London South Bank University
EST 1892

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	*BA (Hons) Journalism*
Course Code(s)	4643
Course Director	Michael Kosmides
Shared Modules?	Shared modules – Media Production, Fashion, Combined Honours LSS

Changes to sequencing of modules:

No change required	None required		
Module code and name (please list by level)	**S2→S1**		**S1→S2**
Level 4	CRT_4_IBJ -Intro to Broadcast Journalism		CRT_4_DJ1 - Digital Journalism 1
Level 5	CRT_5_MLE - Media Law and Ethics CRT_5_IJR - Investigative Journalism		CRT_5_CPJ - Cross Platform Journalism
Level 6	No Change		No Change

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours
All modules	The course is moving towards a blended learning approach – where we mix onsite and online delivery. Students will be expected to be on campus for around 1 day a week. Previously on-campus contact was about 24% of degree – it will now be about 15/16% of the degree. This figure may flex up/down depending on lab space and advice from government. On campus delivery will focus on activities which utilise our specialist facilities and resources	No changes to contact hours planned at this point.

Removal / Alterations of placements

No change required	None required	
Module or course and name	**Change / alteration to placement**	
Placements are scheduled for semester 2 and will go ahead as normal, where possible. Alternative assessments for individuals who cannot complete a placement are already in place.		

Additional course costs

Change required	All students must have individual access to a MacBook and Adobe CC for all modules	
Module code and name	**Changes to additional course costs**	
	Current	**New**

Additional information

Any additional information
Students will be required to have access to a MacBook and Adobe CC in order to complete their studies. The university is putting a laptop purchasing scheme in order to enable this. Resit assessments for both semester 1 and semester 2 will be geared towards completion of work in an off-campus environment. In a scenario where we lose access to campus and facilities, we will switch between the original and resit assessment. Where students are unable to attend any on-campus activities (for shielding, or any other accepted reason), the default offer will be the resit assessment as the first opportunity. For further information please contact the Course Director, Michael Kosmides kosmides@lsbu.ac.uk

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

<table>
<tr><td colspan="5" align="center">A. Course Information</td></tr>
<tr><td>Final award title(s)</td><td colspan="4">BA (Hons) Journalism</td></tr>
<tr><td>Intermediate exit award title(s)</td><td colspan="4">CertHE Journalism
DipHE Journalism</td></tr>
<tr><td>UCAS Code</td><td colspan="2">P501</td><td>Course Code(s)</td><td>4643</td></tr>
<tr><td></td><td colspan="4">London South Bank University</td></tr>
<tr><td>School</td><td colspan="4">☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS</td></tr>
<tr><td>Division</td><td colspan="4">Creative Technologies</td></tr>
<tr><td>Course Director</td><td colspan="4">Michael Kosmides</td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="4">☒ Southwark   ☐ Havering
☐ Other: please specify</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="4">☒Full time   ☐Part time   ☐other please specify</td></tr>
</table>

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3 years		
Full time with placement/ sandwich year			
Part time			
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	~~Please complete the International Office questionnaire~~ Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa, but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation 2011, 2015
	Course specification last updated and signed off Sept 27th 2019
Professional, Statutory & Regulatory Body accreditation	N/A

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	The course aims to produce confident and flexible graduates who are digitally literate with an innovative and self-reflexive approach to their journalism practice. In an industry environment, which is under constant transformation, the course equips graduates with the autonomy to identify and adapt to the changing technical and conceptual demands of journalism in the digital age. At every stage of the degree students are mentored and supported by industry professionals and academic staff with experience in journalism and media production. We encourage students to develop their skills and networks through taking full advantage of placements and internships and interdisciplinary opportunities across the University. The overall aim of the BA Journalism programme is to enable students to develop skills, knowledge and understanding in digital journalism across all multi-media platforms, with an understanding of the local and global political, economic and media contexts in which journalists work. The utility of the degree to students will stem from a fully immersed engagement with digital production technologies combined with writing and production skills ensuring graduates of this programme are employable across a range of communication industries in the public and private sector. The award is designed to be accredited by the Broadcast Journalism Training Council, and the modules and award structure reflect the commitment to achieving professional standards as detailed by the industry, alongside academic and theoretical perspectives designed to produce reflective practitioners. The course encourages students to innovate and experiment, while providing a critical and analytical framework, where learning is practice-led, and collaborative opportunities in the discipline are nurtured and supported. The curriculum recognises the importance of evolving mobile platforms and the Internet as a creative destination for content. Journalism students will graduate with a striking portfolio showcasing their skills across a number of platforms, which will provide them with a strong foothold in the world of journalism. LSBU's dynamic central location also provides a wealth of opportunities for students to engage with world-class practitioners and journalism related opportunities located in London.
Course Aims	The Journalism course aims to: Enable students to develop skills, knowledge and understanding in journalism across screen and web platforms reflecting its converged, multiplatform delivery.

	• Enable students to originate and develop story ideas, drawing from traditional and novel news agendas and demonstrate due sensitivity to audience expectations.
	• Provide opportunities to learn ethically-informed advanced professional skills in journalism, including relevant software.
	• Equip students with practical journalistic production skills including a knowledge of writing, subbing or re-versioning copy for different news organisations, audiences, platforms and purposes.
	• Enable students to inform their journalism practice with a critical understanding of standard frameworks established in law, industry regulation, professional guidelines and ethical concerns in different national and international contexts.
	• Develop students' understanding of the political economy and organisation of journalistic practice and news operations within the broader context of the media industries.
	• Develop students' ability to pursue high-level journalistic investigations.
	• Establish a questioning and intellectually challenging basis for the study of theory and practice of journalism.
	• Recognise issues relating to employment and self-employment in relation to current, and changing, industry/professional needs.
	• Provide students the opportunity to gain professional experience of journalism through work placement within the industry.
Course Learning Outcomes	a) Students will have knowledge and understanding of: A1 Academic theories relevant to the production, circulation and reception of journalism, and media communications A2 Critical understanding of the important relationship between the political economy and media ownership, both in a national and international context. A3 Informed understanding of current and future media industry trends, with consideration of how these dynamics impact on delivery methods, consumption and employment. A4 Critical appreciation of multimedia news production processes, and how different editorial roles interplay with the workflow. b) Students will develop their intellectual skills such that they are able to: B1 Creatively interpret and apply theories, concepts and other critical material to processes and practices of journalism and other forms of media communication B2 Evaluate their own critical and practical work, and that of their peers with reflexivity and consideration

B3 Analyse a range of primary and secondary sources using methods appropriate to the programme e.g. content analysis; social media analytics; ethnographic observation

B4 Think creatively, researching and problem solving in both practical and intellectual contexts, and thereby developing distinctive skills as a critical practitioner.
B5 Critically analyse concepts and theories of Journalism leading to strategic thinking in relation to practices in the field and within the broader context of the media industries.

    c) Students will acquire and develop practical skills such that they are able to:

C1 Produce or reversion content demonstrating an awareness of time constraints, news agendas, news values and audiences

C2 Originate and produce journalism that adheres to the appropriate legal frameworks, professional guidelines and ethical standards of practice.

C3 Work confidently in a team, demonstrating skills in time management, leadership, communication, personal organisation and self-reflection

C4 Confidently employ both traditional and digital strategies for story sourcing, people finding, interviewing and background research.

C5 Identify appropriate practices within a professional and ethical framework and understand the continuing need for professional development.

C6 Operate within variety of work environments utilising entrepreneurial and freelance skills.

    d) Students will acquire and develop transferrable skills such that they are able to:

D1 Demonstrate employability through a reflective understanding of how knowledge and skills developed in academic study and practical work translate into the professional context. Apply entrepreneurial skills in dealing with audiences, clients and consumers.

D2 Demonstrate critical learning skills: the ability to function as an effective self-directed learner, using the range of resources and skills available responsibly and ethically; the ability to relate their studies to career and personal development

D3 Demonstrate the appropriate communication skills dependent on the audience, context and setting.

D4 Demonstrate the ability to work effectively as part of a team and apply this to processes of news production. Demonstrate at different times, the ability to listen, contribute and lead effectively.

D5 Demonstrate IT skills and other technical competencies appropriate to the context of the Journalism programme

	D6 Demonstrate as appropriate numeracy competencies (e.g. analysis and evaluation of statistical data, data visualisation)

C. Teaching and Learning Strategy

Acquisition of A1-4 takes place through combination of lectures, seminars, group work, project tutorials and workshops.

Students have the opportunity to develop their knowledge and understanding through:

- Visits to media/journalism organisations
- Guest speakers from a diverse range of media outlets
- Critical review and feedback sessions on work-in-progress
- Production and discussion of practical journalism projects
- Production of reflective writing
- Exploration of case studies

In addition, personal tutorials support student learning at all levels, as does feedback on student performance in class and on coursework throughout the programme. Learning support is also provided through the University Virtual Learning Environment (VLE) - Moodle.

Acquisition of B1-5 is developed through lectures, individual and group tutorials, seminar work and assignments based on subject theory and analysing case studies. Additionally, set briefs for practice work encourage students to explore theoretical frameworks in relation to their work.
Students can expect, as part of the teaching and learning strategy, to be tutor-led and pro-active participants in the development of intellectual skills through discussion and subject reporting.
The more detailed intellectual skills outlined in B3-B5 are developed and encouraged through tutorial discussion, independent research and study, and coursework projects. Students are expected to develop their independent study for both practical and written coursework, culminating in their project work at L6.

Acquisition of C1-6 is developed through hands-on practical sessions, critical feedback and review, technical exercises (news days), and exposure to professional practice. Practice modules will provide students with an opportunity to undertake research for production, explore new technical skills before embarking on major assessed coursework at L6. Regular visits by media professionals, personal tutorials and verbal and written feedback on performance and assessments support student learning at all levels of the programme.

Acquisition of D1-6 takes place through a range of learning opportunities. Communication skills are developed within a range of contexts, from formal and informal presentations, writing (reflective writing, professional/journalistic writing, academic writing), class discussion and group work. Practical briefs are set with scope for independent interpretation and creative exploration, with greater autonomy at L5 and L6. Practice modules give students the opportunity to explore professional working practices, including dealing with clients, defining audiences and working collaboratively.

D. Assessment

A variety of assessment methods are used to test learning outcomes: practical productions, oral presentations, written coursework, and reflective exercises.

Most modules test learning outcomes through two weighted assessment methods and assessment is both formative and summative.

A variety of assessment methods are used to test learning outcomes, including: essays, practical and research projects and critical evaluations. Most modules test learning outcomes through two weighted assessment methods and assessment is both formative and summative. As students' progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way.

A variety of assessment methods are used to assess practical skills, including: practical projects, news days, research files and production blogs.

Most modules test learning outcomes through two weighted assessment methods and assessment is both formative and summative. Self-reflection is a key element of assessment of practical skills and knowledge. Most modules test learning outcomes through two weighted assessment methods and assessment is both formative and summative.

Formative Assessments – These apply to learning through practice, taking place at the completion of particular projects or certain stages in the course. They are designed to monitor and reflect on progress, identifying areas of interest and achievement and, if necessary concern, as well as focusing on objectives for future development.

Marks but more generally feedback are useful in indicating the student's progression

These will take a variety of forms including:
i) formal individual/group tutorials
ii) group critique or seminar
iii peer group critique
iv) pitches, presentations, news days (to staff/students and/or industry professionals)
 v) mid and end of module reviews

They will be formally monitored and documented (through tutorial records), indicating broad areas of achievement, using the same criteria as those applied to summative assessment.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

Standard Entry Requirements
For entry into Level 4 of the course, applicants will be required to hold a UCAS tariff equivalent between 70-96 points based upon:

- CCC at A Level (96 UCAS points)
- Pearson BTEC National Diploma MMM ideally in Creative Media Production, Art and Design or similar (96 UCAS points)
- An equivalent combination of A Level and Level 3 BTEC qualifications
- Access to HE diploma with a minimum of 21 Level 3 credits at Merit, preferably related to Humanities & Social Sciences, Mixed Media or similar (minimum 70 UCAS points)
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSE Grade 4 or above)

International Students
We welcome qualifications from around the world with:

- An Arbitur, Baccalaureate, International Baccalaureate or an equivalent diploma
- English language qualifications for international students: IELTS score of 7.5, Cambridge Proficiency or Advanced Grade C qualification.

Direct Entry to Levels 5 and Level 6
For direct entry into Level 5 of the course, applicants will be required to hold:
- 120 credits at Level 4 or above in a relevant subject

For direct entry into Level 6 of the course, applicants will be required to hold:
- 120 credits at Level 4 and 120 credits at Level 5 in the relevant subject area.

Mature Students
- Access students and mature students, over the age of 21, are encouraged to apply and will be considered based on their overall qualifications and work experience or engagement in the subject area. Applicants must be able to demonstrate an active interest in an aspect of the digital media/design and may be required to submit written or practical work in order to secure a place on the programme.

<table>
<tr><td colspan="5" align="center">G. Course structure(s)</td></tr>
<tr><td colspan="5">Course overview

BA (Hons) Journalism – Full time</td></tr>
<tr><td></td><td colspan="2">Semester 1</td><td colspan="2">Semester 2</td></tr>
<tr><td>Level 4</td><td>Journalism Foundations (compulsory)</td><td align="center">40</td><td>Introduction to Broadcast Journalism (compulsory)</td><td align="center">20</td></tr>
<tr><td></td><td>Digital Journalism (compulsory)</td><td align="center">20</td><td>Interviewing and Feature Writing (compulsory)</td><td align="center">20</td></tr>
<tr><td></td><td></td><td></td><td>Journalism and Society (compulsory)</td><td align="center">20</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Level 5</td><td>Cross-Platform Journalism (compulsory)</td><td align="center">40</td><td>Cross-Platform Journalism Advanced (compulsory)</td><td align="center">20</td></tr>
<tr><td></td><td>Journalism Futures (compulsory)</td><td align="center">20</td><td>Media Law and Ethics (compulsory)</td><td align="center">20</td></tr>
<tr><td></td><td></td><td></td><td>Investigative Journalism (compulsory)</td><td align="center">20</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Level 6</td><td>Global Journalism (compulsory)</td><td align="center">20</td><td>Work Placement & Professional Identity (compulsory)</td><td align="center">20</td></tr>
<tr><td></td><td colspan="3" align="center">Journalism Project/Research Paper (S1 & 2) (option)</td><td align="center">40</td></tr>
<tr><td></td><td>Interactive Journalism (compulsory)</td><td align="center">40</td><td></td><td></td></tr>
</table>

Placements information

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Journalism Foundations	S1 L4	1	40	
	Digital Journalism	S1 L4	1	20	
	Introduction to Broadcast Journalism	S2 L4	2	20	
	Journalism and Society	S2 L4	2	20	
	Interviewing and Feature Writing	S2 L4	2	20	
	Cross-Platform Journalism	S1 L5	3	40	
	Journalism Futures	S1 L5	3	20	
	Cross-Platform Journalism Advanced	S2 L5	4	20	
	Media Law and Ethics	S2 L5	4	20	
	Investigative Journalism	S2 L5	4	20	
	Global Journalism	S1 L6	5	20	
	Interactive Journalism	S1 L6	5	40	
	Work Placement and Professional Identity	S2 L6	6	20	
	Journalism Project (option)	S1 & 2 L6	5+6	40	
	Research Paper (option)	S1 & 2 L6	5+6	40	

I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme outcomes																	
Level	Title	Code	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2
4	Journalism Foundations						DTA	DTA	DTA	DTA	DTA	DTA	DTA	D T A	D T	D T A	D	D	D
4	Digital Journalism				DT	DT				D	D	DTA	DTA	DT A	DT A	DT A	DT A		
4	Introduction to Broadcast Journalism					DTA		DTA		DTA		DTA	DTA	DT A	DT A	DT A			
4	Journalism and Society		DTA	DTA	DTA	DTA	DTA			DT A	DTA							DT	DTA
4	Interviewing and Feature Writing				DT	DT		DTA		DTA	DTA	DTA	DTA	DT A	DT A	DT A		DT	DT
5	Cross-Platform Journalism				D	D		D		DTA	DTA	DTA	DTA	DT A	DT A	DT A		DT	DT
5	Journalism Futures		DTA	DTA	DTA	DTA	DTA		DTA	DTA	DTA							D	DTA
5	Cross-Platform Journalism Advanced				DTA	DTA	DTA	DTA	DTA		DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A	DTA
5	Media Law and Ethics		DTA	DTA	DTA		D	D	D	D	D		DTA						DTA
5	Investigative Journalism		DTA	DTA	DTA		DT	DT	DT	DT	DT	DTA	DTA	DT A	DT A	DT A	DT A	DT A	DTA

Level	Title																			
6	Global Journalism		DTA	DTA	DTA		DTA	DTA	DTA	DTA	DTA		DTA				DTA	DTA	DTA	
6	Interactive Journalism					DT		DTA		DTA		DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	
6	Journalism Project/Research Paper *																			
6	Work Placement and Professional Identity					DTA		DTA		DTA	DTA		DTA	DTA		DTA	DTA	DTA	DTA	

Modules			Programme outcomes										
Level	Title	Code	D3	D4	D5	D6							
4	Journalism Foundations		DT	DT	DT A								
4	Digital Journalism		DT	DT	DTA	DT							
4	Introduction to Broadcast Journalism		DT	DT	DT	DT							
4	Journalism and Society												
4	Interviewing and Feature Writing		DT	DT	DT	DTA							
5	Cross-Platform Journalism		DT	DT	DT								
5	Media Law and Ethics												
5	Cross-Platform Journalism Advanced												

Level	Module											
5	Journalism Futures					D						
5	Investigative Journalism		DTA	DTA								
6	Global Journalism					DTA						
6	Journalism Futures					D						
6	Journalism Project/Research Paper*											
6	Work Placement and Professional Identity		DTA	DTA								
6	Interactive Journalism		DTA	DTA	DTA							

Journalism Project/Research Paper - it will depend on which pathway the student elects to take as to where programme outcomes are developed, taught or assessed. Students taking the Research Paper option will further develop their understanding of the relationship between academic theories and the contemporary practice of journalism. They will enhance a particular set of more academically focused research skills. Students taking the Practice Pathways will further develop their journalistic research skills and professional profile.

Appendix B: Embedding the Educational Framework for Undergraduate Courses The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the

highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment** *for* **learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	Participation by External Examiner and Industry professionals in review sessions. Review of modules and assessments by External Examiner.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	This is embedded in all the modules in Level 4 – theory and critical thinking plays a major part in the module Digital Journalism 1 and 2 – across Sem 1 and 2 respectively and also in Journalism and Society in Sem 2 where academic essay writing is explored and assessed.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group	This is the cornerstone of the course. Group-based learning experiences permeate throughout the degree. Specifically in Level 4 the students work in news patches, in Semester 1 and then in Semester 2 they work in small groups learning video and audio production.

	working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	In Level 5 they are expected to run a fully functioning newsroom producing live shows weekly – taking on a variety of roles working as a team. They are assessed on this. In Level 6 Interactive Journalism is a group-based module.
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All materials on Moodle are aimed to be as simple and easy to access as possible. Most books on the reading list are illustrated.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Formative assessment is carried out continually through Level 4 and formal formative presentations are scheduled prior to the summative deadline to provide timely feedback.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought-after outcome of university study. In	Students are required to submit written work at Levels 4 & 5 to improve their research and writing skills in preparation for their major project work at Level 6.

	preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Briefs are designed to reflect industry practices whether as an individual assignment or as a group project. Live briefs are considered where reliable external partners are willing to collaborate.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	A broad range of tutors from diverse backgrounds, both male and female make up the course team.

Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	This can be linked to the Workplace and Professional Identity module at Level 6, on a case-by-case basis.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Summative student work is comprised of a mix of written formats such as essays and reflective reports and journals. Students are also assessed via seminars and presentations.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences	There are plenty of opportunities for interdisciplinary project work for students across the degree – some of these opportunities

	Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	include working with photography students on briefs, producing podcasts with games and film students and entering multidisciplinary competitions.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. A holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Assessment across Level 4 is a mix of written work, practical computer-based assignments, oral presentations, audio and video. Students are also assessed on their engagement with professional conduct.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	The modules on the Journalism degree all strive to best reflect current industry practice. Students are encouraged to meet regularly with their Course Director to plan their portfolio. The Work Placement and Professional Identity module at Level 6 specifically caters to this activity.
Curricula informed by employer and industry need /	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an	Students are given the choice of a 40-credit research paper or a 40-credit independent journalism project at Level 6, allowing them to focus their attention on a particular area of endeavour,

Assessment *for* learning / High impact pedagogies	important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	best suited to their chosen career path.

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 4	Level 5	Level 6
1. Supporting the development and recognition of skills through the personal tutor system.	▪ Induction embedded in modules. ▪ Compulsory tutorials at beginning of Semester Two to review progress using self-assessment profiles prepared by students.	▪ Optional tutorials at beginning of Semester Two to review progress.	▪ Tutorials with tutor in Semester One. ▪ Review tutorials at beginning of Semester Two.
	▪ Staff keep weekly office hours and encourage students to meet their tutor as often as needed throughout the academic year. ▪ Students are encouraged to contact staff by email for advice and feedback Moodle VLE and User Groups are part of the course teaching, learning and communication strategy		
2. Supporting the development and recognition of skills in academic modules	• Library induction ▪ Essay writing skills workshop, including referencing, in contextual modules.	• Library induction ▪ Tutorials to offer feedback on essay outline in theory modules.	• Library advanced research skills ▪ Journalism Project/Research Paper support through tutor supervision.
3. Supporting the development and recognition of skills through purpose designed modules	• Degree-specific modules focus on conceptual and practical skills development.	• Production modules include reflection that develops students towards independent production work • Practical modules develop students team production work	▪ Each year of study focuses on scaffolding of skills development
4. Supporting the development and recognition of skills through research projects and dissertations/research briefs	▪ Work on stories includes a research element. •	• Research and analytical skills developed in Global Journalism, Investigative Journalism	▪ Journalism Project/Research Paper involves development of research & analytical skills. ▪ Research into industry practices and pathways undertaken in work placement and professional identity module

5. Supporting the development and recognition of career management skills.	▪ Portfolio development included in practice modules.	▪ All practice modules offer students formative assessment of project planning and management, as evidenced through production of relevant supporting material.	▪ Students undertake self-assessment exercises and plan their career path in the work placement module. ▪ Students produce promotional material/website to support career on graduation
6. Supporting the development and recognition of career management skills through work placements or work experience.	▪ Students are encouraged to do work placements and internships at all levels. ▪ Jobs, internships and work placements are disseminated via Moodle ▪ Opportunities are posted on the JobShop online through the Employability Services		
7. Supporting the development of skills by recognising that they can be developed through extra curricula activities.	▪ At induction students are advised of the benefits they can gain through participation in Student Union activities and societies. ▪ Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle ▪ Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. ▪ Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.		
8. Supporting the development of the skills and attitudes as a basis for continuing professional development.	▪ Professional Conduct Element in practice modules	▪ Practice modules encourage, support and develop networking, organisational and team management skills.	• Students are encouraged to network through external organisations and using social media tools.
9. Other approaches to personal development planning.	▪ Project briefs include group work	▪ Contribution to course website and participation in news days	▪ Students own work published online.
10. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	• Production modules include reflective element	▪ Self-reflective element in practice modules	▪ Self-reflective element in practice modules

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions