

# Undergraduate Programme Specification

## Programme Name

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

GENERAL INFORMATION			
<b>Programme Title</b>	BA/BA (Hons) Multimedia Journalism		
<b>Final Award</b>	BA (Hons) Multimedia Journalism		
<b>Awarding Body</b>	Glasgow Caledonian University		
<b>School</b>	Glasgow School for Business and Society		
<b>Department</b>	Media & Journalism		
<b>Mode of Study</b>	Full-time		
<b>Location of Delivery</b>	Glasgow Campus		
<b>UCAS Code</b>	P500		
<b>Accreditations (PSRB)</b>	NCTJ & BJTC		
<b>Period of Approval</b>	From:	September 2023	To: August 2028

EDUCATIONAL AIMS OF PROGRAMME
<p>In the broad context of the QAA Benchmark for higher education in Communication, Media, Film &amp; Cultural Studies; and drawing partly on a school-wide shared, multi-disciplinary Business and Society curriculum; the Educational Aims of the Programme will be to:</p> <ol style="list-style-type: none"> <li>1. Provide students with the necessary journalistic knowledge and skills to equip them to begin a career in general, local or national, press, broadcast or online journalism.</li> <li>2. Provide students with a broad education in journalism, in the context of a critical understanding of the UK's general media, governmental, legal and ethical environment.</li> <li>3. Deliver journalism education and training that continues to be accredited by the National Council for the Training of Journalists (NCTJ) (accreditation renewed November 2016); and the Broadcast Journalism Training Council (BJTC) (renewed March 2017)</li> <li>4. Equip students with journalism industry awareness and an approach to career development to enable them to thrive within the media industries workplace</li> <li>5. Develop critical, analytical problem-based learning skills and personal development/enterprise skills to prepare students for graduate employment.</li> <li>6. Enhance the development of the students' responsible leadership, interpersonal &amp; intellectual skills</li> <li>7. Enable students to develop a critical understanding of the ethical, social, managerial and production constraints and limits under which journalistic practice operates.</li> <li>8. Provide an opportunity via work-based learning/work experience to develop skills in personal responsibility, leadership, ethical conduct and initiative</li> </ol> <p><i>The Degree Exit Award Objective will be that:</i></p> <p>By the end of an unclassified Bachelor's degree programme a student will have achieved educational aims 1-6, and thereby have acquired the skills necessary to be able to: execute the main duties of a general newspaper, magazine or broadcast reporter or sub-editor, producing</p>

articles, pages or broadcast items to brief and deadline, in accordance with a critical understanding of theories, principles and concepts of journalistic practice, and, under guidance from specialist practitioners, manage ethical and professional issues in journalism within current ethical codes.

*The Honours Degree Exit Award Objective will be that:*

By the end of an Honours degree programme a student, will, in addition, have achieved aims 7 and 8, recognising the limits of ethical codes; and producing and reflecting on a substantive project of original work, including credit for completion of not less than 20 days' work experience/ industry engagement.

The development of this programme has been informed by:

- Glasgow Caledonian University's Learning, Teaching and Assessment Strategy
- Experience of key teaching staff in establishing and delivering the BA Journalism (2002-2010), BA Multimedia Journalism (2010-2013), and MA Multimedia Journalism (2008-)
- Content of the BA Journalism (2002-2010), BA Multimedia Journalism (2010-2018) & MA Multimedia Journalism (2008-)
- NCTJ Accreditation Standards, 2017
- BJTC Guidelines Updates, October 2016
- Structures and content of other journalism undergraduate degrees in the UK, and programme lecturers' experience as external assessors and external validators of such programmes, 2008-
- Current scholarly and industry debate on the teaching of journalism
- Informal industry feedback and perceptions on current undergraduate journalism provision from key stakeholders, such as the Society of Editors, and notable local employers
- QAA subject benchmark statement for Communication, Media, Film and Cultural Studies

The aim of the honours pathway is to provide a substantive, honours degree level education in Journalism within the context of an appropriate exposure to wider governmental, legal and media subjects. That aim will be achieved through the attainment of the following objectives, which meet elements of the Benchmark criteria for Communication, Media, Film and Cultural Studies

## LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### **A: Knowledge and understanding;**

A1 Knowledge and understanding of the key production processes and professional practices relevant to journalism, and of the possibilities and constraints involved in journalistic production

A2 Awareness of the legal, governmental, regulatory, political, and economic context which frame journalism, the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life

A3 Understanding and use of relevant communication and information technologies for application in journalism, media, and understanding of the role technologies play in journalism production

A4 Critical understanding of the moral, ethical, regulatory and commercial issues which condition and affect individual journalistic practice and particular kinds of journalistic organisations

A5 Understanding of particular media theories, forms and genres and the way in which they organise understandings, meanings and effects

A6 Research philosophies, methodologies, skills and techniques to both: advance scholarship and research in relevant areas; and to understand occupational methods of acquisition and appropriate use of various kinds of primary sources/data, interpretation and analysis of information, in journalism

**B: Practice: Applied knowledge, skills and understanding;**

B1 Use and practice in a wide range of routine newsgathering and writing skills and methods required to produce various kinds of news and feature items and articles for various journalistic media, such as print, radio, video, online, mobile

B2 Use key legal, governmental, economic and ethical concepts that condition the practice of journalism in Scotland in the student's own journalistic practices, production work and experiences

B3 Use a working knowledge of the system and theory of Teeline Shorthand

B4 Use various journalistic, systematic or managerial (quantitative & qualitative) research methods and audio, video and web-based technologies for the production and organisation of journalistic articles and media

B5 Practice in a range of professional journalistic contexts, media and organisations that include a degree of unpredictability

B6 Use a few of the techniques, skills and practices, some of which may be advanced, associated with at least one subject area or medium/sector of specialised journalistic or communication activity (for example: sports, arts, local news, politics; or mobile, newspaper production, video for online, magazines, public relations)

**C: Generic cognitive skills;**

C1 Critically analyse, evaluate or synthesise subject-specific facts, theories, principles and concepts in journalism and media

C2 Identify and analyse professional and ethical problems and issues in journalistic practice

C3 Draw on a range of primary or secondary, journalistic or academic/professional sources, in making practical or discipline-specific judgements

C4 Offer professional-level insights, interpretations and solutions to journalistic and communication problems and issues

C5 Demonstrate some originality in dealing with occupational, ethical & practical issues in journalism

C6 Ability to make news judgements when data, information or sources are limited or come from a range of primary or secondary sources

**D: Communication, numeracy and ICT skills**

D1 Use a wide range of journalistic and academic research methods and skills as appropriate in the study and practice of journalism

D2 Present and communicate, formally and informally, information on standard topics and issues in journalism to a range of audiences

D3 Use a range of ICT applications in support and enhancement of journalistic and academic work

D4 Interpret, use and evaluate numerical, financial and graphical data to measure progress or change

D5 Communicate with journalistic peers and senior colleagues, and editors in journalism on an understood professional level

**E: Autonomy, accountability and working with others.**

E1 Exercise autonomy and initiative in the conduct of their own original journalistic work at a professional level, as required in module and programme assessments

E2 Practice journalistic production in a live, team-based manner as required in newsrooms, and show awareness of their own and others' journalistic and editorial roles and responsibilities

E3 Work under guidance in newsrooms and other media workplaces with professional and specialist practitioners, editors and journalists

E4 Manage ethical and professional issues which emerge in their own journalism in accordance with current codes of conduct, with guidance from editors, tutors and peers

E5 Recognise the limits of codes of conduct in journalism and seek guidance where appropriate

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## LEARNING AND TEACHING METHODS

The SFL for the BA Multimedia Journalism programme is designed specifically to meet its overall educational aim — to provide students with the necessary journalistic knowledge and skills to equip them to begin a career in general, local or national, press, broadcast or online journalism— as well as the detailed learning outcomes of the programme and its modules. Our teaching/learning approaches are student-centred, practical, participative and relevant to the needs of the student, taking into account the availability of resources and effective use of the time available. These methods in conjunction with traditional approaches to student-centred learning, allow students to engage with learning and move from being a passive receiver of knowledge towards a more independent learner. They also allow students to generate and critically evaluate the theory and practice demanded by industry.

A blended approach is adopted for learning and teaching with the use of both face-to-face contact in the form of lectures, seminars and workshops as well as directed and independent (including web-based) study. The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning environment. The range of modules from theoretical to practical and industry-orientated is designed to equip students with a critical awareness of the role of journalism in society; and a wide range of knowledge and skills necessary for graduates to take positions in journalism organisations immediately upon graduation.

Our strategy therefore has four main approaches, united in focusing the student 's experience of their own development of journalistic skills, knowledge, and experience, on learning first-hand wherever possible what exactly the industry expects of them:

- Practical journalism modules run all year, and are characterized from week 1 of level 1 by every week's class requiring the learning or demonstration of a new skill, task or application of skills; either in the form of in-class diagnostic exercises, or via continuous assessment; encouraging both student engagement and a growing awareness of genuine working conditions in the occupation, by their ongoing and regular nature, yet being varied and challenging in new ways every week.
- Advising our students through Personal Tutoring from year 1 on the importance of gaining their required 20 days' work experience, and ensuring that wherever possible their placement work can also meet assessment requirements on core modules – (eg Reporting and Feature Writing in Level 2, Specialist Reporting in Level 3, Media Project in Level 4); in this way their learning can be through a combination of experience in the work place, and completion and assessment at GCU.
- Assessments in Academic modules (eg Media Industries 2, Media Ethics) are formulated in many cases to be practical, industry-applied, or reflective in focus, where the experiences or personal engagement of the student(s) in the specifics of journalistic work is encouraged. In Media Industries 2 student teams pitch fully developed new journalistic products to a panel of industry experts. In Media Ethics, students are encouraged to use an ethical challenge experienced in their own work experience as the focus of their assessed seminar paper and report.
- All our final summative assessments, whether practical or academic/industry-focussed, and deriving from direct or face-to-face experiences in many cases, are submitted and assessed electronically via Turnitin and Turnitin Feedback Suite, to aid consistency, speed, and ease of meeting formal module requirements.

These four approaches link and connect all our individual Learning and Teaching tactics and methods, and assessment strategy. These tactics include:

- Guest speakers, both gender and ethnicity represented, will bring the real world into the classroom and, when possible, 'live' case study challenges are set for student assessments. This programme has an emphasis on connecting students with the media industries using several methods.

- At a pedagogical level a number of experiential learning activities and projects are embedded within the curriculum ensuring that students are equipped to transfer their knowledge and skills from University to workplace.
- At an applied level, students are encouraged to undertake inquiry into case studies that in some instances are authored by industry active academics. Using case studies enables the student to improve critical thinking in real world industry and social contexts, creating experiences they can utilise in industry.
- At a digital level, students are encouraged to interact with technology, applying industry standard software and Web technologies. Wikis and Blogs employed in projects and within the classroom, offer extended forms of communication and knowledge sharing. On other occasions, opportunities for networking with local and national media businesses, business presentations and short events are embedded into modules.
- At a programme level students have access to industry placements, production and media related newsfeeds, links with media partners e.g. the BBC, STV, newspaper and magazine groups, and local radio stations.

Our chosen Teaching & learning methods include, for Knowledge, Practice, Cognitive and ICT skills: practical workshops; lectures; tutor-led tutorials; student and tutor led seminars; problem-based learning scenarios; blogs & wikis; industrial visits; external speakers; individual projects; group projects; fieldwork trips and visits; computer applications activities; the use of research-based teaching materials; individual and group oral presentations; reflective work experience. Assessment methods in these areas include: Coursework; student oral presentations; class tests; computer/online-based exercises or tests; group projects; written unseen examinations (for the NCTJ diploma / Law module); portfolio; case study analysis; assessed blog discussions/definitions; reports; dissertation; business plans; reports/critical-reflective essays on personal experience of practice.

And the methods we use to enable Autonomy, Accountability and Working with Others outcomes to be achieved and demonstrated include: extended “Newsday” live journalism production workshops; tutor and practitioner-led briefing tutorials, conferences and de-briefs; group practical assignments; role play; guest lectures; student and tutor led seminars; problem-based learning scenarios; computer applications activities; group projects; individual and group oral presentations; industrial visits; the use of research-based teaching materials and methods; placement; Assessment methods include: Coursework, including “Newsday” news writing and journalism technical production assignments, feature articles, radio packages; TV packages; online multimedia blogs; critical/reflective essays; written unseen examinations; student oral presentations; computer-based exercises; case study analysis; reports; dissertation; project; journal of industry engagement.

## **ASSESSMENT METHODS**

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

### **ENTRY REQUIREMENTS**

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: [www.gcu.ac.uk/study](http://www.gcu.ac.uk/study)

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

## PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS<sup>1</sup>

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M2P325452	Introduction to Public Relations	Core	7	20	100		
M1N326692	The Fundamentals of Financial Management	Core	7	20	40	60	
M1P325447	Media Industries 1	Core	7	20	100		
M1P526892	Broadcast Production	Core	7	20	100		
M1P525449	News Writing & Journalism	Core	7	20	100		
M1P5325448	Media Analysis 1	Core	7	20	100		
M2P325453	Media Industries 2: Enterprise and Employability	Core	8	40	100		
M2P527219	Digital Production	Core	8	20	100		
M2L225474	Multi-level Governance	Core	8	20			
M2P525456	Reporting & Newspaper Journalism	Core	8	20	100		
M2P525455	Feature Writing & Magazine Journalism	Core	8	20	100		
M1P525477	Shorthand Theory and Speed	N/A	N/A	N/A		100	
M3P325468	Media Ethics	Core	9	20	100		
M3P525466	Specialist Reporting	Core	9	20	100		
M3P530262	Newsdays	Core	9	20	100		
M3N225492	Business Research Methods	Core	9	20	100		
M3M126517	Communication Law and Regulation (NCTJ)	Core	9	20	60	40	
M3P325843	Media Analysis 2: Discourse, Ideology and the Media	Option	9	20	100		
M3P325464	Creative Advertising	Option	9	20	100		
M3N525476	Marketing Communications	Option	9	20	100		
M3P325846	Entrepreneurship for Business and Society	Option	9	20	100		
M2P525478	Shorthand Speed Development	N/A	N/A	N/A			
MHN225481	Dissertation	Core	10	40	100		
TBC	Media Project (BAMJ)	Core	10	40	100		
MHP327218	Scotland the Media & National Identity	Option	10	20	100		

<sup>1</sup> Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: [www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes](http://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes)



MHL324195	The Body, Identity & Society	Option	10	20	100		
MHN525490	Global Brand Marketing	Option	10	20	30	70	
M3P325460	Analysing Music Media	Option	10	20	100		
M3P325462	PR Campaigns and Proposals	Option	10	20	100		
MHV324406	The American Century: 20 <sup>th</sup> Century American Popular Culture	Option	10	20	100		
MHN525488	International Advertising Strategy	Option	10	20	50	50	

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme<sup>2</sup>:

**Certificate of Higher Education** - *achieved upon successful completion of 80 credits*

**Diploma of Higher Education** *achieved upon successful completion of 160 credits*

**Bachelor of Arts in Multimedia Journalism**- *achieved upon successful completion of 240 credits*

**Bachelor of Arts with Honours in Multimedia Journalism** - *achieved upon successful completion of 320 credits*

## ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

[www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies](http://www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies)

<sup>2</sup> Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No:

Details:

<b>VERSION CONTROL (to be completed in line with AQPP processes)</b> <b>Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.</b>			
<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0 (not sure what this is referring to?) Only 2018 is on Sharepoint – not quite sure what happened to more recent ones.	<p>As approved by programme boards and in MDs sent to Quality: Broadcast &amp; Online Production 1 was changed to Broadcast Production in 21/22 and Broadcast &amp; Online Production 2 was changed to Digital Production in 22/23.</p> <p>As of 20/21 Shorthand was moved to start in second year.</p> <p>As of 23/24 Arts and Entertainment Journalism has been dropped as an option.</p> <p>As of 23/24 the Media Project was split into two modules – one for BAMJ and one for BAMC. The reflective essay was dropped as an assessment and the remaining assessments reweighted.</p> <p>As of 23/24 the reflective journals were dropped as an assessment from Newsdays and the remaining assessments re-weighted</p>	Various from 20/21 onwards	Various from 20/21 onwards