

BA (Hons) Journalism

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:** BA (Hons) Journalism**Name of Interim Exit Award(s):** Not applicable**Duration of Programme:** 3 years full-time**UCAS Code(s):** P500**HECoS Code(s):** (100442) Journalism**QAA Benchmark Group:** Communication, Media, Film and Cultural Studies**FHEQ Level of Award:** Level 6**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** June 2020**Home Department:** Media, Communications and Cultural Studies**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

Programme overview

This programme offers a solid foundation in practical multimedia 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: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules

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 and 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

Code	Learning outcome	Taught by the following module(s)
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, data 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	All modules

Code	Learning outcome	Taught by the following module(s)
	journalism that will both enable you to be constructively critical of journalism and inform your own practice.	
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

Code	Learning outcome	Taught by the following module(s)
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 practical work.	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
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

Code	Learning outcome	Taught by the following module(s)
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	Journalism practice modules

Code	Learning outcome	Taught by the following module(s)
	design and production, mobile journalism and social media.	
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 and 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%	1st: 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%	1st: 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%	2.1: 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.

Mark	Descriptor	Specific Marking Criteria
50-59%	2.2: 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%	3rd: 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 two broad pathways from which to choose: a range of other practice modules, including a work placement, 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	MC51061A	15	4	Compulsory	1
News and Culture	MC51066A	15	4	Compulsory	1
Key Debates in Media Studies	MC51006C	15	4	Compulsory	2
Introduction to Digital Methods for Journalism	MC51062A	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
Journalism and Society	MC52071A	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
Final Multimedia Project and Portfolio	MC53057C	60	6	Compulsory	2
Modules to the value of 60 credits from an approved list available from the	Various	60	6	Optional	1 or 2

Module Title	Module Code	Credits	Level	Module Status	Term
Department of Media, Communications and Cultural Studies.					

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 twice 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 [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 for students throughout the year.

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 minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes 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. If a programme

has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4

Year 2 = Level 5

Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

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 must normally 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 minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% 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 and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually 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:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: 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.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or 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 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

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

Specific programme costs

Not applicable.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).