# Record of Enhancement

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail of modification</th>
<th>Date Effective</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>Changing H7 Journalism Theory to semester two and H7 International Media Law and Ethics to semester one</td>
<td>FAQSC 25/11/2014</td>
</tr>
<tr>
<td>2-1</td>
<td>Dissertation components updated to 20:80. Word count of proposal amended to 4000s.</td>
<td>FAQSC 14/01/2015</td>
</tr>
<tr>
<td>2-2</td>
<td>Addition of elective module – Digital audio and video.</td>
<td></td>
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<tr>
<td></td>
<td>Document converted into Course Spec</td>
<td>August 2017</td>
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</tbody>
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## Version Control

For completion by Quality Assurance Services only

<table>
<thead>
<tr>
<th>Next Re-validation date</th>
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<tbody>
<tr>
<td>Version Control</td>
<td></td>
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<tr>
<td>Version number and date effective</td>
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</tbody>
</table>
Target award, course title and programme code:

MSs Journalism MSJOU

Level of qualification: Level 7

Course Rationale and Philosophy:

The MSc in Journalism is part of a portfolio of postgraduate courses offered by Leeds Business School. Leeds Business School is committed to providing a range of courses that facilitate students’ progression into the communication professions. The masters will be a key element of this ethos.

The aim of this proposal, therefore, is to provide a robust and sustainable new product for the home and international postgraduate market, which our evidence suggests is growing rapidly. In addition, FBL is currently developing its BA (Hons) Journalism provision to international students. This new MSc would offer an ideal opportunity for those wishing to continue their journalism studies at Leeds Beckett. We propose a practice-led course that offers both academic rigour and the training to become accomplished, professionally skilled journalists. Our programme will prepare them to be proficient, critically reflective practitioners who will have the capacity to analyse, test and report on all sections of society.

We will provide a demanding, rigorous and intensive programme with strong emphasis on the written word, while preparing our students for the challenges of the rapidly evolving 21st century media.

We believe that we are favourably placed to deliver this programme, especially as we have a wealth of expertise already within the subject group. Leeds is a well-known, bustling city and the centre of a strong, regional and national media. Johnson Press, the BBC, ITV and Sky all have a presence in the city and over 20,000 people are employed within the creative sector, which enables us to keep abreast of industry practices and involve contemporary practitioners in the design and delivery of the course.

It is worth stressing that courses taught in English are proliferating across Europe, with an increased focus on the skills, knowledge and competencies essential for journalists to operate within a global economy. The market is clearly growing with demand for courses that can cope with the internationalisation (publishing across borders and/or globally on the internet) of the media industries.
Overview and Aims:

The MSc aims to equip students with the specialist knowledge and skills relating to the practice as a journalist. To do this, the MSc demands the study of core skills and practice modules, as well as the opportunity to study media law and other options.

The overall aims of the MSc are therefore to:

- Provide a general foundation for professional practice as a journalist and or media practitioner;
- To provide a relevant, challenging and varied curriculum relevant that will meet the needs of students and employers and consistent with the demands of postgraduate study;

To develop students’ personal, academic and professional skills that will meet the needs of students and employers and be consistent with the demands of postgraduate study as outlined by the QAA Code of Practice for Post-graduate Research Programmes 2004.

Course Learning Outcomes:

At the end of the course, students will be able to:

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<tbody>
<tr>
<td>1</td>
<td>Produce technically proficient, internationally-relevant editorial content, and demonstrate a comprehensive understanding of multimedia production methods</td>
</tr>
<tr>
<td>2</td>
<td>Initiate and develop original ideas for international online news, features and documentaries, and engage with visual, design developments (i.e. aesthetic) in the industry</td>
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<tr>
<td>3</td>
<td>Show advanced understanding of international legal, regulatory and ethical media issues</td>
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<tr>
<td>4</td>
<td>Demonstrate a systematic and comprehensive knowledge of a chosen field of international journalism that prepares candidates for the next stage in their careers</td>
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<tr>
<td>5</td>
<td>Work independently, exercise initiative, show personal responsibility and take appropriate decisions, while being able to analyse and evaluate your own work in relation to complex and/or specific journalistic practice.</td>
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<tr>
<td>6</td>
<td>Learn and practice the latest academic and journalistic research techniques.</td>
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</table>
## Course Structure

### Level 7

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core (Y)</th>
<th>Semester 2</th>
<th>Core (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Perspectives on Media Law, Ethics and Regulation (20 Credits)</td>
<td>Y</td>
<td>Journalism theory (20 Credits)</td>
<td></td>
</tr>
<tr>
<td>Reporting (20 Credits)</td>
<td>Y</td>
<td>Feature Writing (20 Credits)</td>
<td>Y</td>
</tr>
<tr>
<td>Editing and Production (20 Credits)</td>
<td>Y</td>
<td>Online Journalism (20 Credits)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Or Public Relation Skills (20 Credits)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Or Negotiated Skills Development (20 Credits)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Or Digital, Audio and Video (20 credits)</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
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</table>

**Contained awards available:**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Dip</td>
<td>Journalism</td>
<td>7</td>
<td>120</td>
</tr>
<tr>
<td>PG Cert</td>
<td>Journalism</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>
### Length and status of programme and mode of study:

<table>
<thead>
<tr>
<th>Length (years)</th>
<th>Status (FT/PT)</th>
<th>Mode (campus based/DL or other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FT</td>
<td>Campus based</td>
</tr>
<tr>
<td>2</td>
<td>PT</td>
<td>Campus based</td>
</tr>
</tbody>
</table>

### Learning and Teaching

#### Learning and Teaching Approaches

The MSc adopts the University’s Assessment, Learning and Teaching Strategy 2011-15 (“the Strategy”) which proposes actions and targets to help staff incorporate fit-for-purpose approaches to learning, teaching and assessment into a re-energised curriculum that fully meets our students’ needs.

The guiding philosophy is “progressive problem solving” with an appropriate consideration being given to the application as well as acquisition of knowledge and understanding and to skills development. In line with the emphasis on enabling learning rather than teaching knowledge, students are made aware of the goal of independence in learning and are given guidance on those aspects of their learning for which they are responsible.

Examples of engagement with the Strategy and the effect of that engagement on the Course include:

- The assessment quality assurance mechanisms to ensure that the assessments undertaken by the students are appropriate to the learning outcomes;
  - (a)
- The use of Blackboard for formative assessment and course materials and tasks, thus ensuring 24-hour availability for students.

#### Learning and Teaching Activities

As the design of the MSc is predicated on flexibility there are different learning and teaching strategies for the core and option modules.

Learning and teaching on the core subjects will be by way of three-hour workshops. In each workshop students will be required to develop their analytical skills; learn and develop practical skills; and understand the issues of professionalism that exist in a range of professional publishing environments. This will be developed through
a suite of simulated practice sessions. Each face-to-face session is supported by written course materials and online learning resources, which can be accessed remotely via Blackboard.

Experience of the 20 credit options will be through a blend of face-to-face and online learning. For each module the face-to-face delivery will be an three-hour mix of lecture and seminar, with workshop activities almost every week.

All subjects use Blackboard for the dissemination of subject materials; the use of discussion forums; links to online learning materials including online formative assessment. There is an information page that includes course information and employability resources. We also operate a student website showcasing the best student journalism work.

Moreover, students can be emailed via Blackboard and can access its full range of capability at any time and from a computer on and off campus.

**Use of the Virtual Learning Environment**

At induction students are introduced to a VLE accessed through the university portal. Announcements are made on the portal to inform students of university-wide events, placement and volunteering opportunities and group announcements. Students’ individual timetables are provided through the VLE. Modules all provide a VLE site designed to meet at least the minimum design expectations of the university. In addition a zero credit module provides course related information to students, such as the Power Point presentations used in induction and lecture/tutorial sessions, and documentation and links to relevant sites in support of student’s professional and study skills development.

**From the Learning Technologist’s perspective:**

Communication enhances students’ experience and allows greater levels of student satisfaction to be achieved. As professional educators the university staff use and endorse tools such as those above in order to promote their use in the workplace by our graduates as a part of their daily routine.

The VLE is also used to enhance provision in that it is the receptacle for learning materials, uploading of assignments through Turn-it In, assessment portal for external links, and affords a forum for exchange of ideas and discussion. It is a vital tool for blended learning. For example, Reporting 2, the aim is to use the VLE as a live news board where students can post stories each week from their ‘patch’. Here tutors will be able to grade work and offer feedback immediately, but it will also afford students the opportunity to learn from each other. Additional blended learning occurs in: Reporting 2, Digital Media, TV Journalism and Journalism Project,
which offer a range of teaching styles, from traditional lectures to interactive and online workshops, to simulated and live news events. Students will develop practical and academic skills through the generation and critique of multi-media artefacts. They will be expected to share information and discussion in class and via the VLE and to reflect on the ethical, professional, group work and production skills employed to produce news artefacts.

**Use of Blended Learning**

N/A

**Student Support Network**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.
Assessment Strategy

Link to “Course Level Assessment Strategy” in the Postgraduate Course Development Principles document. Include a summary of how the various methods of summative assessment meet the regulatory criteria of a varied diet of assessment. The full range of summative assessments will be collected on the MAT.

The overall strategy is to ensure that the assessments on the MSc measure student achievement of the Course and module outcomes, and match assessment tasks to those learning outcomes. Assessments will be rigorous, testing the ability to analyze and apply knowledge; be realistic; and provide reasonable subject coverage.

The MSc adopts the University’s Assessment, Learning and Teaching Strategy 2008-12 (“the Strategy”) which proposes actions and targets to help staff incorporate fit-for-purpose approaches to learning, teaching and assessment into a re-energised curriculum that fully meets our students’ needs.

The guiding philosophy is “progressive problem solving” with an appropriate consideration being given to the application as well as acquisition of knowledge and understanding and to skills development. In line with the emphasis on enabling learning rather than teaching knowledge, students are made aware of the goal of independence in learning and are given guidance on those aspects of their learning for which they are responsible.

Examples of engagement with the Strategy and the effect of that engagement on the Course include:

- The use of flexible delivery patterns to ensure access to the MSc;
- The assessment quality assurance mechanisms to ensure that the assessments undertaken by the students are appropriate to the learning outcomes;
- The use of Blackboard for formative assessment and course materials and tasks, thus ensuring 24-hour availability for students.

Learning and teaching

As the design of the MSc is predicated on flexibility there are different learning and teaching strategies for the core and option modules.

Learning and teaching on the core subjects will be by way of three-hour workshops. In each workshop students will be required to develop their analytical skills; learn and develop practical skills; and understand the issues of professionalism that exist.
in a range of professional publishing environments. This will be developed through a suite of simulated practice sessions. Each face-to-face session is supported by written course materials and online learning resources, which can be accessed remotely via Blackboard.

Experience of the 20 credit options will be through a blend of face-to-face and online learning. For each module the face-to-face delivery will be an three-hour mix of lecture and seminar, with workshop activities almost every week.

All subjects use Blackboard for the dissemination of subject materials; the use of discussion fora; links to online learning materials including online formative assessment. There is an information page that includes course information and employability resources. We also operate a student website showcasing the best student journalism work.

Moreover, students can be emailed via Blackboard and can access its full range of capability at any time and from a computer on and off campus.

**Assessment**

The overall strategy is to ensure that the assessments on the MSc measure student achievement of the Course and module outcomes, and match assessment tasks to those learning outcomes. Assessments will be rigorous, testing the ability to analyze and apply knowledge; be realistic; and provide reasonable subject coverage.

The five core modules will be assessed as shown below:

<table>
<thead>
<tr>
<th>Core Module</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Journalism theory</td>
<td>A short assessed individual presentation (20%) and a two hour examination with permitted materials</td>
</tr>
</tbody>
</table>
| Reporting         | Portfolio (100%)  
Indicative content:  
1, Several short news stories, some taken from a geographic ‘patch’. Each story must include brief details of sources and dates and times of interviews to prove authenticity as well as a short evaluation of the process (max 200 words); other stories taken form |
<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing and production journalism</td>
<td>A live, exam conditions, editing exercise (40%) and a portfolio of editing exercises completed under workshop conditions.</td>
</tr>
<tr>
<td>Online journalism</td>
<td>100% e-portfolio/ online artifact</td>
</tr>
<tr>
<td>International Perspectives on Media Law, Ethics and Regulation</td>
<td>A 5000 word essay</td>
</tr>
</tbody>
</table>
| Dissertation                                | 1) Coursework (20%) 4,000 words research proposal. Reflects the classroom-based learning on Research Methods  
2) Coursework (80%) 15,000 words Dissertation independent piece of research by presenting a dissertation |

**Feedback on Assessed Coursework**

This is specified at modular level so that the methods of feedback are appropriate to the teaching material. In general, formative feedback will be integrated to delivery and summative feedback will be provided on the VLE. Please see Module Specs for further details.

**Employability and Professional Context:**

The course is particularly appropriate for those who wish to pursue a career in the media in a production, research, support or journalistic role, but may also produce graduates who decide to pursue other career routes in the communications world.

The MSc Journalism has several career paths that are attractive to today’s postgraduates. With digital and online media embedded throughout the course the
student experience will be fully equipped to work across a range of multimedia platforms in both traditional and online media. Typical destinations in journalism include reporter, subeditor, feature writer, editor, picture editor, production editor, editorial assistant, editorial producer. All of which are available in the region, as well as internationally.

Moreover, evidence from our BA (Hons) Journalism indicates that journalism graduates are in high demand across a wider spectrum of digital media. The Business Development advisers and managers have stated that areas such as digital marketing and Search Engine Optimisation (SEO) are seeking to actively recruit journalism students to work in Leeds.

Furthermore, the Journalism team has built up an extensive network of outside contacts in the digital and traditional media industries in Leeds and beyond, with both formal and informal links creating work experience, internship (paid), freelance work (shift-based and project-based) and long-term employment. The BA (Hons) Journalism course has a very high employability, with 77% going on to take a full-time professional or management position within six months of study. This makes us the most employable undergraduate journalism course in the region (journalism graduates at the University of Leeds enjoys just 60% professional or management employment by comparison, Leeds Trinity just 40%. Source: Unistats).

As such, the MSc Journalism fully complies with the universities employability 2011 – 15:

The skills, attributes, experience and knowledge which allow graduates to be successful in the employment they choose and to benefit their communities and the wider economy, enabling them to compete effectively in the job market and move between occupations, developing the ability to learn for new job opportunities.

Reference Points used in course design and delivery:

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at http://www.qaa.ac.uk/reviews-and-reports
We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

**Staff Teaching on the Course:**

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

**Regulatory Exemption details:**

This course adheres to the Academic Principles and Regulations set out by the University. Awards of distinction and merit may be made to students who meet the following criteria:

**Distinction**

The award of a distinction may be made to those students who have attained:

- an average of 70% or more in assessments contributing to the final award.

And/or

- at least half of all taught modules at the level of distinction in assessments contributing to the final award plus a dissertation at distinction.

**Merit**

The award of merit may be made to those students who have attained:

- an average of 60% or more in assessments contributing to the final award.

And/or

- at least half of all taught modules at the level of merit in assessments contributing to the final award plus a dissertation at merit or above.