, with energy and voice, and for specific online audiences.
3. Be provided with a comprehensive resource for mobile and online journalism, one that deals with digital media as their own distinct forms of communication rather than merely adjuncts to print or broadcast.
4. Learn how to purposefully blend text, graphical content, multimedia and hypertextual, interactive elements. Explore how trends in personal publishing and social networking are forcing change in journalism and other information industries.
5. Use a variety of techniques to capture and monitor newly published or real-time information.
6. Develop a critical understanding of the theory and practice of online communication.
7. Attain a working knowledge of media law so that, when working as a professional communicator, they can assert legal rights and avoid needless infractions of the law.
8. Learn to incorporate and evaluate appropriate elements of multimedia and multi-platform storytelling, including information design, layout, organisation and visual communication theory and techniques.

What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate in Digital Journalism will have demonstrated a developing competence in the areas below.

Students who successfully complete the Postgraduate Diploma in Digital Journalism, will have demonstrated a developed competence in the areas below.

Knowledge and Understanding		Taught by the following modules
A1	Applied the conceptual and practical understanding of emerging technology and digital media in the creation of news packages and student online portfolios;	Digital Sandbox, Social Media Campaigning, Interactive Data Visualisation, Multimedia Journalism, Asking the Right Questions
A2	A deep and practical understanding of the processes involved in the digital, mobile, and online identification, production and presentation of news and information;	Digital Sandbox, Multimedia Journalism, Interactive Data Visualisation, Asking the Right Questions, Major Practical Project
A3	A deep and practical understanding of the relevance of media law and ethics to journalistic practice, and the recognition of the line between public interest and the right to privacy	Media Law, Social Media Campaigning, Major Practical Project

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A4	A critical awareness of the wider practical and theoretical contexts in which journalists work.	Social Media Campaigning, Multimedia Journalism, Asking the Right Questions, Major Practical Project

Cognitive and Thinking Skills		Taught by the following modules
B1	Apply advanced skills in critical thinking and analysis; academic writing and presentation skills.	This will be taught throughout the programme and specifically in the modules Asking the Right Questions, and the Major Practical Project
B2	Critically evaluate journalistic narrative and practical production work, including their own, in relation to effective practice and to appropriate theoretical issues;	This will be taught throughout the programme, particularly through Multimedia Journalism, Interactive Data Visualisation and Major Practical Project

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Journalism skills of newsgathering, research, interviewing, writing briefs and composing pitches, developing treatments, writing commentary for digital media, and news reading;	This will be taught throughout the programme
C2	Basic literacy in coding and software configuration and design.	Digital Sandbox and Interactive Data Visualisation
C3	The ability to use digital media technology to problem-solve, research and investigate real journalistic challenges and story ideas;	Digital Sandbox, Interactive Data Visualisation, Social Media Campaigning, and through Multimedia Journalism and the Major Practical Project
C4	The ability to execute a significant piece of original work.	Major Practical Project

Transferable Skills		Taught by the following modules
D1	The ability to do academic research and writing	Social Media Campaigning, Major Practical Project
D2	Basic operational skills in multimedia production and editing;	Multi-media Journalism, Major Practical Project
D3	The skills to work as member of a co-located or virtual team undertaking various journalistic tasks.	The group work as part of Multimedia Journalism
D4	Be independent and creative workers and learners, able to exercise initiative and personal responsibility in their work.	This will be taught in throughout the programme and in particular in the Major Practical Project

In addition to the above outcomes, students who successfully complete the MSc in Digital Journalism will:

Knowledge and Understanding		Taught by the following modules
A1	Apply the conceptual and practical understanding of emerging technology and digital media in the creation of a substantial commercially-relevant project	Major Practical Project

Cognitive and Thinking Skills		Taught by the following modules
B1	Propose, plan, execute and evaluate a significant	

	piece of original work.	Major Practical Project

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Be able to execute a significant piece of original work.	Major Practical Project

Transferable Skills		Taught by the following modules
D1	Be independent and creative workers and learners, able to exercise initiative and personal responsibility in their work.	Major Practical Project

How you will learn

We are committed to a diverse and stimulating range of learning and teaching methods that ensure the programme outcomes are addressed rigorously and effectively. Learning emphasises a close synthesis between theoretical understanding and practical application that helps students develop an advanced, critical approach to the subject of computing.

Media Law and Ethics is taught via lectures and seminars. Digital Sandbox, Critical Social Media Practices, Interactive Data Visualisation and Multimedia Journalism are newsroom- or lab-based sessions featuring practical hands-on teaching with some amount of explanatory lectures. There are also some workshops run by visiting speakers from industry across the programme.

The various modules of the programme provide a diverse range of topics .These will be further developed through students' independent research and learning activities directed towards module assignments and the large-scale project component. Students are expected to engage in considerable independent reading and practical work for all modules culminating in the final project. This independent work will be supported by library resources, access to lab space and supervision from teaching staff.

How you will be assessed

Students are required to undertake and pass every element of the programme. The overall assessment is made up of the following components:

A multimedia portfolio consisting of online news stories and video reports for Multimedia Journalism; a series of small software projects for Digital Sandbox; an unseen exam, (or essay in 15-credit version) for Media Law and Ethics; practical coursework and blogging in Critical Social Media Practices; a series of practical tasks and an exam for Interactive Data Visualisation.

The assessment for individual modules is as follows:

Digital Sandbox will be assessed on three software projects during the Autumn and Spring terms (LOs A1, A2, C2, C3)

Multimedia Journalism will be assessed through coursework (25% of the final mark) completed over three terms and a multimedia journalism portfolio consisting of digital news stories and video packages which is due in the Summer Term (75%). (LOs A1, A2, B2, C1, C3, D2, D3, D4)

Media Law and Ethics will be assessed through a three-hour unseen online exam in February, assessing aspects of media law for the 30-credit version or an academic essay for the 15-credit version of the module, which is due in January. (LO A3)

Critical Social Media Practices involves writing blog posts and practical coursework.

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Interactive Data Visualisation involves a short report (20%) and a web-based interactive visualization of data and a technical report (80%).

Major Practical Project: In the Summer Term, students complete a project consisting of a large-scale multimedia website and/or mobile application, presenting a sustained, in-depth piece of digital journalism work undertaken by the student. In association, students will also produce a 3-5,000 word critical analysis essay, reflecting on their work. (LOs B1, A2, A4, B2, C1, C3, C4, D4)

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Awarded when a candidate satisfies the requirements for a distinction, but to an outstanding degree. Such work may be of publishable quality, and will be a significant contribution to debate within the field.
70-79%	Distinction	Work assigned a Distinction mark is likely to: 1. address the topic in an explicit manner 2. announce its structure at the start and stick closely to this announced structure 3. have relationships between statements that are very easy to recognise 4. have an excellent or original line of argument that can be followed very easily 5. give wide-ranging and appropriate evidential support for claims that are made Within this category of very good work, the mark awarded will be 70% or above. The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria. At minimum, a piece of work at this level needs to answer the question or address the issue concerned, be well-constructed, and (perhaps most crucially) show evidence of independent reading and thinking. This grade reflects the specific Learning Outcomes have been achieved to a high degree (including material that is relevant but not defined in the content of the unit); and, in addition, strong evidence that the content of the module has been appropriately embedded in the wider context.
60-69%	Merit	Work awarded a good pass mark is likely to: 1. correctly identify and discuss the general subject area of the topic/question 2. have a clearly detectable structure that is largely adhered to 3. have relationships between statements that are generally easy to follow 4. have a good quality line of argument 5. support claims by reference to relevant literature Within this category of good work, the mark awarded will

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			be in the range 60-69%. The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria. At minimum, a good pass piece of work must attempt to answer the question or address the issue concerned, be clearly written, and show signs that the student has read beyond the basic source material. For lecture-based assessments, this usually means going beyond what was presented in the lectures themselves; for essays that are not lecture-based, this means going beyond recommended 'essential reading'. A top good pass will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material. This grade reflects the specific Learning Outcomes have been achieved; and, in addition, good evidence that the content of the module has been embedded in the wider context.
50-59%	Pass		Work awarded a borderline pass mark is likely to: 1. present relevant material but fail to use it to answer the question or address the issue 2. have a structure, but one that is rather loose and unannounced 3. have relationships between statements that are sometimes hard to follow 4. have a fair quality line of argument (information drives argument, rather than other way round) 5. tend to make claims without sufficient supporting evidence Within this category of work, the mark awarded will be in the range 50-59%. The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria. At minimum, such a piece of work must show that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded as a function of the accuracy with which this material is handled, the relevance and quantity of the material that is presented, and the clarity with which the essay is written. This grade reflects the specific Learning Outcomes have been largely achieved.
30-49%	Fail		Failing work is likely to: 1. fail to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant or by inaccurately reproducing material that is relevant 2. lack a clear structure or framework 3. have relationships between statements that are often difficult to recognise 4. have a poor quality line of argument

		5. make poor use of evidence to support most of the claims that are made
		Within this category the mark awarded will be below 50%. The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria. The mark awarded will depend on how badly the work fails to meet the above-mentioned criteria. 30% might be awarded to an answer that contains some indication that the student can recall once having heard or read something relevant to the question. This grade reflects the specific Learning Outcomes have not been achieved.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes (shall be deemed a valid attempt and not necessarily required to be re-sat). 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
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

Autumn and Spring Terms

Multimedia Journalism (30 CATS offered by Media and Communications) – consists of two components: 1) Online News Reporting - Cognitive and mechanical skills required to produce fast and quality news reports that are ethical, clear, concise, complete, compelling and accurate. Reporting methods are introduced and students practice gathering information from online and traditional sources. 2) Online Video Journalism - Introduces the types of equipment and technical considerations used in multimedia capture and production with a heavy focus on video and text storytelling in a range of formats. It focuses on mobile journalism (MoJo) using smart phones to film and edit.

Digital Sandbox (30 CATS; Offered by Computing) – This is the main practical module of the computing science components of the programme. Students undertake intensive six-hour lab sessions (2 x 3hrs) on each of 10 distinct contemporary means of coding and software configuration in journalism. Sample topics include data visualisation methods, understanding LAMP, CSS and design, Ruby and Python platforms, creative scripting, APIs, search engine and social media optimisation, veracity and validation, mobile application development, social identities and networks, authority and trust, taxonomy and community curation.

Media Law and Ethics (30 CATS offered by Media and Communications) – Series of lectures on history and contemporary developments of international media law and ethics. Specific topics include the legal problematising of journalism, defamation law and contempt issues, debates in media ethics, state security and secrecy, professional codes and practices, privacy, human rights and international law, and international comparisons.

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Autumn Term

Interactive Data Visualisation (15 CATS offered by Computing) - A large amount of data is available in electronic resources, both offline and online. This module will give a broad introduction to techniques for gathering data from electronic sources, such as databases and the internet. It will cover both fundamental ideas and the use of some of the most important currently available tools. The module will also present tools and ideas for more effectively using the internet to communicate, visualise and generate news stories.

Spring Term

Critical Social Media Practices (15 CATS Offered by Computing) - This module immerses participants in the latest developments around social media reporting and campaigning. This is a participatory module which mixes up-to-the-minute case studies with a hands-on exploration of the tools and concepts. Students will become familiar with the affordances of digitally enabled crowdsourcing and participation as well as social media reporting, UGC verification, forensics and analysis.
Summer Term

Spring and Summer Terms

Major Practical Project (60 CATS; run by Media/Computing with supervisors from both departments). The students complete a Major Practical Project consisting of a large-scale digital journalism project which is presented on a website and/or mobile application. In association, students will also produce a 3-5,000 word critical analysis essay reflecting on the production process and effectiveness of their project. All students will be expected to engage in both Journalistic and Computing practices; the degree title will reflect the relative emphasis. Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Digital Sandbox	IS71044B	30	7	Core	1
Interactive Data Visualisation	IS71066A	15	7	Core	1
Media, Law and Ethics	MC71058A	30	7	Core	1,2
Critical Social Media Practices	IS71055B	15	7	Core	2
Multimedia Journalism	MC71157A	30	7	Core	1,2
Major Practical Project	MC71184A	60	7	Core	2,3

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 has overall responsibility for student 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.

Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme 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

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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 endure 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 as new students join Goldsmiths 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 & 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 & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR).

Links with employers, placement opportunities and career prospects

This programme helps students develop their critical and analytical abilities as well as a great number of practical sought-after skills and competencies. It therefore can lead to many types career including:

Digital journalist
Online editor at large news organisation
Multimedia reporter
Community/ social media journalist or editor
Project Manager for journalism projects
Data Journalist
Investigative journalist
Interactive documentary producer
Data mining specialist or Online Research Methods resource
Entrepreneur/founder of media startup
Web or Mobile designer
Data visualisation specialist
Video journalist
Mobile Journalist
Photojournalist

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised

of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Intermediate Awards

PGDip
Students who successfully complete modules to the value of 120 credits may exit with the award of the Postgraduate Diploma in Digital Journalism

PGCert
Students who successfully complete modules to the value of 60 credits from the two core modules of the programme, or from one core module and one or more of the optional modules, may exit with the award of the Postgraduate Certificate in Digital Journalism

Progression
In order to progress to the Final Project and the MSc assessment students must fulfill the requirements for a pass at PGDip level (pass all 120 credits of taught modules).

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.

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