

BA (Hons) Journalism and History

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: Bachelor of Arts (Hons)

Programme Name: BA (Hons) Journalism and History

Total credit value for programme: 360 credits

Name of Interim Exit Award(s):

Certificate of Higher Education in Journalism and History

Diploma of Higher Education in Journalism and History

Duration of Programme: 3 years full time

UCAS Code(s): VP15

HECoS Code(s):

(100302) History 50%

(100442) Journalism 50%

QAA Benchmark Group: History, Communications, Media, Film and Cultural Studies

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: July 2023

Home Department: Media, Communications and Cultural Studies

Department(s) which will also be involved in teaching part of the programme: History

Programme overview

This innovative programme is delivered jointly by the Media, Communications and Cultural Studies and History Departments and you will take an equal number of modules and associated credits from each Department.

The programme is grounded in the premise that the best journalism is based on a sound understanding of the history that has shaped the world we inhabit today. You are encouraged to develop a nuanced and sensitive understanding of the past to inform and enable you to contextualise the discovery, investigation, interpretation and reporting of both historical and contemporary events.

You will discover the synchronicity between the two disciplines, their shared methodologies and the skills you will learn will include research, analysis and interpretation of textual, material, visual and oral sources, communication of research findings, problem solving, independent and group work, meeting deadlines and objective communication of facts for different audiences. The journalism conventions and practices that you will learn will complement more orthodox historical research techniques, adding, first person human and people centered perspectives and direct original reporting.

At level 4, the first year of study, you will take core History modules in reading and writing history and broad historical perspectives and connections and then move onto a series of option choices in the second year- levels 5 and the final year- level 6. We encourage students to approach and explore the past thematically rather than chronologically and discover issues, areas and topics that are often overlooked that also draw on the extensive and globally reaching research of our staff.

In Journalism, at level 4, you will take core modules in practical multi-media skills, which include researching, interviewing and writing news content for different formats and online platforms, an introduction to public affairs and government from a journalistic perspective and develop critical skills studying the relationship between journalism and wider culture.

At level 5, you will take compulsory modules in feature writing and extended research and writing which prepare you for the interdisciplinary final project in level 6, as well as media law and ethics.

At levels 5 and 6 you have optional modules in a range of journalism skills such as video reporting, photography, podcasting and arts and fashion journalism as well as theoretical and critical modules which explore the relationship between journalism and society and others which relate to the wider media and cultural landscape, drawn from the extensive range of choices offered by the MCCA department. Work placement modules are offered by both Departments. The extended feature writing module – where you will have the opportunity to have your work published on our live local news website, Eastlondonlines - and the final interdisciplinary project in which you will produce a piece of historically-contextualised long-form journalism - will introduce you to the growing field of long form, 'slow' journalism as well as more long-standing investigative techniques in demand in the industry.

Staff in both departments are nationally and internationally recognized in their fields and who are at the forefront of research excellence and in research and practice-led teaching. Teaching is delivered through lectures, seminars, workshops and tutorials as appropriate.

Both Departments provide personal tutoring that is proactively supportive of students' academic progression. As well as formal meetings, personal tutors make themselves available on an ad hoc basis to students seeking advice with routine academic concerns and pastoral issues.

Both Departments are committed to the College's 'Liberate My Degree' strategy designed to develop a diverse and inclusive curriculum that incorporates the interests and concerns of a diverse student body.

Programme entry requirements

We are looking for potential students who can demonstrate the range of skills, talents and interests necessary for this challenging and innovative programme, either through traditional A-levels or otherwise. We believe that all able students of whatever age and background who have the ability should have the chance to study at Goldsmiths, and we actively encourage applications from students with a wide range of relevant qualifications, especially the access diploma.

A-level:

BBB

BTEC:

DMM

International Baccalaureate: 33 including HL subjects

Students must be able to cope with the significant amount of writing the programme demands Grade C or above in GCSE Mathematics

We accept a wide range of qualifications equivalent to the ones listed above including: Access Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject specific modules

Scottish qualifications: BBBBC (Higher), BBC (Advanced Higher)

European Baccalaureate: 75%

Irish Leaving Certificate: H2 H2 H2 H2

IELTS 7.00 with a 7.0 in writing and no element lower than 6.5

Given the range of students that the programme is designed to attract, applicants may be asked to attend an interview, where the following criteria are evaluated:

- reasons for applying to study this particular degree
- reasons for applying to Goldsmiths
- background knowledge/expectations of the discipline(s)
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme

Performance at interview can alter the usual criteria for entry on a case-by-case basis.

Programme learning outcomes

A typical candidate, who completes 120 credits (normally after one year of study, in situations in which a student cannot complete the BA) to complete the Certificate of Higher Education in Journalism and History will be able to:

Knowledge and understanding

A1	Demonstrate basic conceptual and practical knowledge of multimedia journalistic techniques and practices required for researching and writing for a variety of genres and platforms to good standard.	Introduction to Multimedia Journalism
A2	Apply foundational knowledge of the structures and mechanisms of UK politics and the public sector and their relationship with the media; an understanding of key sources of information within these sectors.	Introduction to Power, Politics and Public Affairs
A3	Demonstrate elementary knowledge of relationship between journalism and the wider cultural landscape.	News and Culture
A4	Apply foundational knowledge of historical methodological concepts and techniques to the research and analysis of issues and information.	Reading and Writing History; Historical Controversies

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Deploy an understanding of historical research to journalism and associated careers.	News and Culture

B2	Gather, synthesize, summarise and understand information and present it to audiences in a range of platforms.	Introduction to Multimedia Journalism; News and Culture
B3	Compare and describe different interpretations and arguments.	Reading and Writing History; Historical Controversies; Introduction to Power, Politics and Public Affairs

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate basic writing skills for news stories and their presentation online.	Introduction to Multi-Media Journalism
C2	Acquire foundational journalistic research skills including how to find information from a variety of sources.	Introduction to Multimedia Journalism; Introduction to Power, Politics and Public Affairs
C3	Conduct basic research into historical questions, using electronic and conventional library resources and material from primary and secondary sources.	Reading and Writing History; Historical Controversies

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate basic computing skills and familiarity with information technology.	Introduction to Multimedia Journalism
D2	Compile and manage evidence and materials.	Historical Controversies; Reading and Writing History; Global Connections; News and Culture; Introduction to Power, Politics and Public Affairs; Introduction Multimedia Journalism

D3	Work respectfully and reliably with others in a critical and collaborative fashion in a variety of media and non-media contexts.	Historical Controversies Reading and Writing History Global Connections; News and Culture; Introduction to Power, Politics and Public Affairs; Introduction to Multimedia Journalism
D4	Implement management skills and understand the responsibilities of meeting deadlines	Historical Controversies; Reading and Writing History; Global Connections; News and Culture; Introduction to Power, Politics and Public Affairs; Introduction to Multimedia Journalism

A typical candidate, who completes 240 credits (normally after two years of study, in situations in which a student cannot complete the BA) to complete the Diploma of Higher Education in Journalism and History will be able to:

Knowledge and understanding

A1	Deploy intermediate conceptual and practical knowledge of journalistic techniques and practices required for researching and writing for a variety of genres and platforms to good standard.	Feature Writing; Extended Feature Writing
A2	Develop a critical understanding of the structures and requirements of UK media law and regulation and how they apply to practical journalism.	Media, Law and Ethics
A3	Critically apply knowledge of historical methodological concepts and techniques to the research and analysis of issues and information.	All level 5 History option modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Analyse and deploy a range of evidence, including written, oral and visual sources.	Media Law and Ethics; Feature Writing; Extended Research and Writing
B2	Express critical perspectives logically and coherently through reasoned accounts in both oral and written forms.	All level 5 History modules
B3	Understand and analyse academic scholarship from a range of sources.	Media Law and Ethics; Feature Writing; Extended Research and Writing

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate high quality feature writing skills.	Feature Writing; Extended Feature Writing
C2	Employ core journalistic conventions and practices arising from a knowledge of the regulatory environment.	Media, Law and Ethics
C3	Acquire key journalistic research skills including how to find information from a variety of sources.	Feature Writing; Extended Feature Writing
C4	Conduct critical research into historical questions, using electronic and conventional library resources and material from primary and secondary sources.	All level 5 History option modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate developed skills in evaluating evidence, bibliographic search, systematic reading, critical assessment of primary and secondary sources, and critical use of internet resources.	All level 5 History option modules
D2	Deploy a high level of interpersonal skills in the giving and receiving of criticism.	Feature Writing; Extended Feature Writing

D3	Think critically and cultivate intellectual curiosity while being sensitive to alternative perspectives.	All level 5 History option modules
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At the end of the three-year programme, a typical candidate who completes all 360 credits to complete the BA in Journalism and History will be able to:

Knowledge and understanding

A1	Deploy advanced conceptual and practical knowledge of multimedia journalistic techniques and practices required for researching and writing for a variety of genres and platforms to good standard.	Final Interdisciplinary Project
A2	Critically apply knowledge of debates concerning journalism to a contemporary example.	Asking the Right Questions
A3	Demonstrate advanced knowledge of relationship between journalism and the wider cultural landscape.	Final Interdisciplinary Project
A4	Apply advanced knowledge of historical methodological concepts and techniques to the research and analysis of issues and information.	All level 6 History option modules:

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Discriminate between and integrate evidence from a wide range of written, oral and visual sources.	Asking the Right Questions; Final Interdisciplinary Project
B2	Gather, synthesize, summarise and understand information and present it to audiences in a range of contexts and platforms.	Final Interdisciplinary Project
B3	Formulate coherent, persuasive and sustained interpretations and arguments.	All level 6 theory option modules

B4	Frame and resolve complex problems, hypotheses and questions.	Final Interdisciplinary Project
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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate advanced research and writing skills in relation to specific journalistic themes and issues	Final Interdisciplinary Project
C2	Employ core journalistic conventions and practices and the communication of ideas in a journalistic manner.	Final Interdisciplinary Project
C3	Deploy advanced journalistic research skills including how to find information from a variety of sources	Final Interdisciplinary Project; Asking the Right Questions
C4	Conduct advanced research into historical questions using material from a wide range of primary and secondary sources.	All level 6 History option modules
C5	Present independent research findings through lucid, thorough and reasoned arguments.	Final interdisciplinary Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Work independently, flexibly, responsibly and to deadline in the preparation, management and production of journalistic, historical and media materials in a wide range of different contexts and platforms.	Final Interdisciplinary Project
D2	Deploy advanced interpersonal skills in the giving and receiving of criticism	Final Interdisciplinary Project
D3	Work creatively, respectfully and reliably with others in a critical and collaborative fashion in a variety of media and non-media contexts.	Final Interdisciplinary Project

D4	Deploy a comprehensive range of technical journalism skills in researching, writing, editing, online content management, social media management and understanding of genre and audience which can be adapted for use in a variety of contexts.	Final Interdisciplinary Project
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Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Theory: 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.</p> <p>Practice: 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, understanding and skills specified in the module learning outcomes. It will consist of a markedly original and/ or ambitious project/ portfolio, which has very successfully achieved its goals with a very high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and highly successful structure. It will have been very well researched/ planned.</p>
70-79%	1st: First (Excellent)	<p>Theory: 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.</p> <p>Practice: Represents the overall achievement of the appropriate learning outcomes to an excellent level. Work of</p>

		<p>excellent overall quality. It will demonstrate an excellent application of knowledge, understanding and skills specified in the module learning outcomes. It will consist of an original and ambitious project/portfolio, which has achieved its goals with a high level of technical competence in relation to the experience of the student. It will be informed both by the strength of its original idea(s) and an appropriate and distinctive structure. It will have been very well researched/ planned.</p>
60-69%	2.1: Upper Second (Very good)	<p>Theory: 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.</p> <p>Practice: Represents the overall achievement of the appropriate learning outcomes to a very good level. Work that overall achieves a high standard. It will demonstrate the effective/very effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will have achieved its goals and will demonstrate a high degree of originality and ambition with a very good level of technical competence in relation to the experience of the student. It will be based on an original idea and will be well structured. It will show significant evidence of effective research/ planning.</p>
50-59%	2.2: Lower Second (Good)	<p>Theory: 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.</p> <p>Practice: Represents the overall achievement of the appropriate learning outcomes to a good level. Work of an overall satisfactory standard. It will demonstrate an effective application of knowledge, understanding and skills specified in the module</p>

		learning outcomes although the approach may be somewhat basic. It will show some originality and ambition and the achievement of its primary goal(s). Technically it will be of satisfactory quality with a successful overall structure and the application of effective research/ planning.
40-49%	3rd: Third (Pass)	<p>Theory: 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.</p> <p>Practice: 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. Technically it will be competent in quality with a reasonably successful overall structure and the achievement of its primary goals. It will be based on a degree of research/ planning and exhibit some critical awareness of the medium.</p>
25-39%	Fail	<p>Theory: 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.</p> <p>Practice: Represents an overall failure to achieve the majority of the appropriate learning outcomes. Work of poor quality exhibiting little originality or ambition and weakness in content, structure and technical standard. Little evidence of original research or of a critical awareness of the medium.</p>
10-24%	Bad fail	<p>Theory: 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.</p> <p>Practice: Represents an overall failure to achieve the appropriate learning outcomes. Work of very poor quality exhibiting little or no originality or ambition and extreme weakness in content, structure and technical standard. Little or no evidence of original research or of a critical awareness of the medium.</p>

1-9%	Very bad fail	<p>Theory: 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).</p> <p>Practice: Represents a failure to achieve any of the learning outcomes; an extremely weak attempt that may be incomplete, and/or shows no recognition of the question or how to respond to it.</p>
0%	Non-submission or plagiarised	<p>Theory and Practice: A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</p>

Mode of study

On campus

Programme structure

Academic year of study 1

In history, students take both *Reading and Writing History* and *Historical Controversies* which each run for 10 weeks in the autumn term. They also choose to take either *Global Connections* (which runs for 20 weeks across the autumn and spring terms) OR choose two 10-week option modules (both of which run in the spring term) from a list approved annually by the Department of History. In journalism, students take *Introduction to Multimedia Journalism and News and Culture* (both of which run for 10 weeks in the autumn term) and *Introduction to Power, Politics and Public Affairs* (which runs for 10 weeks in the spring term). These modules give students essential bedrock skills in both disciplines which act as a foundation for the following two years.

Module Title	Module Code	Credits	Level	Module Status	Term
Reading and Writing History	HT51030A	15	4	Compulsory	1
Historical Controversies	HT51029A	15	4	Compulsory	1
AND EITHER					
Global Connections	HT51030A	30	4	Optional	1 & 2
OR					
Two 15-credit optional modules chosen from a list approved annually by the Department of History	Various	30	4	Optional	2

AND					
News and Culture	MC51066A	15	4	Compulsory	1
Introduction to Power, Politics and Public Affairs	MC51016D	15	4	Compulsory	2
Introduction to Multimedia Journalism	MC51017D	30	4	Compulsory	1

Academic year of study 2

In year 2, students can extend their knowledge of specific subjects from a historical perspective, while in journalism there is an emphasis on extending the skills base into more detailed researching and writing techniques as well as essential contextual skills in media law and through option choices.

In History, students have a free choice of modules to the value of 60 credits from a list approved annually by the Department of History and at least 30 of those 60 credits must come from History and Journalism designated modules. Some History modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term. For journalism, students also take Media Law and Ethics and Feature Writing (both of which run for 10 weeks in the autumn term), Extended Feature Research and Writing (which runs for 10 weeks in the spring term) and choose one other 15-credit module offered by MCCS (which could run in either term).

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 60 credits from a list approved annually by the Department of History. This includes the Goldsmiths Elective and Goldsmiths Social Change modules. At least 30 credits of these 60 credits must be from BA History & Journalism approved modules.	Various	60	5	Optional	1
Extended Feature Research & Writing	MC52073A	15	5	Compulsory	1
Media Law and Ethics	MC52016A	15	5	Compulsory	1

Feature Writing	MC52019A	15	5	Compulsory	1
One 15-credit module from a list approved annually by the MCCA Department	Various	15	5	Optional	1 & 2

Academic year of study 3

In year three, students can extend their subject specific knowledge through further history options while improving their skills and knowledge base via journalism options. Students then have a free choice of modules to the value of 60 credits, balanced between the two Departments. Some history modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term. Students can also elect to take a 30-credit Special Subject module (excluding dissertation) from a list approved annually by the Department of History or from a list of University of London intercollegiate Group III Special Subject modules, all subject to timetable considerations.

All students complete a MCCA research skills module, MC53068 Asking the Right Questions, which is designed to add to their skills base in its own right, but also to complement the 45-credit interdisciplinary final project – a piece of extended long form journalism with a historical and investigative brief.

Module Title	Module Code	Credits	Level	Module Status	Term
Interdisciplinary Final Project	MC53037A	45	6	Compulsory	1 & 2
Modules to a value of 30 credits from a list approved annually by the Department of History	Various	30	6	Optional	1 & 2
Modules to a value of 30 credits from a list approved annually by the Department of MCCA	Various	30	6	Optional	1 & 2
Asking the Right Questions	MC53068A	15	6	Compulsory	1

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Placement opportunities

This programme puts graduates in a strong position, as it provides them with knowledge and understanding as well as the cognitive, professional and transferable skills that employers seek.

In the Department of MCCS, there are strong links and contacts between School of Journalism staff and a range of national media organisations like the Guardian and the BBC. Students are offered and given advice and assistance in seeking work experience and placements as well as extensive career advice.

In Year 3, students have the option to take a 15-credit work placement module with MCCS, in which a placement is assessed by a reflective essay. These placements can be either arranged directly by the student, so long as they conform to the Department's criteria, or can be taken from one of a number of pre-existing placements that have been agreed with specific media organisations. Students choose this option in the Spring term of their second year and the work placements are normally taken in the summer between Years 2 and 3.

Students can also choose Department of History's History Work Placement module. Placement opportunities in the past have included: St Paul's Cathedral, the Jewish Museum, the Cinema Museum, the National Maritime Museum, the London Metropolitan Archives, the Bishopsgate Institute, the Museum of London Docklands, and the Wellcome Library and Archive. The module runs for two terms and, in the first term, students prepare for their placement through a series of classes and workshops on public history, museum studies, and working in archives and libraries. Students also choose their placement partner and visit them during the first term to identify and plan the activities they will be undertaking during their placement. Students write a short application outlining their choice of placement partners and, in most instances, there will be an informal assessment

meeting with the partner to ascertain a good match with the student. Students are asked to provide first and second choices to ensure they undertake a placement they are happy with, at a placement partner that suits their interests and the interests of the partner organisation. The placement itself takes place in the second term of the module and consists of one day per week at the placement partner. Students continue to be supported throughout by the module convenor and, at the end of the module, as are assessed on the work they have undertaken with the placement organisation.

Employability and potential career opportunities

This programme was devised with future career opportunities as a priority. Alumni of the Journalism School and of the wider Department of MCCS work across the media in a wide variety of journalistic and media roles. Specific career paths envisaged for this programme include all types of conventional journalism work but particularly those involving long form investigations, reporting and feature writing, foreign reporting, extended research roles in factual and documentary television and film, in archival and think tank research work, political and public sector communications and associated roles. Graduates with history as part of their degree often go on to work in the heritage or cultural sectors. Students are given advice and help at all stages in considering future career paths.

Programme-specific requirements

Not applicable.

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Students will be expected to cover local travel costs associated with reporting assignments. They will be expected to have their own pens, notebooks, smart phone (with working camera), and laptop – all essential for working as a journalist