

Bachelor of Arts Journalism

Appendices

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Member of
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Scotland



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BELL College

A Higher Education Institution

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APPENDIX A
QAA Benchmark Statement

**Communication,
media, film and
cultural studies**

Subject benchmark statements

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.

This *Subject benchmark statement*, together with the others published concurrently, refers to the bachelors degree with honours.

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum in the subject. Benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall framework.

Subject benchmark statements also provide support to institutions in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards.

Finally, *Subject benchmark statements* may be one of a number of external reference points that are drawn upon for the purposes of external review. Reviewers do not use *Subject benchmark statements* as a crude checklist for these purposes however. Rather, they are used in conjunction with the relevant programme specifications, the institution's own internal evaluation documentation, in order to enable reviewers to come to a rounded judgement based on a broad range of evidence.

The benchmarking of academic standards for this subject area has been undertaken by a group of subject specialists drawn from and acting on behalf of the subject community. The group's work was facilitated by the Quality Assurance Agency for Higher Education, which publishes and distributes this *statement* and other *statements* developed by similar subject-specific groups.

In due course, but not before July 2005, the *statement* will be revised to reflect developments in the subject and the experiences of institutions and others who are working with it. The Agency will initiate revision and, in collaboration with the subject community, will make arrangements for any necessary modifications to the *statement*.

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Academic standards - Communication, media, film and cultural studies

Preface

1 Human social life depends upon the constant development and varied uses of modes of communication and upon shared and contested understandings of the world, necessitating the systematic study of communication and culture, and of their mediation through a variety of channels. In a regional, national and global order in which the cultural and communications industries play an increasingly central role, and forms of social and political organisation and creative expression are touched at every point by media forms and practices, such study becomes even more vital. Degree programmes in communication, media, film and cultural studies have responded to the challenges posed both by the general requirements of understanding the role of symbolic structures in human interaction, and by the specific tasks involved in addressing their changing role in contemporary societies.

2 Such programmes have drawn on a number of disciplinary origins within areas of the arts, humanities and social sciences. Increasingly, they have also drawn on the concepts, competencies and knowledges developed within the major areas of creative and professional practice in the cultural, film and communications industries, and more recently on insights from design, business, computing and advanced technology. The fields of study which have developed have in turn forged distinctive and original approaches to the areas of communications, culture and film, exploring the limits and producing the partial thawing of older disciplines through their inter- and multi-disciplinary approaches to the exploration of new and emerging objects of study and practice.

3 Much of this work has involved the development and testing of concepts and theories capable of mapping the complexity of these fields, concepts and theories which are inevitably, and quite properly, contested. These have included: the ways in which cultural and media organisations intersect with general political and economic processes (questions of 'political economy'); the ways in which accounts of the world are created and how they mediate symbolically between the individual and society (questions of 'representation'); the ways in which social interactions may operate through circulating meanings and systems of representations (questions of 'discourse'); the ways in which people appropriate and use cultural texts and practices (questions of 'consumption'); the ways in which understandings of self and the world are formed in relation to such texts and practices (questions of 'identity'); and the relations between systems of meanings and relations of social and political power and inequality (questions of 'ideology').

4 Communication, media, film and cultural studies have also developed wider understandings of the diversity of forms of culture, as well as new understandings of the increasingly pivotal roles which communications, media and culture play in the social, economic and political organisation of contemporary societies. In exploring the centrality of forms of media, communicative and expressive practice in contemporary life, they have emphasised that the continuing regeneration and development of creative professional practice within the media and cultural industries requires systematic, critical and reflective education. Finally, they have reappraised received cultural traditions and canons and explored the ways in which media, communication and cultural activities and processes are central to the organisation of everyday social and psychological life, and to the ways in which groups conceive their identities.

5 Degree programmes in communication, media, film and cultural studies have expanded rapidly over the last decade. Often combining in innovative ways the search for thorough knowledge and understanding with the development of students' creative and reflexive capacities, they have offered programmes relevant to their futures both in work and as citizens. There are now some 60 HE institutions which offer programmes in these fields, with a student population which numbers over 15,000. Student interest in these fields is strong and growing. Degree programmes are characterised by a diversity of emphases, drawing in different ways on the disciplinary and professional sources outlined above, and offering a range of approaches to theoretical, critical, practical and creative work within these fields.

6 The benchmarking group for communication, media, film and cultural studies has sought to reflect in its statements both the central concerns and understandings common to these fields and the richness represented by their diversity. It has been conscious throughout of the rapidly changing nature of its fields of study and the constant development of approaches to, and professional and creative practices within them. It has not sought to produce prescriptive checklists.

7 The composition of the group reflects the diversity of its fields of study. Its members are drawn from old and new universities and from institutions of varying size, from cultural, media, film and communication studies, and from areas of practice including film, journalism, new media, photography, popular music, radio and video production. It has also consulted widely throughout the drafting process: with the subject communities it represents, with over 30 individual departments and subject teams, and with subject and professional organisations.

8 As itself an interdisciplinary group, the communication, media, film and cultural studies benchmarking group has also been aware of the overlap of disciplinary boundaries between the work of this group and that of colleagues in fields such as art and design, business and management studies, dance, drama and performance studies, English, history of art, architecture and design, linguistics, music, and sociology. We expect that some degree programmes may wish to draw on benchmarking statements from these and other subject groups as appropriate, in drawing up their degree programme specifications. Some degree programmes which focus primarily on areas of professional practice may wish to reference the standards set by professional bodies.

9 The focus of this document is on the single honours degree programme. We recognise, however, that communication, media, film and cultural studies may also be found in combined and joint honours degree programmes. Just as single honours programmes in these fields will combine in different ways components from the following statements, so we expect that combined and joint honours programmes will draw as appropriate from them.

10 We see the primary function of the benchmark statements as an enabling rather than a regulatory one. We have sought to provide a framework for undergraduate degree programmes in these fields within which individual departments or subject teams can recognise themselves and their students, and within which they will be able to continue to develop. Such continued development and diversity of practice is central to these fields and to the development of their students' potential.

1 Defining principles

1.1 As fields of study, communication, media, film and cultural studies are distinguished by their focus on cultural and communicative activities as central forces in shaping everyday social and psychological life as well as senses of identity; in the organisation of economic and political activity; in the construction of public culture; in the creation of new expressive forms; and as the basis for a range of professional practices.

1.2 Within these fields of study, degree programmes are characterised by a diversity of emphases. Titles may include, for example: broadcasting, communication studies, cultural studies, film or screen studies, journalism, media production, media studies, popular culture, public relations, publishing. In addition:

- some degree programmes range across the general areas of culture and/or communications and media, while others focus on a particular practice such as film, photography or journalism;
- some pay particular attention to the practical or technical aspects of communication, media and cultural technologies while others focus on their economic or business applications, their industrial and management structures and methods, their social uses, and/or their symbolic, aesthetic or affective possibilities;
- some contain a significant historical component, while others emphasise contemporary developments. Some concentrate on established media and areas of cultural activity, while others pay special attention to new and emerging media, cultural or communicative forms;
- some include the study of the most fundamental modes of human communication (spoken and written language, visual and aural communication, face-to-face and interpersonal communication, group dynamics). Some focus on specific media, cultural and aesthetic systems (for example, print media, film, television, radio, popular music or new forms of digital and computer-mediated communication). Some examine forms of material culture and everyday cultural practices (for example popular cultural forms and practices; the organisation of public and private spaces; cultural institutions such as galleries, museums and theatres; relationships between canonical and popular cultural forms);
- some focus primarily on professional practices and their associated creative, business and management, intellectual and/or technical skills, while others either do not offer any direct experience of media/cultural production, or offer experience of practice primarily as a means to critical reflection.

1.3 Nevertheless, degree programmes within communication, media, film and cultural studies share the aim of producing graduates who have an informed, critical and creative approach both to understanding media, culture and communications in contemporary society, and to their own forms of media, communicative and expressive practice. Whilst these programmes are committed to enabling students to meet the challenges of employment (including self-employment) in a society in which the cultural and communications industries play an increasingly central role, they emphasise that the fostering of employability requires the development of students' creative, intellectual, analytical and research skills.

1.4 In so furthering students' academic and personal development, programmes within communication, media, film and cultural studies are committed to forms of pedagogy that lay emphasis on developing critical and creative independence, flexibility, sensitivity to audience, and self-reflexiveness, across both individual and group work, and both critical and production work.

2 Nature and scope of the subject

2.1 For all their range and diversity, work in the fields of communication, media, film and cultural studies is linked by a shared recognition of a number of propositions:

- People's lives, especially in the modern world, are thoroughly imbued with a great variety of communicative, cultural and aesthetic systems and practices, including the many forms of mass media;
- The cultural, media and communication industries are significant areas of employment, and responsible creative professional practice within these industries requires systematic, critical and reflective education;
- Communicative, cultural and media industries play key roles in generating symbolic resources through which people individually and collectively imagine the past, define the present, and develop projects for the future;
- Communicative and cultural activities and processes are central to the organisation of everyday social and psychological life, offering a range of aesthetic pleasures and social engagements, and providing central resources for the formation and expression of personal and collective identities;
- Communications, media and culture play increasingly pivotal roles in economic and political organisation at local, regional, national, international and global levels. Their public forms are increasingly organised by large-scale institutions whose structures, operations, regulation and performance require sustained analysis;
- Opportunities to participate actively in the central sites of public culture and communication are differentially distributed in ways that are linked to prevailing structures of economic and symbolic power and central axes of social division such as ethnicity, gender, nationality, sexuality, and social class;
- Beyond mainstream institutions, many other groups, communities and alternative producers contribute to the communicative life of any society, often in ways which produce challenging or oppositional forms of understanding and symbolic and affective life;
- There is a vital need for informed debate on the political, legal and ethical aspects of communication and culture which takes into account the above points, and which considers the importance of access and inclusion in public communicative life for a democratic society.

2.2 Degree programmes in communication, media, film and cultural studies vary in the emphasis given to these concerns, and to the multiple issues they raise. These differences of focus connect in turn with the different sources of conceptualisation and practice that feed work within the fields. These sources are:

- the theories and methods of enquiry developed within the arts and humanities: aesthetics, art history and art criticism, history, law, literary and textual analysis, philosophy, theatre and performance studies;
- the theories and research methodologies developed within the major social sciences: anthropology, economics, geography, linguistics, political science, psychology (including psychoanalysis), and sociology;
- the concepts, competencies and knowledges developed within the major areas of creative and professional practice in the cultural, media and communications industries;
- the theories and research methodologies of applied arts and sciences: design, business, computing and advanced technology.

2.3 As a whole, programmes in communication, media, film and cultural studies are multidisciplinary, and in many cases interdisciplinary, seeking to draw from all or most of the above. Nonetheless, individual degree programmes use these sets of resources in different ways and in varying combinations. Strongly interdisciplinary programmes may counterpoise different approaches, using a range of methodological frameworks. In other cases, where programmes fall more readily into a particular disciplinary field, there is likely to be an emphasis on different positions within that discipline. Professional and/or technical elements feature strongly in some programmes, while others may position themselves more firmly in an experimental mode, or use practice work by students mainly to inform critical understanding.

2.4 No degree programme will give equal attention to all these elements. Most programmes, however, promote a combination of understandings and skills. Many that emphasise critical engagement also require students to produce a substantial piece of self-managed research and/or a creative production or portfolio of work demonstrating their command of specific skills. Similarly, programmes that concentrate primarily on media practice or production also require students to develop analytical and research skills together with a critical grasp of their responsibilities as practitioners, and awareness of the dynamics - whether cultural, economic, ethical, legal, political, social or affective - which shape working environments.

2.5 Since programmes differ in their focus and degree of specialisation it is neither possible nor desirable to define a prescriptive knowledge or skills base. The sections which follow give an indication of the areas of knowledge and understanding and of the subject specific and generic skills which will be appropriate within these fields of study, but they should not be taken as a checklist.

3 Subject knowledge and understanding

Graduates of programmes in these fields will demonstrate knowledge and understanding drawn from the following:

3.1 Communications, culture and society

- 3.1.1 an understanding of the roles of communication systems, modes of representations and systems of meaning in the ordering of societies;
- 3.1.2 an awareness of the economic forces which frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life;
- 3.1.3 a comparative understanding of the roles that media and/or cultural institutions play in different societies;
- 3.1.4 an understanding of the roles of cultural practices and cultural institutions in society;
- 3.1.5 an understanding of particular media forms and genres and the way in which they organise understandings, meanings and affects;
- 3.1.6 an understanding of the role of technology in terms of media production, access and use;
- 3.1.7 an understanding of the ways in which participatory access to the central sites of public culture and communication is distributed along axes of social division such as disability, class, ethnicity, gender, nationality, and sexuality;
- 3.1.8 an understanding of the dynamics of public and everyday discourses in the shaping of culture and society;
- 3.1.9 an understanding of the ways in which different social groups may make use of cultural texts and products in the construction of social and cultural realities, cultural maps and frames of reference.

3.1 Histories

- 3.2.1 an understanding of the development of media and cultural forms in a local, regional, national, international or global context;
- 3.2.2 an understanding of the social, cultural and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged;
- 3.2.3 an historically informed knowledge of the contribution of media organisations to the shaping of the modern world;
- 3.2.4 an understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems;

- 3.2.5 an understanding of the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments;
- 3.2.6 an understanding of the history of communication and media technologies and a recognition of the different ways in which the history of and current developments in media and communication can be understood in relation to technological change;
- 3.2.7 an understanding of the historical development of practices of cultural consumption (including subcultural forms and everyday lived practices);
- 3.2.8 an awareness of the ways in which critical and cultural theories and concepts have developed within particular contexts.

3.3 Processes and practices

- 3.3.1 an understanding of the processes linking production, circulation and consumption;
- 3.3.2 an understanding of the processes, both verbal and non-verbal, whereby people manage communication face-to-face and in the context of groups;
- 3.3.3 an awareness of the processes of cultural and subcultural formations and their dynamics;
- 3.3.4 an understanding of key production processes and professional practices relevant to media, cultural and communicative industries, and of ways of conceptualising creativity and authorship;
- 3.3.5 an understanding of professional, technical and formal choices which realise, develop or challenge existing practices and traditions, and of the possibilities and constraints involved in production processes;
- 3.3.6 a knowledge of the legal, ethical and regulatory frameworks which affect media and cultural production, circulation, and consumption;
- 3.3.7 an understanding of how media, cultural and creative organisations operate and are managed;
- 3.3.8 an understanding of the material conditions of media and cultural consumption, and of the cultural contexts in which people appropriate, use and make sense of media and cultural products;
- 3.3.9 an awareness of how media products might be understood within broader concepts of culture.

3.4 Forms and aesthetics

- 3.4.1 an understanding of the aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms;
- 3.4.2 an insight into the cultural and social ways in which aesthetic judgements are constructed and aesthetic processes experienced;
- 3.4.3 an understanding of the student's own creative processes and practice through engagement in one or more production practices;
- 3.4.4 an examination of the role that aesthetic and other pleasures and judgements may play in the production and maintenance of social arrangements;
- 3.4.5 an awareness of a range of works (in one or more media) which generate different kinds of aesthetic pleasures;
- 3.4.6 an understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts;
- 3.4.7 an understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms;
- 3.4.8 an understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning;
- 3.4.9 an understanding of the ways in which people engage with cultural texts and practices and make meaning from them.

3.5 Culture and identity

- 3.5.1 an appreciation of the complexity of the term 'culture' and an understanding of how it has developed;
- 3.5.2 an understanding of the ways in which identities are constructed and contested through engagements with culture;
- 3.5.3 an understanding of how disability, class, ethnicity, gender, nationality, sexuality, and other social divisions play key roles in terms of both access to the media and modes of representation in media texts;
- 3.5.4 an insight into the different modes of global, international, national and local cultural experience and their interaction in particular instances;
- 3.5.5 an understanding of the ways in which forms of media and cultural consumption are embedded in everyday life, and serve as ways of claiming and understanding identities;
- 3.5.6 an understanding of the relationship between discourse, culture and identity.

4 Subject skills

The specific focus and breadth of range of individual degree programmes will determine not only the knowledge bases on which they draw but also the balance of skills and approaches developed within them. Graduates will demonstrate as appropriate some of the following subject-specific skills:

4.1 Skills of intellectual analysis

The ability to:

- 4.1.1 engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use;
- 4.1.2 understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change;
- 4.1.3 examine such forms critically with appropriate reference to the social and cultural contexts and diversity of contemporary society and an understanding of how different social groups variously make use of and engage with forms of communication, media and culture;
- 4.1.4 analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of these forms;
- 4.1.5 develop substantive and detailed knowledge and understanding in one or more designated areas of the field;
- 4.1.5 consider and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.

4.2 Research skills

The ability to:

- 4.2.1 carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry;
- 4.2.2 formulate appropriate research questions and employ appropriate methods and resources for exploring those questions;
- 4.2.3 evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area;
- 4.2.4 draw on the strengths and understand the limits of the major quantitative and/or qualitative research methods, and be able to apply this knowledge critically in their own work;
- 4.2.6 draw and reflect upon the relevance and impact of their own cultural commitments and positionings to the practice of research;
- 4.2.5 explore matters which may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.

4.3 Media production skills

The ability to:

- 4.3.1 produce work which demonstrates the effective manipulation of sound, image and/or the written word;
- 4.3.2 utilise effectively relevant technical concepts and theories;
- 4.3.3 utilise a range of research skills, for example research into potential audiences, markets or consumption contexts, as a production tool;
- 4.3.3 produce work showing competence in operational aspects of media production technologies, systems, techniques and professional practices;
- 4.3.4 manage time, personnel and resources effectively, by drawing on planning and organisational skills;
- 4.3.5 produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers;
- 4.3.6 produce work which is informed by, and contextualised within, relevant theoretical issues and debates.

4.4 Creative, innovative and imaginative skills

The ability to:

- 4.4.1 initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;
- 4.4.2 experiment, as appropriate, with forms, conventions, languages, techniques and practices;
- 4.4.3 draw upon and bring together ideas from different sources of knowledge and from different academic disciplines;
- 4.4.4 be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.

4.5 Skills of social and political citizenship

The ability to:

- 4.5.1 critically appraise some of the widespread common sense understandings and misunderstandings of communications, media and culture, and the debates and disagreements to which these give rise;
- 4.5.2 analyse how media and cultural policies are devised and implemented, and the ways in which citizens and cultural communities can play a part in shaping them;
- 4.5.3 analyse the role which community and participatory media forms may play in contributing to cultural debate and contesting social power;
- 4.5.4 critically evaluate the contested nature of some objects of study within the fields of communication, media, film and cultural studies, and the social and political implications of the judgements which are made;
- 4.5.5 show insight into the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, culture and society, and an ability to consider and respond to these.

5 General skills

With varying emphasis, graduates in these subject areas will also be able to:

- 5.1 work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity;
- 5.2 gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms;
- 5.3 retrieve and generate information, and evaluate sources, in carrying out independent research;
- 5.4 organise and manage supervised, self-directed projects;
- 5.5 communicate effectively in inter-personal settings, in writing and in a variety of media;

- 5.6 work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively;
- 5.7 deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach;
- 5.8 apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users;
- 5.9 put to use a range of IT skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia, and develop, as appropriate, specific proficiencies in utilising a range of media technologies.

6 Learning, teaching and assessment

6.1 General

6.1.1 Individual programmes within the fields of communication, media, film and cultural studies will articulate their own principles of progression within, and coherence and balance across, the particular curriculum and learning experiences offered to students. Learning, teaching and assessment will be designed to reflect the specific aims, emphases and learning outcomes of the programme, and students should be made aware of these at the outset.

6.1.2 Students will benefit from exploring a wide range of materials and sources, drawn from a range of academic and non-academic contexts.

6.1.3 Throughout, learning strategies will acknowledge, respect and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

6.1.4 Where production knowledge and practice-based learning form a part of the programme's curriculum and delivery strategies, resources should be appropriate and adequate to support such aims and strategies.

6.2 Learning and teaching

6.2.1 Progression through programmes will lead to an increasing emphasis on student self-direction and self-responsibility in the learning and teaching strategies deployed. Part of this process will involve the ongoing development of communicative competencies among students. Learning and teaching strategies will be geared towards some of the following learning processes:

- **awareness raising and knowledge acquisition:** the process through which a student is introduced to and engages with new areas of knowledge and experience, and broadens and deepens existing knowledges;
- **conceptual and critical understanding:** the process whereby a student engages in critical analysis of texts, fields of knowledge, concepts, and cultural and production practices, testing their analysis against received understandings and practices;
- **practice experience:** the process through which a student acquires practical experience, skills and the opportunity for creative expression and/or thinking in a range of activities, from empirical research to production work, and receives and gives feedback on their performance;
- **critical reflection:** the process through which a student reflects on new knowledges and understandings, and on their own learning experiences and performance, and acquires new awareness and understandings.

6.2.2 Reflecting the specific aims, emphases and learning outcomes of the degree programme, learning and teaching **methods** will draw on an appropriate balance from amongst the following:

- lectures, demonstrations, screenings, seminars, workshops, work simulations; tutorials, group and individual project work, live projects, supervised independent learning, open and resource-based learning, multi-media and new media learning, production practice, work placements;
- large and small group and individual learning and teaching situations;
- tutor-led, student-led and independent learning sessions;
- sessions which emphasise primarily; knowledge acquisition, skills development (specific and general transferable), analysis and evaluation;

- use of a range of technology systems for accessing data, resources, contacts and literature, and for the acquisition of production skills.

6.2.3 The learning **context** will encourage active engagement with cultural and communicative forms and practices and with examples from the medium/media or cultural practice being studied, and, where appropriate, contact with a variety of academic and non-academic speakers, organisations and production voices.

6.3 Assessment

6.3.1 Assessment is an integral part of the learning process, and will be formative and diagnostic as well as summative and evaluative, providing feedback to students wherever appropriate. In many programmes, particularly those which feature production work, students will be participants in the assessment process through strategies such as the group critique, where students present and discuss their work with peers and tutors.

6.3.2 Assessment strategies will follow the specific aims, emphases and learning outcomes of the degree programme, and reflect the range and balance of teaching and learning methods used. They will be appropriate to the intended learning processes, the learning context, and the learning needs and stage of progression of the students. Programmes will seek to ensure that, within the variety of approaches taken, assessment is consistent both in the demands it makes on students and in the standards of judgement it applies.

6.3.3 Accordingly, assessment methods may draw from amongst the following:

- short and long essays;
- analyses of textual and cultural forms and practices;
- reviews and reports;
- seen and unseen examinations;
- individual and group presentations (whether oral and/or technology-based);
- critical self- and peer-evaluation;
- role-analyses/evaluations;
- logbooks, diaries and autobiographical writing;
- individual or group portfolios of work (whether critical, creative, self-reflective, or the outcome of professional practice);
- group and individually produced artefacts, including productions in sound, audio-visual or other media;
- individual and group project reports;
- research exercises;
- tasks aimed at the assessment of specific skills (eg IT skills, production skills, research skills, skills of application);
- external placement or work-based learning reports.

6.3.4 Programmes may also require the production of an extended piece of independent investigation and/or a creative production or portfolio of work, typically undertaken in the final year. This may be discursive or production-based, and may be individual or group work. It will usually include a significant component of individually assessed work.

6.3.5 Overall, assessment will focus on the following areas:

- breadth and depth of subject knowledge and awareness of the history and context(s) of that knowledge;
- critical analysis, whether of texts, fields of knowledge, concepts or cultural or production practices, including the ability to contextualise this analysis and engage in critical debate through discursive argument;
- subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of technology systems for accessing data, resources, contacts and literature, and media production skills and creativity;
- critical reflection on issues of practice, on new knowledges and understandings, and on students' own and others' performance against agreed criteria, including the capacity to deploy and evaluate evidence and to express the outcomes of such reflection clearly and fluently.

6.3.6 In the case of production work, assessment criteria will reflect the specific brief and the overall aims of the programme, and a recognition of relevant professional standards where appropriate.

7 Standards

7.1 Typical level

7.1.1 Graduates who achieve the typical level within the fields of communication, media, film or cultural studies as a significant component of their degree will be able to demonstrate an appropriate knowledge of the subject and field as defined in sections 1, 2 and 3 above. They will demonstrate subject specific and general skills as defined in sections 4 and 5 above.

7.1.2 We have emphasised that the fields embraced under communication, media, film and cultural studies are very broad, so that no degree programme can embrace all of these elements. Furthermore, individual programmes will vary in the degree of focus or breadth of range they adopt. In general it may be expected that programmes working with a tighter focus will require greater intensity of knowledge, understanding and skills within their field, drawing as appropriate on those outlined in sections 3-5 above. Programmes which adopt a broader focus will draw more widely on these sections, emphasising interconnections and/or interdisciplinarity. Typically, however, students graduating within these fields will display:

- substantial **knowledge** of the communication, media and cultural forms and processes chosen for study within their degree programme;
- **understanding** of a range of concepts, theories and approaches appropriate to the study of those objects and processes, and the capacity to apply these;
- **skills** in critical analysis, research, production and communication appropriate to the learning tasks set by their programme, as well as an array of generic and creative skills.

7.1.3 Within this general rubric, individual programmes will combine in different ways components from the following. **These do not in any sense constitute a checklist.** Individual programmes will build coherent sets of expectations among them, with appropriately different emphases. Typically, then, graduates from programmes in communication, media, film and cultural studies will have demonstrated strengths from among the following:

- broad knowledge of the central role that communications, media and cultural agencies play at local, national, international and global levels of economic, political and social organisation, along with the ability to explore and articulate the implications of this;
- grounded awareness of the historical formation of their particular objects of study, and their contexts and interfaces;
- knowledge of appropriate research practices, procedures and traditions, and some awareness of their strengths and limitations;
- awareness of the diversity of approaches to understanding communication, media and culture in both historical and contemporary contexts, and of the uses and implications of these approaches;
- knowledge of a range of texts, genres, aesthetic forms and cultural practices, and the ability to produce close analysis of these, and to make comparisons and connections;
- engagement with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication;
- understanding of production processes and professional practices within media, cultural and communicative industries;
- critically informed competency in the management and operation of production technologies, procedures and processes;
- the ability to engage with and to advance creative processes in one or more forms of media or cultural production;
- knowledge of a range of communicative situations and cultural practices, along with the ability to produce detailed analyses of these, and to make comparisons and connections;
- the ability to consider views other than their own and exercise a degree of independent and informed critical judgement in analysis;
- the ability to work across a variety of group and independent modes of study, and within these to demonstrate flexibility, creativity, and the capacity for critical self-reflection;
- the ability to use their knowledge and understanding of communication, cultural and media processes as a basis for the examination of policy and ethical issues, whether in the public domain or in other aspects of democratic participation and citizenship.

7.1.4 These are the typical requirements that should be reached by honours graduates. The learning outcomes are indicative, and do not form a checklist. It is not expected that all programmes will necessarily lead to the attainment of all the stated learning outcomes.

7.2 Threshold level

Graduates who have achieved the threshold level in a programme within the fields of communication, media, film and cultural studies will display a sufficient grounding overall in the knowledges and skills outlined in 7.1.3, as emphasised by their particular programme, but there are likely to be imbalances and unevenness in their levels of achievement of these.

7.3 Levels of excellence

Graduates who attain above the typical level in a programme within the fields of communication, media, film and cultural studies will display excellence in a range of the knowledges, understandings and abilities required by their programmes. Their work will display independence or originality, engagement with the dynamics of contemporary theoretical debate, and/or of relevant practice, and demonstrate the ability to make innovative connections in practice, research and/or analysis.

Appendix 1

Membership of the benchmark group

Professor Rod Allen	City University
Professor Martin Barker	University of Wales, Aberystwyth
Dr Raymond Boyle	University of Stirling
Ms Rosalind Brunt	Sheffield Hallam University
Dr Bernadette Casey	College of St Mark and St John, Plymouth
Professor Ron Cook	University of Salford
Ms Sarah Edge	University of Ulster
Ms Christine Geraghty	Goldsmiths College
Mr Michael Green	University of Birmingham
Dr Karen Lury	University of Glasgow
Dr Graham Murdock	Loughborough University
Dr John Mundy	University of Central Lancashire
Mr Tim O'Sullivan	De Montfort University
Professor Sue Thornham (chair)	University of Sunderland
Professor John Tulloch	Cardiff University
Dr Tim Wall	University of Central England, Birmingham
Professor Brian Winston	University of Westminster

APPENDIX B

Market Research

LETTER & QUESTIONNAIRE SENT TO EDITORS

NAME

NAME

ADDRESS

ADDRESS

ADDRESS

November 17, 2003

Dear

Bell College Journalism Degree Development Survey

Bell College has offered its HND Journalism award for more than ten years, but following the College's re-designation as an institute of higher education, and in line with College policy, a new degree in journalism is being developed.

This new degree, to be called BA Journalism, will continue to build on the existing good practice that has established the Bell College journalism course as one of the most successful in Scotland.

It is the intention of the development team to produce a degree programme that continues to provide students with the practical skills and academic ability to make a meaningful contribution in today's news environment. The course will continue to have practical journalism classes at its core but will also include a range of academic subjects that will provide students with the skills for analytical and critical thinking.

It is very important that Bell College takes into account the views of the newspaper industry and that these are represented in the course design and it would be of great assistance to the development team if you would complete the attached questionnaire.

I have also attached a copy of our draft programme specification to assist you and a reply paid envelope. I would be grateful if you could return this by December 2, 2003.

Many thanks for your assistance in this matter.

Yours sincerely,

Margaret Hughes

Course Leader – HND Journalism

BELL COLLEGE
SCHOOL OF SOCIAL STUDIES
BA JOURNALISM
Degree development questionnaire

Bell College's BA Journalism course will produce graduates who have the practical and academic skills that enable them to make a meaningful contribution in newsrooms. In addition, they will be equipped with a knowledge and understanding of the key disciplines of journalism and the role of newspapers and the media in society. Students will have a thorough grounding in the law and ethics of journalism and have developed an analytical approach to their work and the ability to think both critically and independently.

Name

Organisation

1. What are the key skills you would seek in a graduate of this course? (Both practical and academic.)

2. Is the balance of proposed course programme appropriate to the needs and demands of the industry?

3. Are there any subjects that you believe we should include/exclude or place more emphasis on?

4. Would you consider accepting students from the second year of this course for work placement?

5. Would you consider employing graduates of this course?

6. Prior to this letter had you heard of the Bell College HND Journalism award?

7. Have you ever employed a reporter who completed the HND Journalism at Bell College?

8. Please feel free to add any comments that you feel would be useful in the development of the BA Journalism degree.

Many thanks for completing this questionnaire.

BA Journalism – Market Research

RESPONSES FROM EDITORS

Surveys were sent to 30 newspaper editors and radio news editors to discover their views on the proposed curriculum.

Only four replies were received but these were positive and highlighted some issues that the development team considered as they progressed with the programme.

Two-thirds of respondents said they would consider accepting students from the degree course on work placement, and that they would consider employing graduates from the course.

Two-thirds had employed former students from the Bell College HND Journalism course.

All of the respondents had heard of the HND Journalism.

While none of them provided specific subject areas that they felt needed to be excluded or included, the general comments they made, for example,

“We would be looking for someone who has successfully completed the course and who can demonstrate good writing skills and possesses an inquiring mind.”

“Knowing what makes a news story, as well as speed, accuracy and honesty.”

“Emphasis should be on practical skills.”

The comments provided by the industry respondents assisted in the development of the degree programme.

RESPONSES FROM STUDENTS

Questionnaires were sent to 15 former students, of whom 12 replied.

Questionnaires were distributed to 25 current students, of whom 20 replied.

LETTER & QUESTIONNAIRE SENT TO EXISTING STUDENTS

NAME

NAME

ADDRESS

ADDRESS

ADDRESS

DATE

Dear

Bell College Journalism Degree Development Survey

As you know, Bell College has offered the HND Journalism award for more than ten years, but following the College's re-designation as an institute of higher education, and in line with College policy, a new degree in journalism is being developed.

As a student on the course, I hope you will be prepared to spend a few minutes answering a questionnaire designed to get your views on the new course.

It is the intention of the development team to produce a degree programme, to be called BA Journalism, which continues to provide students with the practical skills and academic ability to make a meaningful contribution in a news environment. The course will continue to have practical journalism classes at its core but will also include a range of academic subjects that will provide students with the skills for analytical and critical thinking.

I have attached a copy of our questionnaire and a draft programme specification and would be delighted to hear your views. I have also enclosed an envelope for your use.

I look forward to hearing from you.

Many thanks for your assistance in this matter.

Yours sincerely,

Margaret Hughes
Course Leader – HND Journalism
School of Social Studies

**BELL COLLEGE
SCHOOL OF SOCIAL STUDIES
BA JOURNALISM
Degree development questionnaire (ES)**

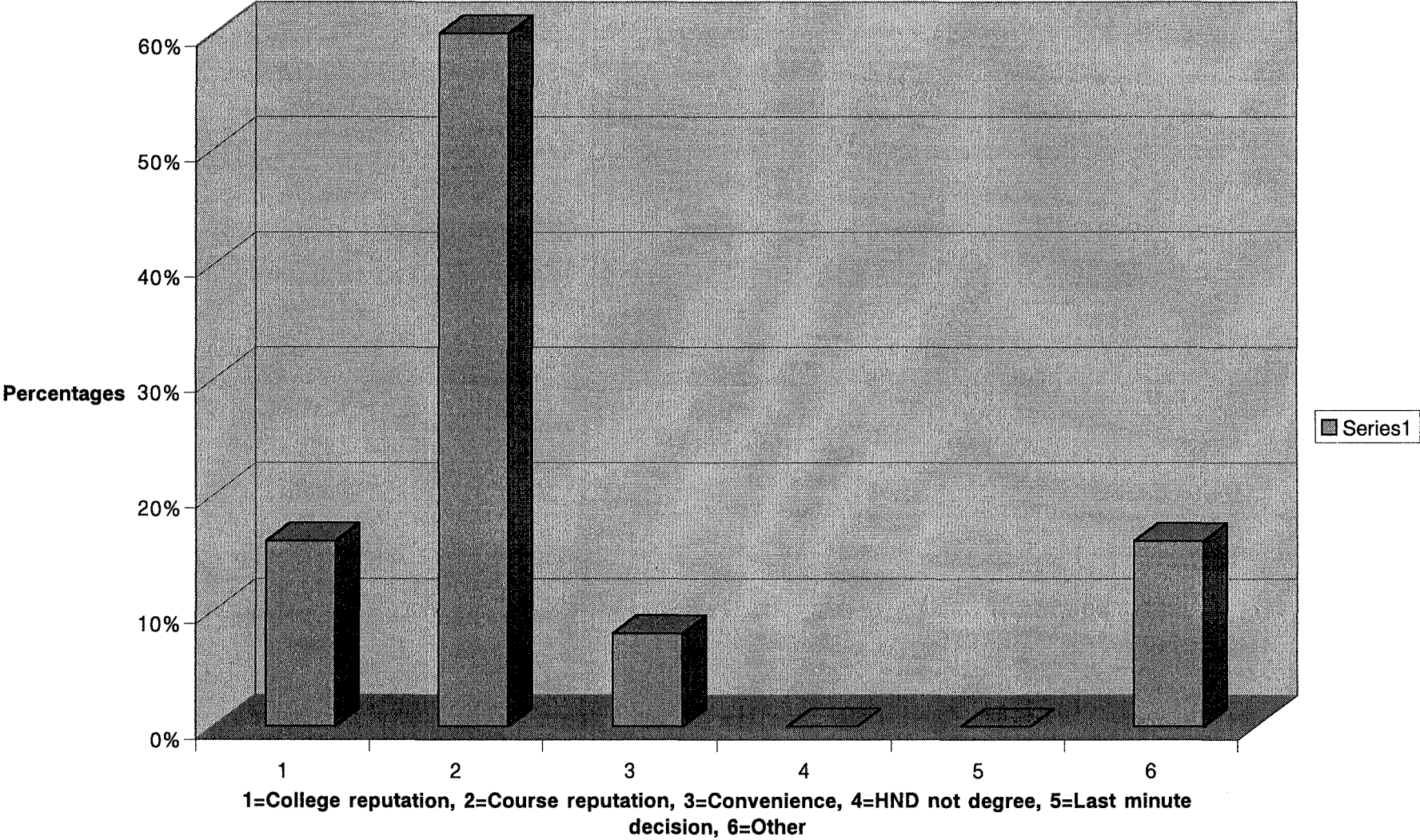
1. Why did you come to Bell College? **Yes** **No**
(please tick)
- College reputation
- Course reputation
- Convenience
- HND not degree
- Did not get grades for another course
- Last minute decision
- Other _____
2. Was Bell College your only choice when you applied?
- Yes** **No**
3. Do you have three or more Highers?
- Yes** **No**
4. Are you considering doing a degree after you have completed your HND?
- Yes** **No**
5. Where will you apply? (please tick)
- Napier University _____
- University of Strathclyde _____
- Glasgow Caledonian University _____
- Other _____
6. If Bell College offered a degree in journalism at the end of your HND, would you apply?
- Yes** **No**

7.	If yes, why?	Yes	No
	Have enjoyed HND and want to take it further?		
	More likely to improve job chances		
	Convenience		
	College facilities		
	Other		

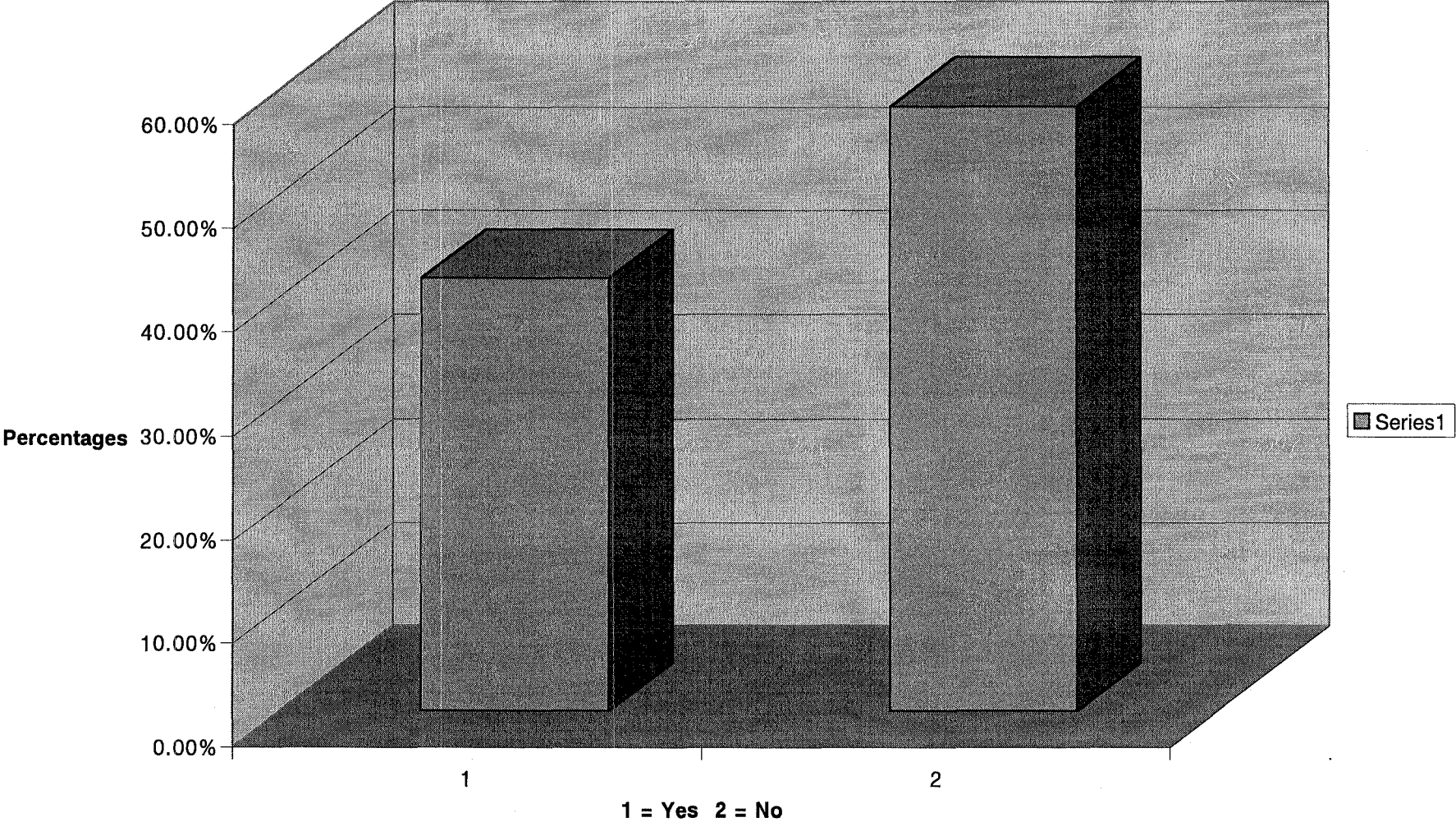
8.	If no, why not?	Yes	No
	Want to get a job as soon as possible		
	Want to continue study elsewhere		
	Do not think you are capable of degree		
	College facilities		
	Other		

Many thanks for completing this questionnaire.

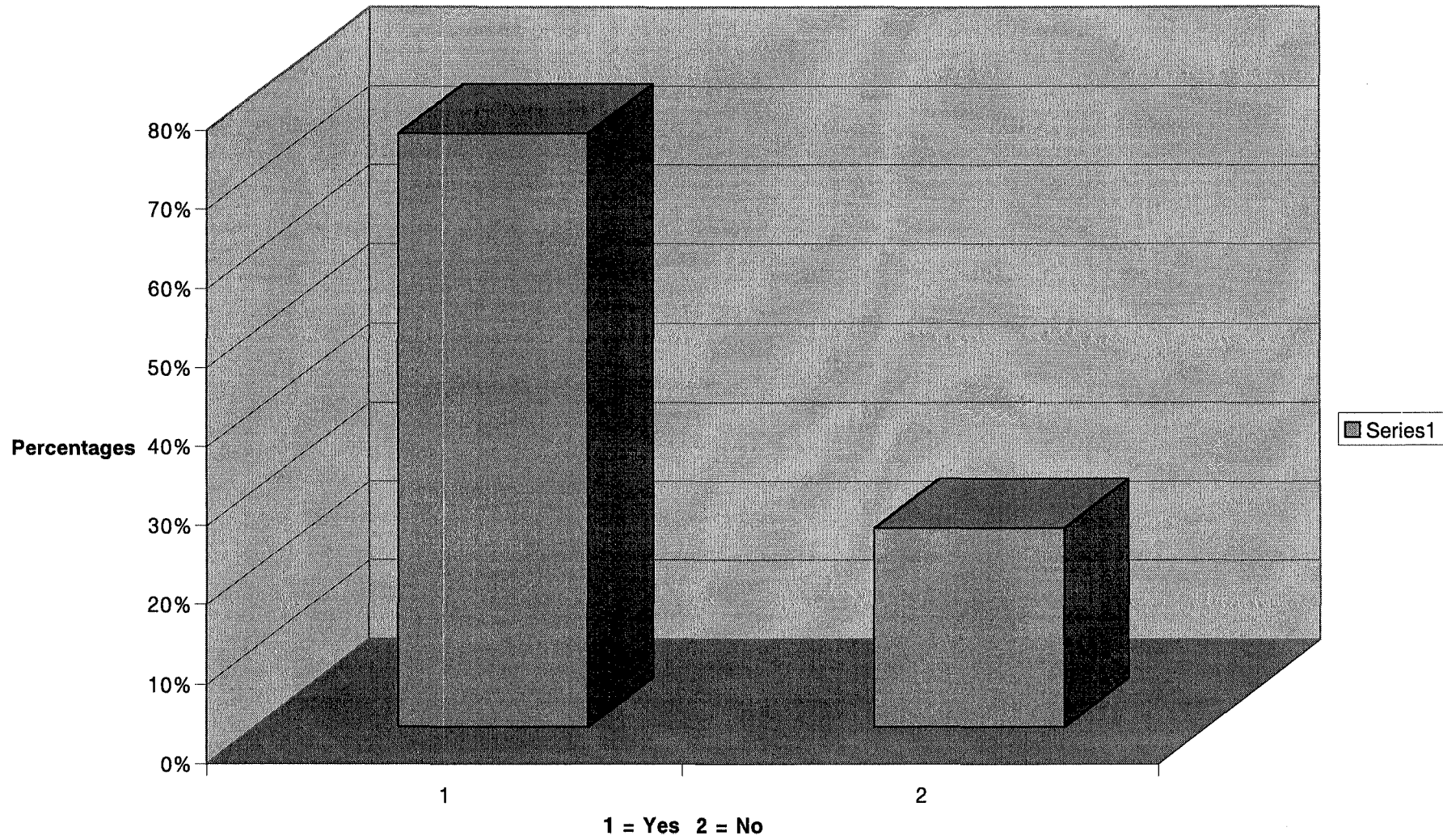
1. Why did you come to Bell College?



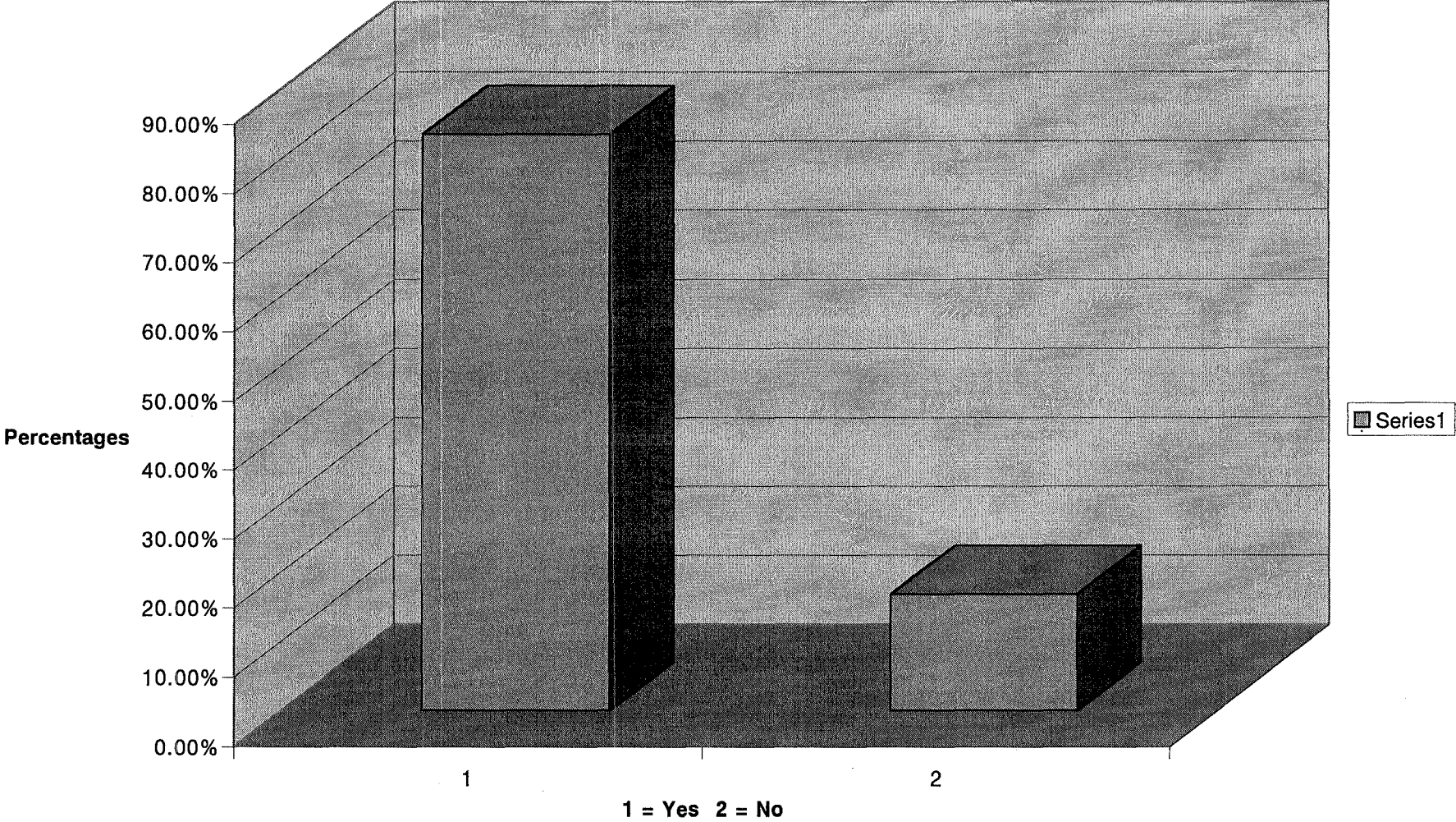
2. Was Bell College your only choice when you applied?



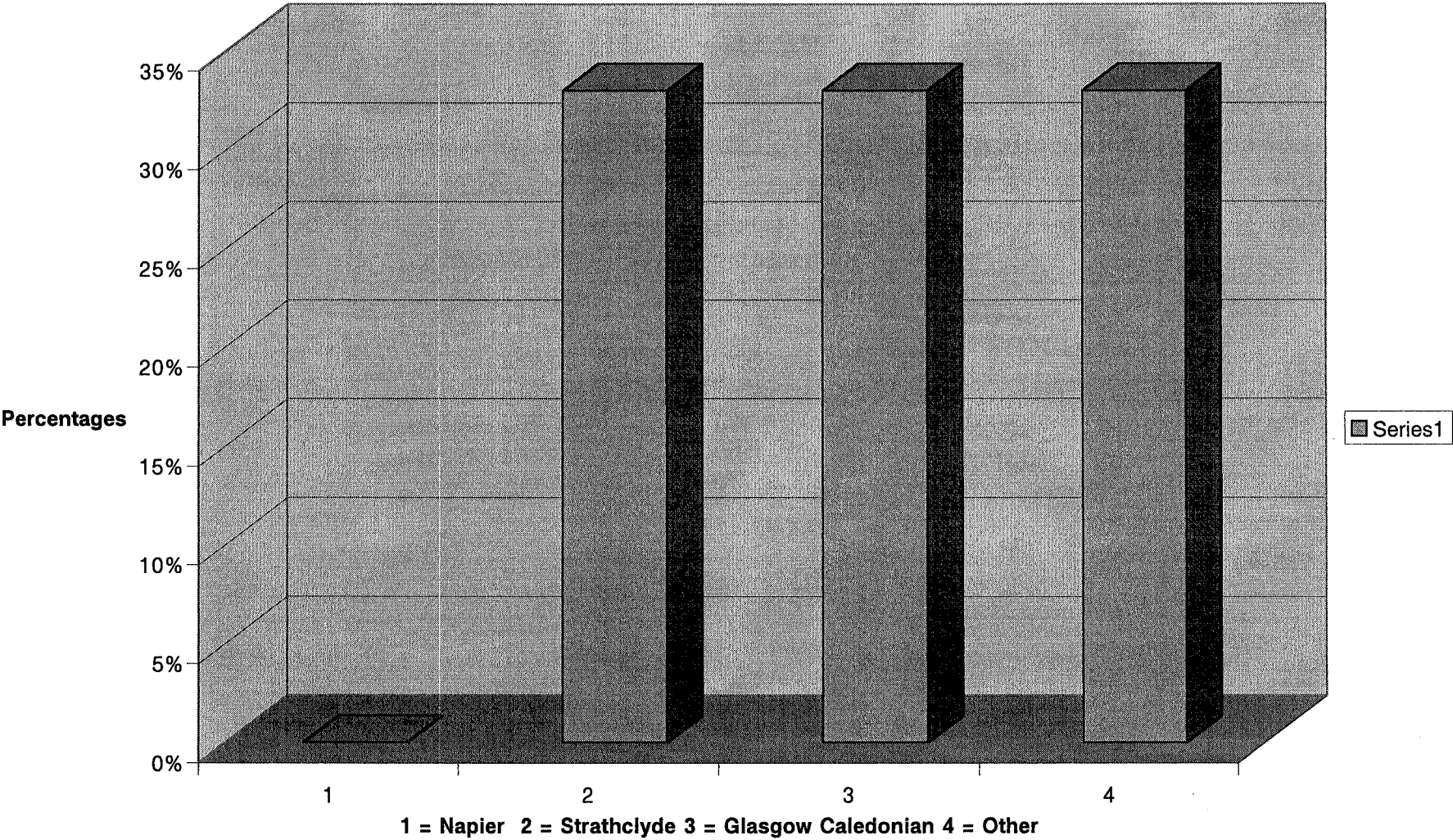
3. Do you have three or more Highers?



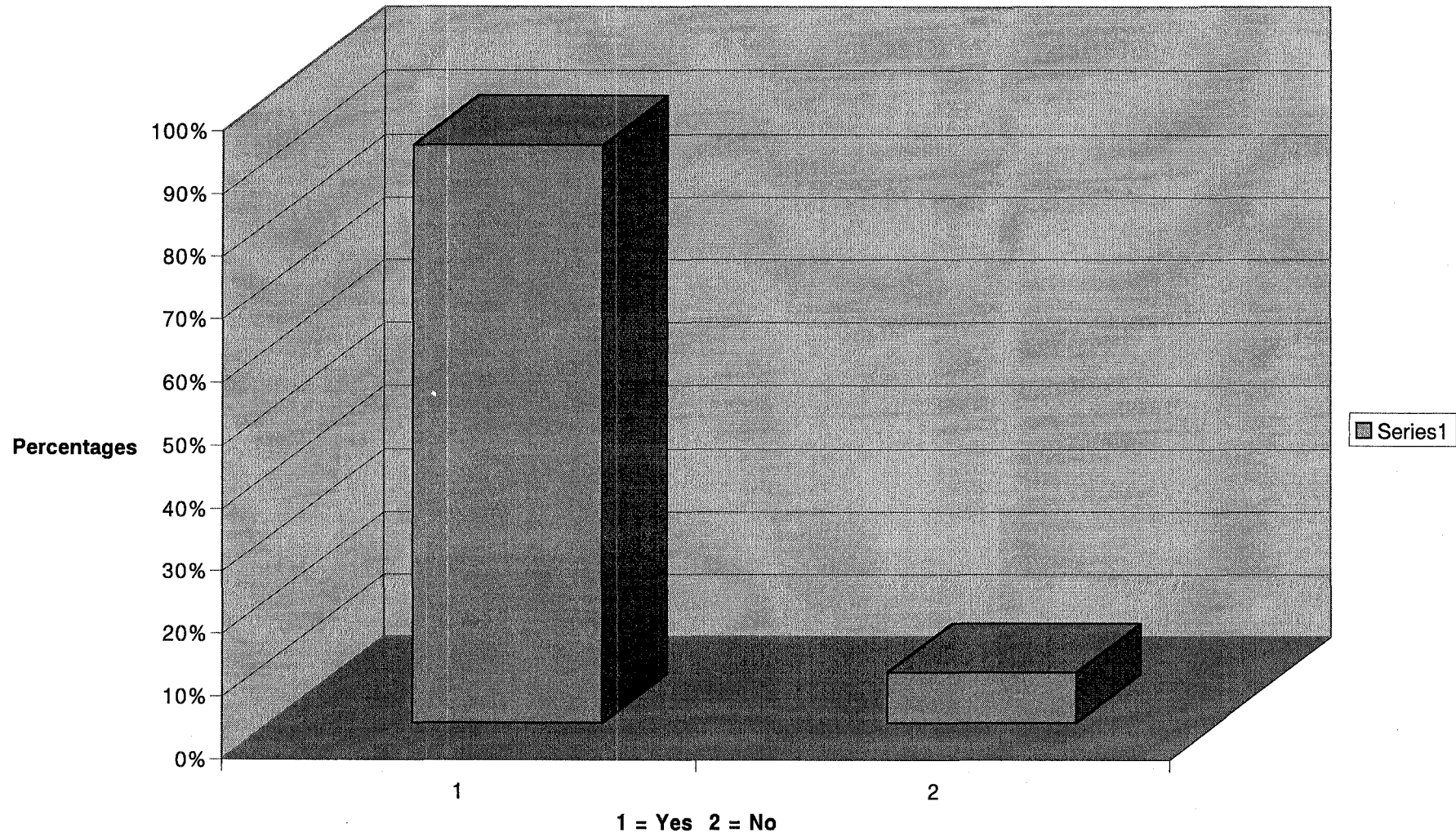
4. Are you considering doing a degree when you have completed your HND?



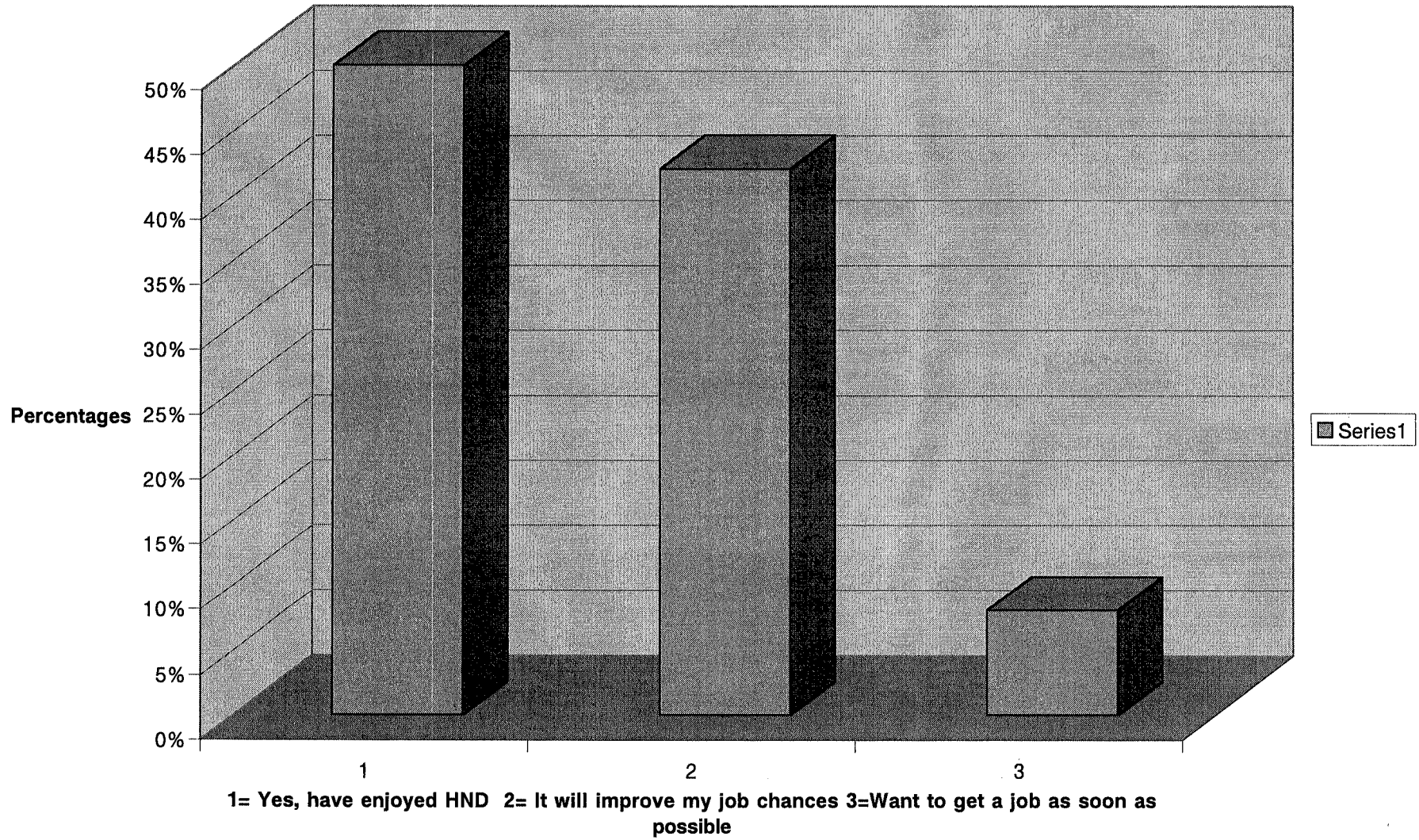
5. Where will you apply?



6. If Bell offered a degree in journalism would you apply?



7. Would you stay at Bell if we offered a degree, or not?



**BELL COLLEGE
SCHOOL OF SOCIAL STUDIES
BA JOURNALISM
Degree development questionnaire (FS)**

1. Why did you come to Bell College? **Yes** **No**
(please tick)
- College reputation
- Course reputation
- Convenience
- HND not degree
- Did not get grades for another course
- Last minute decision
- Other _____

2. Was Bell College your only choice when you applied?
- Yes** **No**

3. If Bell College had offered a degree in journalism would you have liked to complete it?
- Yes** **No**

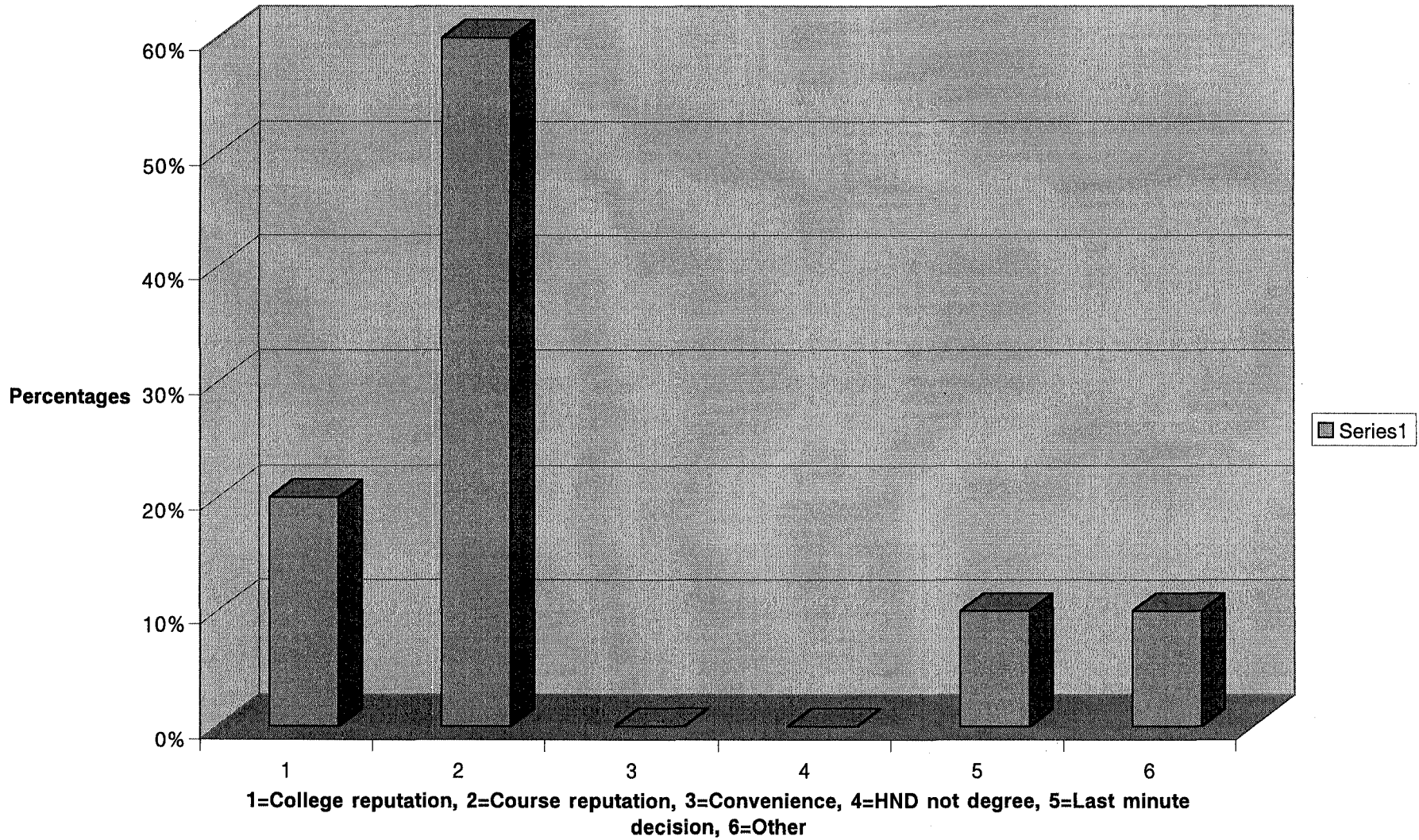
4. If Bell College offers a degree in the future would you consider applying to it?
- Yes** **No**

5. Did you go onto another Higher Education when you completed your studies at Bell College?
- Yes** **No**

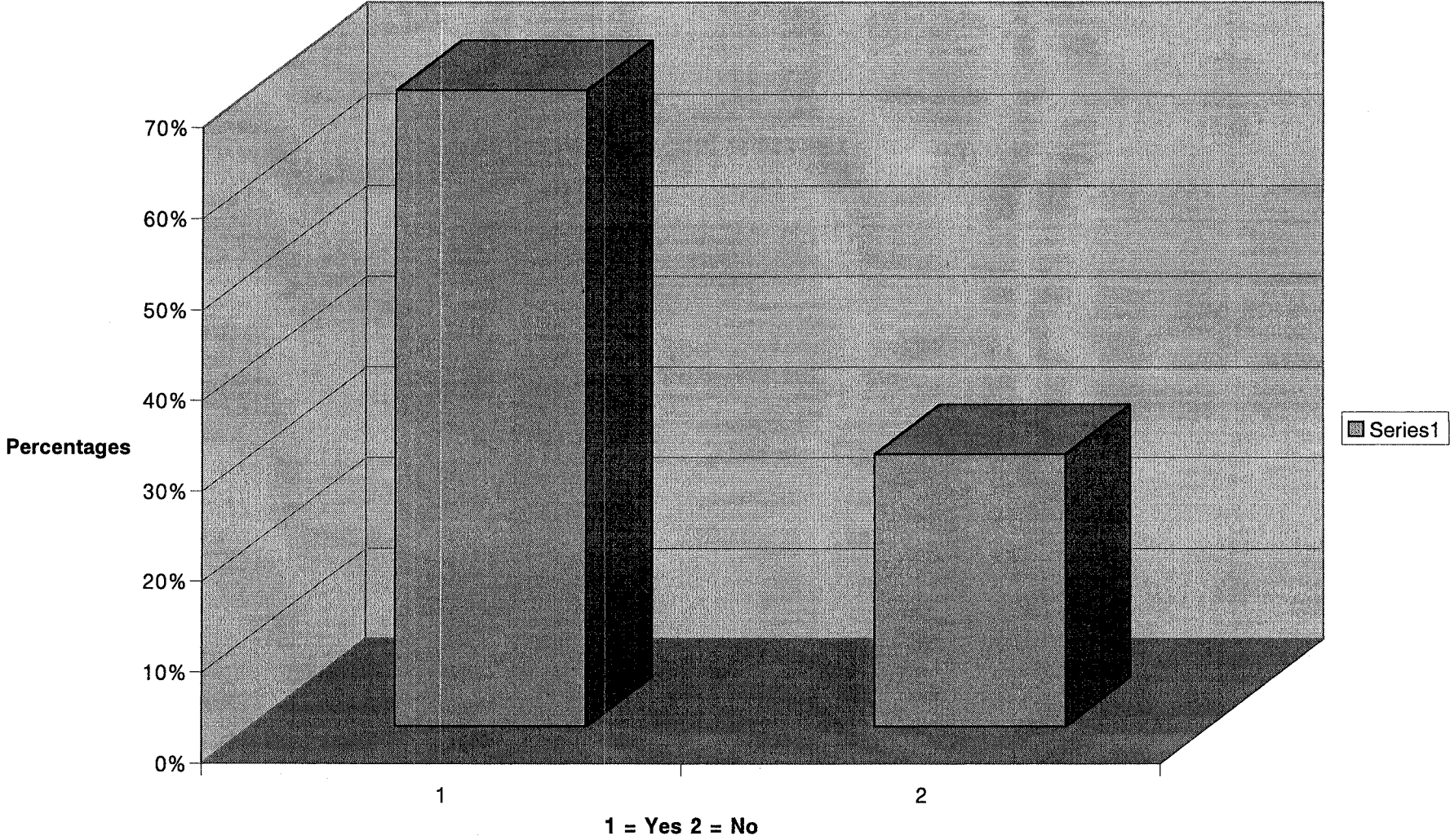
If yes, which one?

Many thanks for completing this questionnaire.

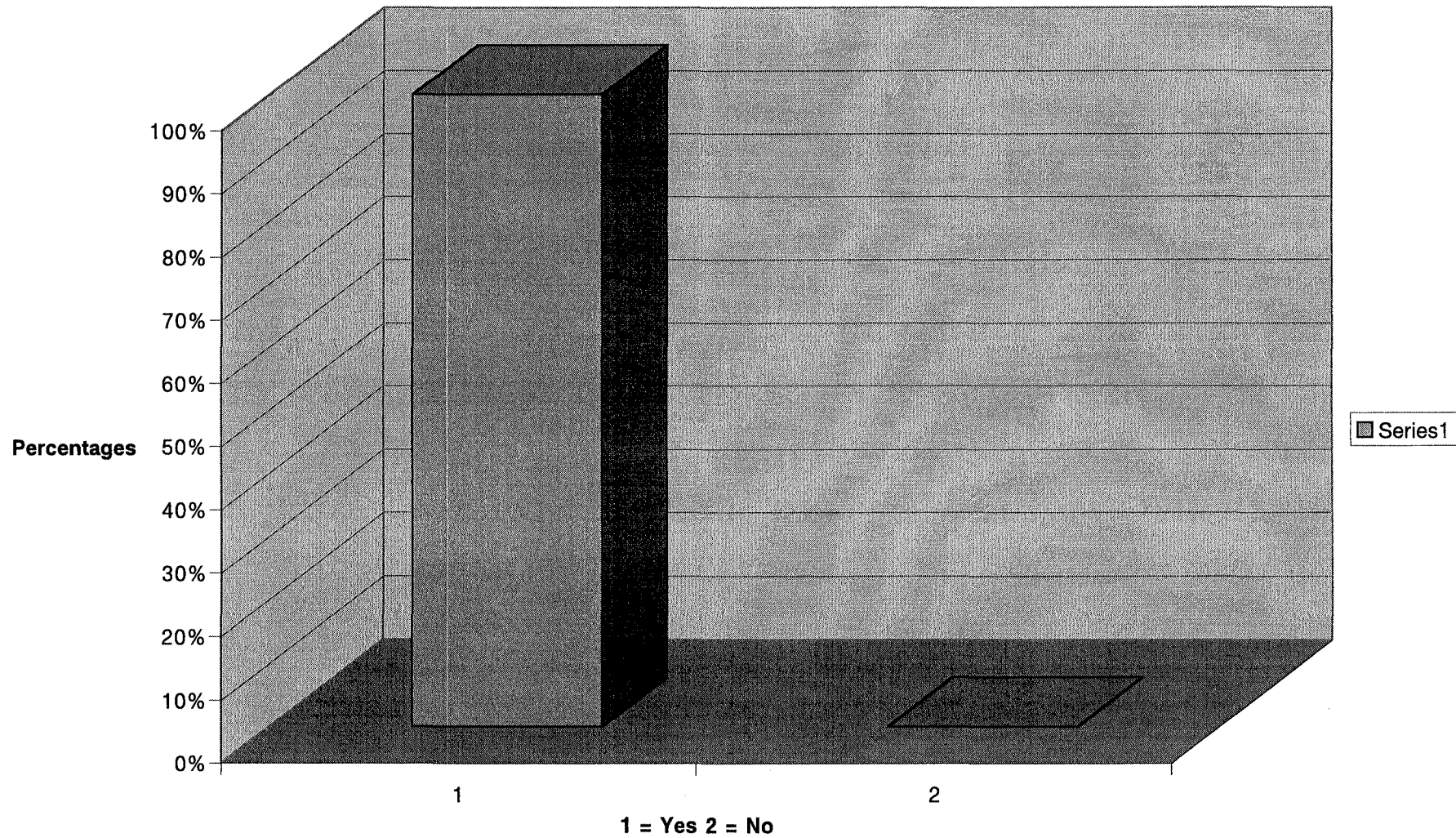
1. Why did you come to Bell College?



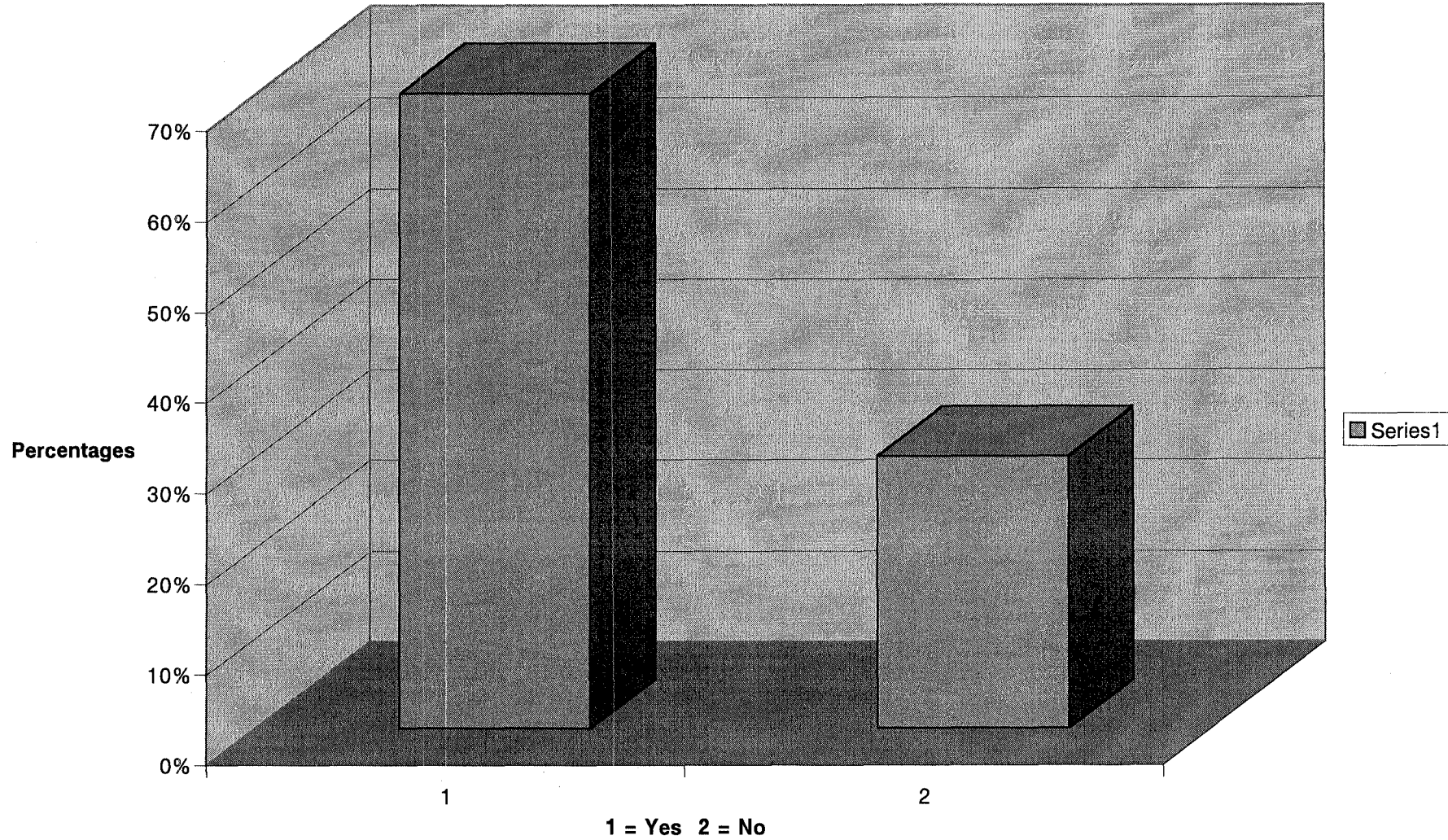
2. Was Bell College your only choice?



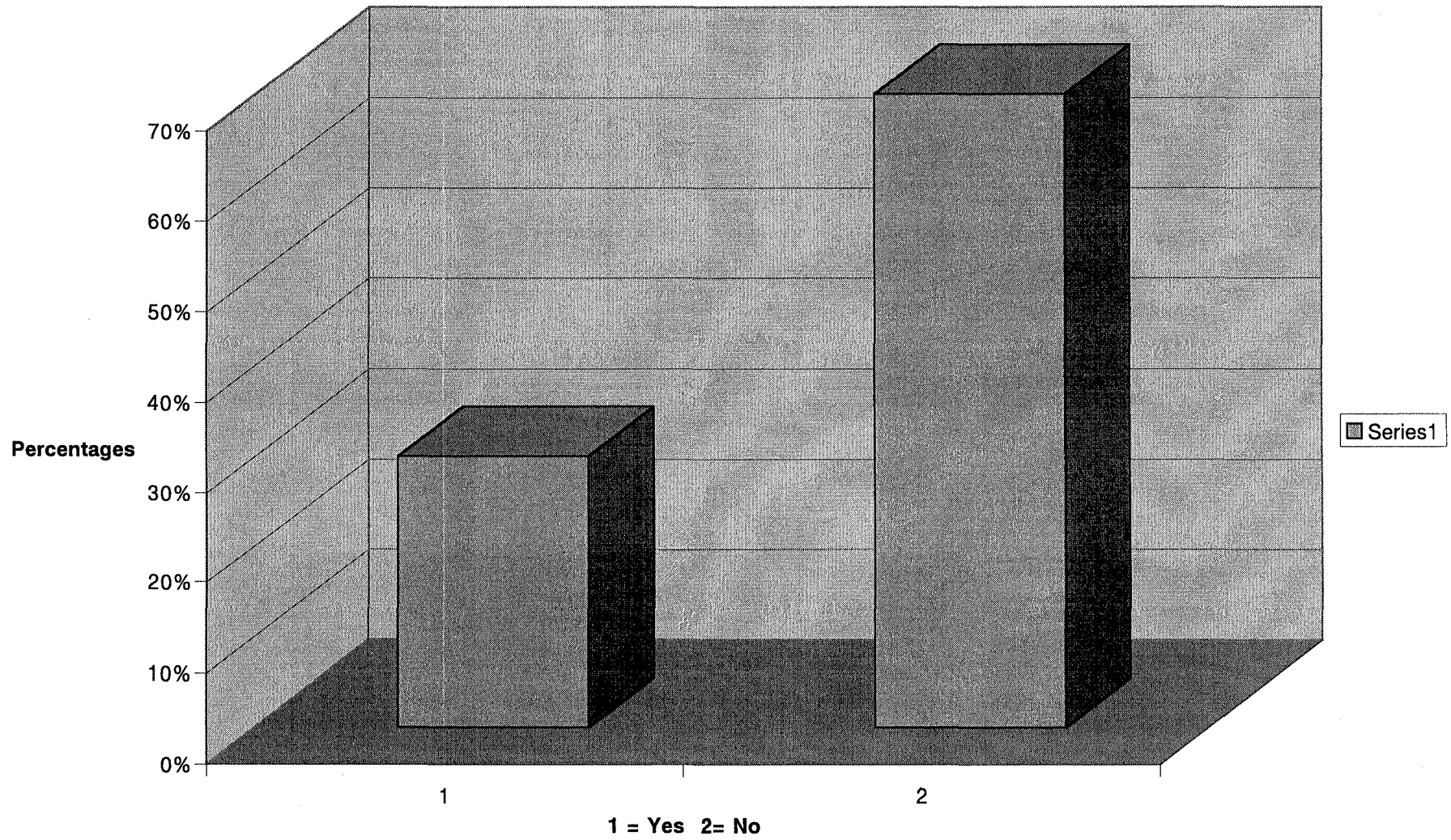
3. If Bell had offered a degree in journalism would you have liked to complete it?



4. If Bell offers a degree in the future would you consider applying?



5. Did you go onto another HEI when you completed your studies at Bell?



APPENDIX C
Job advertisements



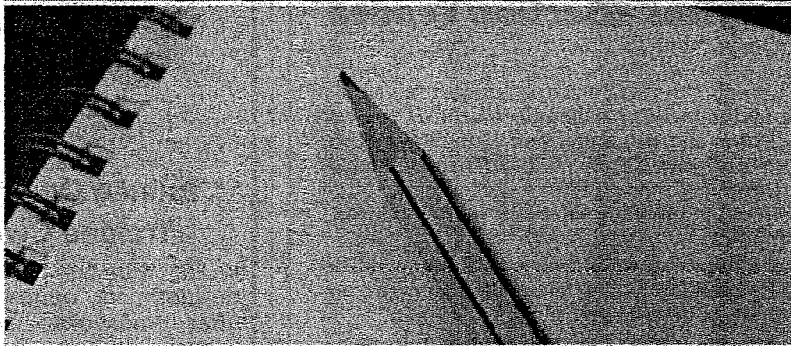
News Reporters (2 Posts) The Herald

Scotland's best selling quality national newspaper is looking for two general reporters to work in its busy newsroom. You must be a self-starter who can generate your own stories and write with flair, speed and accuracy. You will understand the Herald's important position in Scottish life and its commitment to original, inspiring journalism.

The ideal candidate will be educated to degree level, have previous newspaper reporting experience and a passion for truth.

If you are interested in this role then please apply in writing with your CV and cover letter to: Joan McAlpine, Deputy Editor, The Herald, 200 Renfield Street, Glasgow G2 3QB, or email publishinghr@glasgow.newsquest.co.uk

Closing Date – Friday 28th May



Writer/Editor (courses and subjects)

£21,233 - £27,156

(ref CC24G)

Online journalistic role:

- identifying and developing the value of studying Middlesex academic programmes – interviewing students, staff and graduates – to produce editorial profiles and stories
- working largely independently across a multi-campus university – building relationships and generating ideas and leads for marketing communications.

You should have:

- a degree, or equivalent professional experience
- proven editorial experience
- an interest in online publishing and content management.

Application deadline: **Monday 26 January 2004.**

Interviews: week commencing 2 February 2004.

Writer/Editor (publications and communications)

£21,233 - £27,156

(ref CC20G)

Print publishing role:

- full editorial role, from researching and creative writing to collating factual content – in brochures, newsletters, prospectuses and directories
- full publishing role, working on live Quark files as part of the editorial team – and with designers, printers, photographers and freelancers.

You should have:

- a degree, or equivalent professional experience
- proven editorial experience
- hands-on professional experience of print publishing.

Application deadline: **Monday 26 January 2004.**

Interviews: week commencing 2 February 2004.

Daily Mail and

The Press Association

**Are looking for the brightest
young sub-editors in the land**

Fast-track opportunity to:

- *Train at the highest level in a live newspaper and national newsagency environment.*
- *Acquire all essential skills demanded of today's sub-editor.*
- *Gain experience within every editorial department.*
- *Achieve expertise that will equip you to work on a national newspaper.*

One-year course: You may be a graduate, post-graduate or already working on a regional newspaper. Competitive salary during training and long-term job opportunity. Apply now for details of course starting June 2003.

*Write to Patrick Pilton, Subs Course,
The Press Association, 292 Vauxhall Bridge Road, London SW1V 1AE.*

Assistant Editor

£18,000 - £20,000 p.a.

Northampton

The Chartered Institution of Wastes Management, the leading professional body for the industry, requires an Assistant Editor for its leading magazine covering sustainable waste management and environmental issues.

The role will involve writing, editing and proof-reading articles and news stories. The successful candidate will be expected to attend industry events and press briefings and will have the ability to interview key contacts.

You will ideally be a Graduate with at least 2 years' editorial experience with a genuine interest in environmental issues. A good command of the English language, IT literacy and excellent interpersonal skills are essential. AppleMac/Quark experience would be an advantage, but training can be provided. Experience of team supervision would be beneficial.

This position offers a comprehensive package including private health insurance, free life cover and a contributory pension, and the opportunity to join a small, dedicated and professional team. Interested?

If so, please send us your CV and covering letter, stating your current salary to Andrea Brandt, Personnel Manager, IWM Business Services Ltd, 9 Saxon Court, St Peter's Gardens, Northampton NN1 1SX

Closing Date: Monday 2nd February 2004



IWM BUSINESS SERVICES LTD



Penton Media is a leading, global, diversified business-to-business media company. Our European online group, based in Isleworth, West London is the company's fastest growing business unit anywhere in the world! The division is currently looking for:

MANAGING EDITOR - ONLINE - circa £32k

An experienced Managing Editor is required to lead the creative division of the Emedia department. A skilled manager, you will be able to commission and edit written copy, manage the editorial process and oversee online launches and marketing. This position would suit a candidate with at least four years' experience, preferably in business publishing or online project management.

NEWS WRITER - ONLINE - circa £18k

Able to write clearly and accurately under pressure, you will have enthusiasm for technology and the internet plus the ability to manage PR contacts and work across numerous subjects. The position would suit a graduate with journalism training or someone looking to break into news writing.

Please send your CV and a covering letter to emedia@pentoneurope.com by 30th January 2004.

THE SUN SCHOLARSHIP



The Sun, Britain's biggest-selling daily newspaper, is pleased to announce its fifth graduate training scheme. We are offering two scholarships in journalism that will give trainee journalists the most comprehensive training ever offered.

If you have always wanted to be a journalist, have a university degree or equivalent qualification, or are in your final year of a degree course, this is your chance. Applicants who have had work experience with regional papers will be preferred. Applicants from every background and applicants with varied experience since graduating are encouraged to apply. The scholarships are two years in duration.

Year One: September 2003 – June 2004

27 week Postgraduate Diploma at City University's Department of Journalism in London. During the course you will spend two months on work placements in various departments of The Sun, from covering a Premiership match, organising a Deidre photo casebook, subbing a political lead to attending a Page Three glamour shoot.

June 2004 – September 2004

You will spend two months' work experience at The Sun's Circulation, Production, Marketing and Advertising departments to get a feel for every aspect of the newspaper.

Year Two: September 2004 – August 2005

You will spend:

- ◆ one month at a regional office of the Press Association
- ◆ six months at The Sun's Scottish Office in Glasgow
- ◆ one month at The Sun's new media office in Wapping
- ◆ two months on The Sun news desk, features desk or sports desk at its Wapping HQ or its Manchester office.

Applications must be typewritten and include the following:

- ◆ a full curriculum vitae
- ◆ an explanation in 100 words of why The Sun should choose you
- ◆ your three favourite Sun front pages and a 50 word explanation on each one.

Year one: living expenses and tuition fees will be paid while at City University

Year two: a salary will be paid while at The Sun

Applications should be sent to:
Glenda Mogg, Sun Scholarship,
The Sun, 1 Virginia Street,
London, E98 1SN

The closing date for applications is Friday 18th April

PA WeatherCentre

The UK's leading independent supplier of weather information

Sub-editor

PA WeatherCentre Limited is the leading independent supplier of weather information services within the UK and Ireland. A joint venture between The Press Association, the national news agency of the UK and Ireland, and MeteoConsult, Europe's largest independent weather company, PA WeatherCentre specialises in providing products and services designed for both commercial and consumer applications.

A vacancy has recently become available for a sub-editor to prepare weather panels for national and regional newspapers.

The successful applicant must have accurate subbing skills and a sharp eye for detail. QuarkXPress skills are essential and some knowledge of Illustrator would be an advantage. An interest in weather is desirable. This post would ideally suit a recent graduate.

Please apply with a CV and covering letter to:
Lisa Gresham-Redfern
PA WeatherCentre Ltd
292 Vauxhall Bridge Road
London SW1V 1AE
or lisa.gresham-redfern@pa.press.net

PA WeatherCentre Ltd is an equal opportunities employer

www.paweathercentre.com

APPENDIX D
Programme Specification

**Programme Specification for
Bachelor of Arts Journalism**

School of Social Studies

Bell College

1. Awarding Body	Open University Validation Service
2. Teaching Institution	Bell College, Hamilton
3. Final Award & Programme Title	Bachelor of Arts Journalism
4. UCAS Code	P500 BA/Jour
5. QAA Subject Benchmarking Group	Communication, media, film and cultural studies
6. Date of Production of Programme	December 2003

7. Educational Aims of the Programme

The programme is designed to provide students with the full range of practical and academic skills required by employers in the news media. Its aims have been developed in accordance with the QAA Benchmark Statement for Communication, film, media and cultural studies.

7.1 Main Aims

The main aims of the programme are to:-

- Provide students with a qualification specific to the needs of newspapers, magazines and broadcast organisations, thereby enhancing their employment prospects.
- Provide the underpinning knowledge and practical skills of journalism.
- To develop students' intellectual, professional and transferable skills.

7.2 Specific Aims

The specific aims of the programme are to:-

- Develop an understanding of the roles and responsibilities of journalists and how news organisations operate, are organised and managed.
- Develop the practical skills in key areas such as news and feature writing, law, ethics and politics.
- Provide knowledge and practice in specialist areas where students' writing and practical skills can be applied.
- Develop an understanding of ethics in the context of professional standards and practices and to promote a professional and responsible approach to ethical issues.
- Develop a knowledge and understanding of social and cultural issues in journalism.

- Support students' knowledge, learning and practical skills when applying these in assessment.
- Develop critical, analytical and creative approaches towards problem solving and independent thinking, encouraging critical reflection on knowledge and experience.
- Develop an understanding of the interdisciplinary nature of knowledge and skills in journalism.
- Support and motivate students in all aspects of their learning.

7.3 General Aims

- Encourage students to adopt a positive attitude to further study and lifelong learning.
- Encourage a range of entrants, regardless of age, gender, background and race.
- Provide a choice of options for a range of career specialisms.

8. Intended Learning Outcomes

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

A. KNOWLEDGE AND UNDERSTANDING

Upon completion of the Bachelor of Arts Journalism students will have a knowledge and understanding of:-

- A1. The nature and operation of news organisations, including newspapers, magazines, radio, television and online news providers.
- A2. The procedures used in gathering news and feature material.
- A3. The role of journalism and the media in society.
- A4. Key legislation that relates to the news media.
- A5. Professional standards and practices including the codes of conduct of

regulatory bodies such as the Press Complaints Commission and Ofcom

A6 Political institutions and practices in Britain and the European Union and issues of international relations.

A7 How the news media has evolved and the impact of new technologies.

B. INTELLECTUAL SKILLS

Upon completion of the BA Journalism students will be able to:-

B1. Critically examine fundamental facts, theories, principles and concepts that relate to journalism and news media.

B2. Apply problem solving techniques.

B3. Integrate knowledge from a number of sources.

B4. Develop reasoned arguments and challenge assumptions.

B5. Analyse and interpret information from a range of sources.

C. PROFESSIONAL PRACTICAL SKILLS

Upon completion of the BA Journalism students will be able to:-

C1. Accurately produce notes for inclusion in written and broadcast news and features pieces.

C2. Write news and feature articles suitable for print, broadcast or online publications.

C3. Design print and online publications using appropriate industry-standard desktop publishing software.

C4. Write copy that adheres to the appropriate editorial house style.

C5. Adopt appropriate research strategies using paper-based, electronic and online resources.

C6. Conduct interviews adopting best professional practice.

D. TRANSFERABLE SKILLS

Upon completion of the BA Journalism students will be able to:-

- D1. Communicate effectively to a range of audiences using appropriate written, oral or visual means.
- D2. Gather, evaluate, analyse and present information, ideas, concepts and data from a wide range of sources.
- D3. Take responsibility by prioritising workload, managing time effectively and meeting deadlines when working alone or as part of a group.
- D4. Work effectively as part of a group.
- D5. Take responsibility for own study and develop strategies for further self-development.
- D6. Accurately interpret working briefs.
- D7. Work effectively independently.
- D8. Transfer newsgathering, interview and writing techniques from one specialised area of journalism to another.

9. Programme Structure

The Bachelor of Arts Journalism degree has been designed in line with the framework for qualifications of Higher Education Institutions in Scotland.

The programme consists of modules, each of which has a weighting of either 10 or 20 credits. One credit is equivalent to 100 hours of student effort.

There are core and option credits. The core modules provide a range of key journalistic and academic skills. The option modules allow for an additional element of specialisation.

Year 1 comprises 120 Credits, all at SHE Level 1. Students will undertake 80 core credits and 40 option credits.

Students progressing into Year 2 must attain 100 credits at Level 1.

Year 2 is made up of 120 credits. Year 2 comprises 90 core credits, all at SHE Level 2, and 30 option credits. There are seven options modules, six at SHE Level 2 and one at SHE Level 1.

In order to progress into Year 3, students must obtain 220 credits, 100 at Level 1 and 120 at Level 2. All core modules in Year 3 are SHE Level 3, with the exception of one, which is set at SHE Level 2. There are ten option modules, seven are SHE Level 3, two are at SHE Level 2 and one is SHE Level 1.

To achieve the BA Journalism award, students must complete 360 credits, with a minimum of 70 credits at Level 3.

The award of the Pass degree of Bachelor of Arts Journalism with Distinction may be awarded to any student who meets the required criteria.

The criterion for such an award shall be the attainment of 120 credits in Year 3 at first attempt, of which 100 credits, including all core classes, shall be obtained with marks of at least an average of 65% at first attempt.

10. Modules and credits

Year 1 – 120 credits (80 core and 40 options)

Core - 80 credits :	Credit Points (SCQF)	SHE Level
News Reporting I	20	1
Newsgathering & Research Skills	10	1
Newspaper Sub-editing & text handling	10	1
Feature Writing	10	1
Introduction to Law for Journalists	10	1
Foundation Skills*	20	1
Options - 40 credits from:		
Shorthand	20	1
Media Organisations in the UK	10	1
History of News	10	1
Introduction to Philosophy*	20	1
Social Psychology*	10	1
Language & Culture I*	20	1
Or Languages Foundation A*	20	1
TOTAL	120	

Year 2 – 120 credits (90 core and 30 options)

In order to proceed to Year 2 of the programme students must have obtained 100 credits at Level 1.

Core - 90 credits	Credit Points (SCQF)	SHE Level
News Reporting II	20	2
Magazine Journalism	10	2
Layout & Design	10	2
Politics in the UK & International Relations	20	2
Introduction to Ethics for Journalists	10	2
Law for Journalists	20	2
Options – 30 credits		
Specialist Reporting	10	2

Broadcast Journalism I	10	2
Digital Video Techniques*	10	1
Advanced Shorthand (110 wpm)	10	2
Criminology*	20	2
Language & Culture II*	20	2
Or Languages Foundation B*	20	2
TOTAL	120	

Year 3 – 120 credits (90 core and 30 options)

In order to proceed to Year 3 of the programme, students must have obtained 120 credits at SHE Level 1 and 100 credits at SHE Level 2.

Core - 90 credits	Credit Points (SCQF)	SHE Level
Newsroom Practice	20	3
Freelance Journalism	20	3
Online Journalism	10	3
Applied Ethics for Journalists	20	3
Workplace Experience	10	3
or Research Project	10	3
Introduction to Cultural Studies*	20	2
Options – 30 credits		
Sports Reporting	10	3
Investigative Reporting	10	3
Broadcast Journalism II	10	3
Language & Culture III *	20	3
Digital Video Production *	20	2
Advanced Shorthand (120 wpm)	10	2
Sociology of the Mass Media*	20	3
Crime and Society*	20	3
Health and Welfare Policies*	20	3
Language & Culture I*	20	1
TOTAL	120	

In order to achieve the BA Journalism students must complete 360 credits, of which a minimum of 70 credits are at Level 3.

CUMULATIVE TOTAL 360

** denotes previously validated modules*

11. Support for students and their learning

- One week induction programme designed to introduce students to the course, staff and college. Advice and information is provided on course structure, assessment guidelines, study skills, and general financial and welfare aspects of student life.
- Course Handbook – this provides general industry information, course outcomes, contact information for lecturers, semester system, student representative system, student support facilities, guidance procedures, complaints and discipline codes, , information on plagiarism, attendance policy and other course regulations.
- Module Handbooks – these include module descriptor, assessment schedules, teaching and learning strategy, indicative reading lists, resources, staff contact details and lecture schedules
- WebCT and Sharepoint sites containing relevant course documentation
- Academic and pastoral guidance provided through regular formal and informal discussions and meetings with appointed personal tutors, and at pre-entry and pre-exit stages
- Regular staff-student liaison meetings between student appointed representatives, elected by peers, with the Course Leader and one other member of the teaching team.
- Guidance and learning support provided by Student Guidance and Learning Support Officer
- A range of other support services provided by the Student Services such as careers advice and welfare support.
- Advice on grants, student loans, DSS benefits and access funds provided by Student Welfare Officer
- Assistance and guidance available to students with disabilities or learning difficulties, eg, dyslexia
- A detailed student handbook and diary designed to give students relevant and essential information about the college, their rights and obligations
- A student charter designed to provide students with further support through formal policies and standards
- A formal equal opportunities policy
- A range of study skill packages
- Dedicated computer labs with access to the world wide web

- A range of computer software available through open access labs and in the library
- Library tours and demonstration of facilities
- Course specific notice boards providing information and feedback to students about courses, assessments, timetables, guest lectures, study visits, competitions, employment and placement opportunities.
- Student feedback questionnaires at the end of semesters.
- Favourable staff-student ratios for tutorials and seminars allowing for more personal teaching and learning opportunities
- A dedicated student residence providing rooms for students who study away from home
- Sports recreation and catering facilities

12. Criteria for admission

Applicants under 21 years of age offering UK school qualifications will normally be expected to have

- 156 UCAS points at Higher level (3 SQA Higher Grades at Bands BCC or above – including Higher English at Grade B). Applicants are also expected to obtain a formal qualification in mathematics or a numerical subject at any level.
- 108 points at Higher level (2 SQA Higher Grades at Bands BC or above – including English at Grade B) PLUS 77 points at Intermediate 2 (Two passes: Grade A and Grade B required). Applicants are also expected to obtain a formal qualification in mathematics or a numerical subject at any level.
- Mature students (aged 21 and over) will be considered on the basis of qualifications and relevant experience.

All applicants for the BA Journalism course will be invited for interview with the Course Leader and members of the teaching team. The purpose of the interview is to establish the applicant's educational standard, suitability for the course and capacity to benefit from the programme.

The admission interview will consist of written tests and an interview with two members of the teaching staff. It will provide the applicant with the opportunity to ensure that they understand the demands of both the programme and the industry and to assist them in ensuring that they are opting for a course that best suits their long-term career aspirations.

13. Methods of evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student Course feedback questionnaires
- Student Module feedback questionnaires
- Annual Course Board Report prepared by course leader on behalf of the course board and evaluated by the Academic standards Committee
- Cross marking of coursework scripts
- Follow up on items raised by Course Board and reports
- Module team meetings to discuss teaching, learning and assessment
- Feedback and moderation of assessment material from external examiner

Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee – meets at least once each semester
- Course Board – meets twice yearly to consider results, student progress, awards and any other matters arising
- Module Teams
- Teaching and Learning Committee
- Academic Standards Committee
- Scholarship Committee
- Academic Appeals Committee
- Student Disciplinary Committee
- Academic Council
- School Academic Quality Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Student Course feedback questionnaires
- Student Module feedback questionnaires
- Student-Guidance Tutor interviews – these are held at least once in each semester

Staff development priorities include:

- Attainment of postgraduate qualifications
- Maintaining connections with other Higher Education establishments and professional bodies
- Maintaining and building links with industry
- Updating general IT and relevant, industry technology skills
- Planning for academic year

- Regular course team meetings and reviews
- Production of learning packs
- Attendance at conferences

14. Regulation of Assessment

Regulations relating to assessment, progression and conditions of award are those currently laid down by the Open University.

The assessment approaches adopted are chosen to enable students to demonstrate knowledge, understanding, qualities, skills and other attributes identified in the programme outcomes:

The assessment strategy is in line with the QAA Subject Benchmark Statement on Communication, media, film and cultural studies. This states that assessment must be appropriate to the intended learning processes, the learning context and needs and stages of progression of the students. To ensure these requirements are met, assessment methods on the programme comprise a range of techniques.

Assessment methods will include group and individual projects, individual and group presentations, role-play and production of individual and group portfolios of work.

The assessment methods chosen will allow and require students to demonstrate not only their knowledge and understanding of the concepts and practices of journalism but also demonstrate the cognitive abilities and non-subject specific skills they have developed as part of their studies.

As a general principle, the programme of assessment will be divided between coursework and a final examination in each module. However, given the vocational nature of the degree, and the course team's belief that assessment of a range of practical skills and knowledge is not always best suited to an examination, in some modules assessment will be entirely coursework.

Additionally, the percentage balance between assessed coursework and final examination may be different in a number of modules.

These variations may be justified in terms of the nature of the module content, or of the teaching/learning approach adopted. The assessment procedure for each module will be agreed in advance with the external examiner.

The Pass criteria for each module is as defined in the module descriptor. The College policy on compensation and condonement will be applied.

The general principle followed will be where a combination of final examination and coursework is used, a Pass will be defined as 40% of the total marks available.

Where the student's learning is assessed by coursework only, or final examination

only, a Pass will be defined as 40% or more of the total marks available.

All assessments for a module must be submitted or attempted in order to obtain a Pass in a module.

For final examinations, two examination diets will be offered in each academic year. A candidate who has deemed to have failed in a module solely assessed by coursework will have, in each academic year, the opportunity to be re-assessed on a similar basis or by other such means that the Board of Examiners deems appropriate. No re-assessment will be permitted to a candidate to improve upon a mark or grading above the Pass level required for a module assessment.

Candidates will be given a minimum of two full weeks' notice of coursework assessments.

Deadlines for submission will be strictly adhered to, except in circumstances where medical certification is produced or where an extension has been sought from the Module Co-ordinator because of personal circumstances.

In all cases, the coursework component of the assessment procedure for a module must be submitted before the commencement of the first diet of examinations in any academic session, and coursework that is re-assessed must be submitted before the commencement of the second diet of examinations.

The School of Social Studies has an established Late Submission Policy for cases of unauthorised late submission of coursework. It is:-

- One week, or part of the first week, after deadline – 10% of mark deducted.
- Two weeks, or part of two weeks, after deadline – 20% of mark deducted.
- Work submitted thereafter received no mark but submission is noted.

Each candidate for the degree is required to attend regularly each module in the curriculum and to perform satisfactorily in the work of the class.

The School of Social Studies has put in place an attendance policy that ensures that students with poor attendance have it brought to their attention promptly and are given the opportunity to access any support and advice they might need.

If a candidate does not satisfy the requirements concerning attendance and performance then they will not be entitled to be examined in that module, will be informed accordingly and will be reported to the Course Board.

A candidate who satisfies attendance and performance requirements in a module may be permitted a maximum of four attempts in the degree examination or other assessment procedure for that module. Normally these attempts must be made within two years of the candidate's first admission to the class unless the Course Board grants an extension of time.

Every effort will be made to balance the load of coursework assessment over the course of the semester.

15. Indicators of quality and standards

- Course regulations are updated on a regular basis
- Feedback through college production of data on Student Achievement by Programme and Student Retention Ratio
- Feedback on Course Board report from Academic Standards Committee and School Academic Quality Committee
- Investors in People quality kitemark
- First destination statistics

More detailed information can be found in the following documentation:

- Full-time prospectus
- Student handbook and diary
- Course validation documents
- Module descriptors
- Bell College website (<http://www.bell.ac.uk>)
- College Quality Procedures Manual

Or Languages Foundation B *	20	2
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TOTAL	120	
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4.3.3 Year 3 – 120 credits (90 core and 30 options)

In order to proceed to Year 3 of the programme students must have obtained 120 credits at SHE Level 1 and 100 credits at SHE Level 2.

Core - 90 credits	Credit Points (SCQF)	SHE Level
Newsroom Practice	20	3
Freelance Journalism	10	3
Online Journalism	10	3
Applied Ethics for Journalists	20	3
Workplace Experience	10	3
<i>or</i> Research Project	10	3
Cultural Studies*	20	2

Options – 30 options from:

Sports Reporting	10	3
Investigative Reporting	10	3
Broadcast Journalism II	10	3
Language & Culture III*	20	3
Digital Video Production *	20	2
Advanced Shorthand (120 wpm)	10	2
Sociology of the Mass Media*	20	3
Crime & Society*	20	3
Health & Welfare Policies*	20	3
Language & Culture I*	20	1

TOTAL	120	
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CUMULATIVE TOTAL	360	
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(* denotes previously validated modules)

In order to achieve the BA Journalism students must complete 360 credits, of which a minimum of 70 credits must be at Level 3.

In order to achieve the BA Journalism with Distinction students must attain 120 credits in year 3 at first attempt, of which 100 credits, including all core classes, shall be obtained with marks of at least an average of 65% at first attempt.

4.4 Exit routes

Students who do not achieve the award of Bachelor of Arts Journalism may be eligible for the Certificate of Higher Education Journalism or the Diploma of Higher Education Journalism.

To receive the Certificate of Higher Education Journalism students must have achieved at least 120 credits, with at least 90 credits at SHE Level 1 or higher.

To receive the Diploma of Higher Education Journalism students must have achieved at least 240 credits, with at least 90 credits at SHE Level 2 or higher and have passed all core classes in Year 1 of the programme.

APPENDIX E
Curriculum Map

CURRICULUM MAP – BACHELOR OF ARTS JOURNALISM

YEAR 1

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
Core																										
News Reporting I	X	X	X	X	X			X		X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
Newsgathering & Research Skill		X	X	X	X		X	X	X	X	X	X		X			X	X	X	X	X		X	X	X	X
Newspaper Sub-editing & text handling	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X
Feature Writing	X	X			X			X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
Introduction to Law for Journalists				X	X				X	X	X	X					X		X	X	X		X		X	
Foundation Skills									X	X	X	X					X		X	X	X	X	X		X	
Option																										
Shorthand													X								X		X		X	
Media Organisations in the UK	X		X	X	X		X	X	X	X	X	X					X		X	X	X	X	X	X	X	X
History of News	X		X				X	X		X	X	X					X		X	X	X	X	X	X	X	X
Introduction to Philosophy									X	X	X	X					X			X	X	X	X	X	X	
Social Psychology								X	X	X	X	X					X		X	X	X	X	X	X	X	X
Language & Culture: Foundation A											X						X		X	X	X		X	X	X	
Language And Culture I											X						X		X	X	X		X	X	X	

**CURRICULUM MAP – BACHELOR OF ARTS JOURNALISM
YEAR 2**

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
Core																										
News Reporting II	X	X	X	X	X	X		X		X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
Magazine Journalism	X	X	X		X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Layout & Design	X						X		X	X	X				X	X			X	X	X	X	X	X	X	
Politics in the United Kingdom and International Relations						X				X	X	X					X		X	X	X		X	X	X	
Law for Journalists				X	X				X	X	X	X					X		X	X	X		X	X	X	
Introduction to Ethics for Journalists	X	X	X	X	X		X	X	X	X	X	X					X	X		X	X			X	X	X
Option																										
Specialist Reporting	X	X		X	X			X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Broadcast Journalism I	X	X					X	X		X	X	X	X			X	X	X	X	X	X	X	X	X	X	X
Digital Video Techniques	X	X					X			X							X		X		X	X	X	X	X	
Advanced Shorthand (110wpm)													X								X		X		X	
Criminology									X	X	X	X					X		X	X	X	X	X	X	X	
Language & Culture: Foundation B											X						X		X	X	X		X	X	X	
Language And Culture II											X						X		X	X	X		X	X	X	

**CURRICULUM MAP – BACHELOR OF ARTS JOURNALISM
YEAR 3**

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
Core																										
Newsroom Practice	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Freelance Journalism	X	X		X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Online Journalism	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	
Applied Ethics for Journalists	X	X	X	X	X		X	X	X	X	X	X					X	X		X	X		X	X	X	X
Workplace Experience	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>or</i> Research Project	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X		X	X	X	X
Introduction to Cultural Studies	X		X	X	X		X	X		X	X	X					X		X	X	X	X	X	X	X	
Option																										
Sports Reporting		X	X		X			X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X
Investigative Reporting	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X
Broadcast Journalism II	X	X					X	X		X	X	X	X			X	X	X	X	X	X	X	X	X	X	X
Digital Video Production		X					X		X	X		X					X	X	X		X	X	X	X	X	
Advanced Shorthand (120 wpm)													X								X		X		X	
Sociology of the Mass Media	X							X	X	X	X	X					X		X	X	X	X	X	X	X	
Crime & Society									X	X	X	X					X		X	X	X	X	X	X	X	
Health & Welfare Policies									X	X	X	X					X		X	X	X	X	X	X	X	
Language And Culture III											X						X		X	X	X		X	X	X	

APPENDIX F
Workplace Experience Handbook

BA Journalism

Work Experience Handbook

Year 3 – Workplace Experience

2004-2005

CONTENTS

1. **Aims and goals of the placement**
2. **How the placement is organised**
3. **How to get the most out of your placement**
4. **Your responsibilities on placement**
5. **Guidelines for placement supervisor**
6. **Supervision of placement**
7. **Placement issues**
8. **Placement supervisor's report**
9. **Appendices**

Appendix 1	Schedule of Assessment
Appendix 2	Letters of Agreement
Appendix 3	Student Placement Visit Report
Appendix 4	Work Placement Supervisor's Report

Introduction

This handbook is designed to assist the students, mentors, hereafter referred to as workplace supervisors, and teaching staff to ensure that students are supported in the successful execution and completion of the Workplace Experience module. It was written after consultation with the QAA Code of Practice on Placement Learning.

1. Aims and goals of the placement

There are three, not mutually exclusive, ultimate aims for this placement:

- For you to gain experience to support your development as a journalist.
- For you to pass the assignments and, therefore, pass the Workplace Experience module.
- For you to enjoy the time you spent in a newsroom environment, for which you have spent two years on the course preparing.

Your development as a reporter and, therefore, your ability to pass the assignments relies on you developing your knowledge and putting this knowledge into practice in terms of meeting the demand and completing the tasks that will be expected of you by your workplace supervisor.

Remember, the goals of the Placement are to build on the skills and knowledge that you have already acquired. For example, writing news and features copy in appropriate house styles, producing and presenting broadcast news, sub-editing newspapers and magazines, incorporating your knowledge of areas such as law, politics and ethics into researching and writing copy and, if appropriate, using shorthand competently.

In developing these skills and knowledge you should be able to complete the assessments outlined in the Schedule of Assessment (*see Appendix 1*).

2. What you have already learned

At the end of Year 1 you were able to successfully complete the following tasks:

- Demonstrate basic skills of generating and structuring copy
- Demonstrate good use of the English language in terms of grammar and text handling
- Develop skills in gathering, organising and managing sources of information
- Demonstrate and attain skills of personal and inter-personal communication
- Demonstrate a basic knowledge of the law as it relates to journalism
- Demonstrate a capacity to study and learn at undergraduate level
- Work collaboratively with others
- Work independently

At the end of Year 2 you were able to successfully complete the following tasks:

- Demonstrate an advanced knowledge of producing and structuring copy
- Acquire knowledge of software for designing pages for a range of publications
- Develop and maintain contacts
- Demonstrate knowledge and understanding of local, Scottish, UK, EU politics and international relations
- Develop knowledge and understanding of media law at a more advanced level than Level 1
- Begin to gain knowledge of some specialist areas of journalism associated with more specific vocational paths
- Gain an understanding of ethical issues concerning journalism
- Communicate the outcomes of their learning more effectively in written, oral and visual formats
- Engage effectively in group working and work independently

You will therefore make a very meaningful contribution to your work placement organisation.

3. How to get the most out of your placement

While one of the most important aspects of the Workplace Experience Module is for you to learn about the working environment, its expectations of you, the issues and challenges faced by journalists everyday of their working lives, it is also about enjoying the experience.

Here is some advice on how ensure that you get as much as you possibly can from your work placement.

- ❖ **Make sure you keep up to date with your daily log book/journal.**

- ❖ **Create a Good Impression. Remember to always act and behave in a professional manner.**
 - You may, if you wish, set up a pre-placement meeting.
 - Have an up to date CV.
 - Make sure you thoroughly understand the requirements of the placement.
 - Play to your strengths (and you have a great many) – but be realistic, no one is expecting you to be the news editor/chief sub/editor.
 - Be on time at all times and especially when you have made arrangements to represent the newspaper/magazine/broadcaster.
 - Be enthusiastic.
 - Dress appropriately.
 - Be prepared for all the tasks that your are asked to complete, more especially, be prepared for anything unexpected that may come up – and in news something hopefully will!
 - If you don't understand anything – ask for help or advice.

- ❖ **Remember what you do know – search for what you don't know!**
 - Be confident that you do know a lot!
 - Check the list of practical skills – but remember you will undoubtedly develop more skills during the placement.
 - Read through past class notes.
 - Remember the library is well stocked with journalism books and journals.
 - Ask for ideas from your supervisor.
 - Remember if you need help you can call on the College lecturers.

❖ **Completing your assessments**

- Keep referring back to the goals of your placement – are you meeting them?
- Keep on top of the daily diary – set aside time at the end of each day
- Remember that we are keen to check your understanding of what you have learned on the course.
- Refer to the logbook guidelines on how you should ‘compare and contrast’ so that it is easier for you to display your understanding
- Make use of any information given to you by your supervisor
- Keep thinking about the goals of your placement – did you meet them?

4. How the placement is organised

Process

Bell College undertakes to provide each third year student on the BA Journalism course with a work placement in a newspaper, magazine, with a broadcast news organisation, or other such suitable media organisation. Letters will be sent to editors/personnel managers in May/June of the session preceding the start of new academic year.

The work placement will consist of at least 70 hours spent in the workplace.

Student application

When students return to College in Semester 1 of Year 3 they will be invited to apply for one of the placements that has been arranged.

The workplace supervisor may wish to interview the student, or the lecturing staff will appoint based on student preference. Where possible the College will try to accommodate students' preferences for the type of media organisation and/or location of the work placement.

Pre-placement & post-placement Guidance Interviews

Each student will receive at least one pre-placement and one post-placement guidance interview with a member of the lecturing staff. This will be supported by a series of lectures and tutorials with students to discuss expectations, explore opportunities and agree objectives.

During the work placement there will be a visit from the Guidance Tutor/Workplace Co-ordinator to discuss progress with both workplace supervisor and student.

Each student will receive an individual guidance/tutorial on return to discuss/assess the experience and agree format/direction of presentation and report.

Each student will also receive feedback from the workplace supervisor and have an opportunity to discuss this feedback.

5. Your responsibilities when on placement

You will be expected to complete 70 hours of work. You will be given two weeks away from college (between March 14, 2005 and April 8, 2005) to complete this work.

Prior to going on placement you will have discussed with your Guidance Tutor/Workplace Co-ordinator what is expected of you, as well as what you hope to achieve. However, you must also complete the assessments laid down in the Schedule of Assessment for the Workplace Experience module (see Appendix 1).

The specific learning outcomes for this module are:-

1. Display an interdisciplinary approach to decision making within the workplace.
2. Write a range of copy that adheres to the appropriate style and presentation of the work placement.
3. Critically evaluate professional issues relevant to journalism in the work environment.
5. Critically reflect on personal skills and effectiveness in the workplace.

L/O 1 & 2 (Assessment 1) requires you to produce a portfolio of work. From a prescribed list you must choose three different tasks to complete, you must provide evidence of these, in the form of cuttings or audio/video recordings, and a report must be written on the process followed in completing this work. This should include a narrative report of the nature of the tasks you were engaged in to produce the work.

L/O 3 (Assessment 2) requires that you keep a learning journal/log book where you keep an up-to-date diary of activities and thoughts on the way in which the placement is progressing.

This should be a reflective account that evaluates your individual contribution to the activities that you were engaged in during the placement.

This journal should begin with details of what you want to achieve from the placement and the way in which you will measure these achievements. You will be expected to record your progress towards these objectives, whether they are skills learnt, for example, successfully sub-editing and designing a news page, or task achieved, carrying out a face-to-face interview.

For you to gain the most benefit from the journal you must be honest and accurate, you must critically reflect upon how *and* why you meet the demands of the job, otherwise you will be unable to gauge whether or not you have improved your skills and knowledge, and achieved your objectives.

You should view this journal as a useful tool for the future by noting the successful, and perhaps not so successful, strategies and practices you used. You should also use it as an opportunity to address areas of weakness and to work towards strengthening them both during the placement and when you return to college.

L/O 4 (Assessment 3) asks you to consider a work-related issue and write a report on it. You are free to choose any subject matter, for example, multi-skilling in the workplace or the moral dilemmas that face journalists. You must then provide an analysis of how this issue affects your workplace environment and/or the working lives of the journalists in that environment. You will be required to produce a short report and complete a seminar presentation.

In order to successfully pass this module you must achieve a minimum of 40% of the overall marks available.

College representatives

Students undertaking work placement should be aware of their responsibilities as representatives of Bell College.

- You must behave at all times in a proper, courteous and polite manner towards the placement employers and its employees, customers, clients and contacts.
- You must ensure that you undertake all tasks professionally and diligently.
- You must take responsibility for and manage your own learning and professional relationships.
- You must take responsibility for recording your progress and achievements, and for any additional study or work required to enable you to complete the assessments procedures for the module.

6. Guidelines for placement supervisor

The student will be expected to complete 70 hours of work. As agreed with you, the student will be given two weeks away from college (between March 14, 2005 and April 8, 2005) to complete this work.

Prior to going on placement the student will have met with the Guidance Tutor/Workplace Co-ordinator and discussed what will be expected of them, as well as what they hope to achieve.

However, students must also complete the assessments laid down in the Schedule of Assessment for the Workplace Experience module (see Appendix 1).

The specific learning outcomes for this module are:-

1. Display an interdisciplinary approach to decision making within the workplace.
2. Write a range of copy that adheres to the appropriate style and presentation of the work placement.
3. Critically evaluate professional issues relevant to journalism in the work environment.
4. Critically reflect on personal skills and effectiveness in the workplace.

We will also expect the students to complete a specific range of tasks whilst on placement. These tasks are ones which they would normally be expected to carry out in a newsroom environment. Upon return to college after the placement the student will be required to present a report on the work they have contributed to the overall output of the organisation.

L/O 1 & 2 (Assessment 1) requires the student to produce a portfolio of work. From a prescribed list s/he must choose three different tasks to complete, they must provide evidence of these, in the form of cuttings or audio/video recordings, and a report must

be written on the process followed in completing this work. This should include a narrative report of the nature of the tasks they were engaged in to produce the work.

L/O 3 (Assessment 2) requires that the student keep a learning journal/log book where they keep an up-to-date diary of activities and thoughts on the way in which the placement is progressing.

This should be a reflective account that evaluates their individual contribution to the activities that they were engaged in during the placement.

This journal should include with details of what they want to achieve from the placement and the way in which these will be measured. They will be expected to record their progress towards these objectives, whether they are practical skills, such as successfully sub-editing and designing a news page, or tasks achieved, such as carrying out a face-to-face interview.

For the student to gain the most benefit from the journal, s/he must be honest and accurate. They must critically reflect upon how *and* why they met the demands of the job, to enable them to gauge whether or not their skills have improved and they have achieved their objectives.

This journal should be viewed as a useful tool for the future by noting the successful, and perhaps not so successful, strategies and practices the student used. They should also use it as an opportunity to address areas of weakness and to work towards strengthening them both during the placement and when they return to college.

The compilation and completion is the sole responsibility of the student, however, we would seek the support of the workplace supervisor by asking that they encourage the student to spend time writing the journal.

L/O 4 (Assessment 3) asks students to consider a work-related issue and write a report on it. They are free to choose any subject matter, for example, multi-skilling in the workplace or the moral dilemmas that face journalists. They must then provide an

analysis of how this issue affects the workplace environment and/or the working lives of the journalists in that environment. They will be required to produce a short report and complete a seminar presentation.

The main documentation that we will ask the workplace supervisor to provide is the Work Placement Supervisor's Report, which is a checklist that will assist the Guidance Tutor/Workplace Co-ordinator in assessing the student's performance *See Appendix 4*).

8. Placement issues

Health and Safety issues

Issues of Health and Safety relate to responsibilities on the part of the College, the employer and the student.

The employer must illustrate what is regarded as good practice and adhere to all relevant legislation such as health and safety at work, employers liability insurance and equal opportunities legislation.

In common with new employees, where possible, the College will seek to ensure that all students receive some form of induction into the workplace environment.

The College must seek to ensure that the workplace meets all legal requirements relating to the health and safety of the students. *(See Appendix 2 for copies of letters of agreement from Bell College to work placement provider.)*

Students will be made aware of their rights to work in a safe environment and be treated in accordance with all applicable legislation. They should also be aware of their responsibilities in ensuring that they adhere to the health and safety guidelines laid down by the workplace employer.

Additionally, they must adhere to any relevant professional codes of conduct and company policies at all times.

Student Placement Visit

The Guidance Tutor/Workplace Co-ordinator will visit the student on at least one occasion during the work placement.

This visit will enable the Guidance Tutor/Workplace Co-ordinator to ensure that the student is progressing in the placement and is working towards achieving the agreed objectives and to discuss any matter of concern with the student.

The Guidance Tutor/Workplace Co-ordinator will also use the visit to meet with and discuss the progress of the student with the workplace supervisor. (*See Appendix 3 for a copy of the Student Placement Visit Report.*)

Dissatisfaction

If the student is for any reason dissatisfied with his/her placement, the Guidance Tutor/Workplace Co-ordinator will seek to resolve the issue between the student and the workplace. If, after a mutually agreed period of time the issue has not been resolved, a replacement workplace will be found as quickly as possible,

However, it is the responsibility of the student to make contact with their Guidance Tutor/Workplace Co-ordinator as soon as they feel that there is a matter of concern to them. If a student wishes to leave the placement they must contact the Guidance Tutor/Workplace Co-ordinator immediately.

The College will hold a record of all complaints received in connection with a placement and the follow-up action taken.

The Guidance Tutor/Workplace Co-ordinator will be responsible for investigating and resolving these matters, and for keeping on file all relevant paperwork.

9. Work Placement Supervisor's Report

Workplace supervisors will be required to complete a Work Placement Supervisor's Report (*see Appendix 4*) that provides evidence of how the student has performed during the placement.

This report will identify areas/tasks that the student performed well, or otherwise. It will also provide guidance on the student's approach to meeting the tasks set and how effectively they worked as part of the workplace team.

More specifically, the report will provide details on how effectively the students utilised their existing skills and acquired new ones.

Additionally, this report could perhaps form the basis of a reference for the student for a future placement opportunity or job application.

APPENDICES

APPENDIX 1

BA Journalism

Workplace Experience

Schedule of Assessments 2004-5

Assessment 1 (L/O 1 & 2)

Portfolio of work & report (1,000 words – 60%). Provide copy from three of the following:- Face-to-face Interviewing; Diary news story, Off-diary news story; Feature; Sub-editing. Written report that details procedures followed in producing each piece of copy.

Assessment 2 (L/O 3)

Learning Journal (800 words 25%). To include completion of a log book of duties carried out, including a summary of knowledge and skills gained and critical self-evaluation of performance.

Assessment 3 (L/O 4)

Seminar presentation & report (500 words - 15%). Analysis of an issue/topic agreed by work-based supervisor, academic tutor and student. The report should focus on issues relevant to the workplace.

APPENDIX 2

KA/MM

3 June, 2004

<<FirstName>> <<LastName>>
<< Job Title>>
<<Company>>
<<Address 1>>
<<Address 2>>
<<City>>
<<PostalCode>>

Dear <<Title>> <<LastName>>

**Work Experience Placement for Students
March 24-May 30, 2004 (BA Journalism)**

To ensure that the implications of the work placement scheme and arrangements between your organisation providing the work placement and the College are fully understood, I would like to set out the following:

- (a) It is essential that the students:
1. carry out meaningful work
 2. engage in work planned by a responsible person
 3. be given appropriate instruction before operating equipment/machinery.
 4. be appropriately supervised during their placement
 5. are not exposed to hazards beyond their experience and competence
 6. are not allowed to work outside normal working hours
- (b) We will require students to sign an agreement stating that:
1. information confidential to the employing organisation is not disclosed without your approval.
 2. all safety, security and other instructions will meet with their compliance
 3. they may be withdrawn from the placement if the employing organisation has cause to complain about their attendance or conduct

- (c) In the case of accident or sickness it is essential that you contact the School of Social Studies without delay and if possible the student's home.
- (d) It is essential that your Personnel Department is aware of the presence of the student as a voluntary worker and that your insurers are advised accordingly before students are taken into your premises for work placement.
- (e) If your organisation is unable to insure students on placement for Public and Employers Liability, then it is a requirement that you accept the same duties and responsibilities to students during placement as you would to your own employees.
- (f) There is no obligation on your organisation to make any payment for work done during the placement periods specified above.

The placement of students from the BA Journalism course is co-ordinated by Margaret Hughes, Course Leader in the School of Social Studies. She has proposed that the student(s) named below be assigned a placement(s) with you if you agree.

I would be grateful if you would confirm that this letter of understanding is acceptable to you by signing the enclosed form and returning it to the above address.

Yours sincerely,

Kenneth Alexander
Director of Administration and Finance

Student(s):

<<Student1>>

<<Student2>>

Enc

**AGREEMENT OF UNDERSTANDING BETWEEN
BELL COLLEGE SCHOOL OF SOCIAL STUDIES AND**

.....

WORK PLACEMENT

“I have read the Basis of Understanding on the attached sheet and agree to the content of the same.”

(A) STUDENT

Name of Student (PRINT)

Date of Birth

Signature of Student

Permanent Address

.....

.....

Telephone Number

Address during Placement

.....

.....

Emergency contact telephone

(B) EMPLOYER

Name of Placement Supervisor

Designation

Signature of Supervisor

Placement Address

.....

.....

Telephone Number

(C) COLLEGE

College Co-ordinator

Signature

Telephone Number

**PLEASE COMPLETE SECTION B AND RETURN IN THE ENCLOSED
PREPAID ENVELOPE TO:**

Margaret Hughes
School of Social Studies
Bell College
Almada Street
Hamilton, M13 0JB

Basis of Understanding between
Bell College, School of Social Studies and

Responsibilities of the Employer

1. To allow the student to engage in useful activities during the period of work experience with appropriate instruction and supervision.
2. To afford the student the same responsibilities as are extended to junior/trainee staff and to ensure that the student:
 - a. will not wittingly be exposed to hazards beyond his/her experience;
 - b. will be made aware of all the safety, security and other instructions normally given to employees;
 - c. will be advised regarding the requirements for the protection of confidential information.
3. To ensure the student will not be allowed to work unsupervised outwith the normal working hours.
4. In the event of illness whilst at work, to inform the College and, where possible, the student's emergency contact.
5. To inform the personnel department in the employer's organisation of the presence of the student's emergency contact.
6. To complete a report form on the student's performance.

Responsibilities of the Students

1. To undertake to comply with the regulations operating in the employer's premises and with the instructions of the Head of Department or his/her representative.
2. To agree that confidential information will not be disclosed.
3. To agree that any information relating to the work done or seen in the workplace will not be disclosed to a third party without the permission of the employer's Head of Department.
4. To note that the placement is on an unpaid basis.

A complete agreement for is attached for completion and return.

APPENDIX 3

Bell College

School of Social Studies

BA Journalism

STUDENT PLACEMENT VISITS 2004-5

STUDENT

PLACEMENT

PLACEMENT SUPERVISOR

VISITING LECTURER

DATE OF VISIT

Comments from Placement Supervisor

Comments from student

Comments from Visiting Lecturer

Action required

APPENDIX 4

BELL COLLEGE

BA Journalism

Work Placement Supervisor's Report

Student

Placement Name

Placement Address

.....

.....

.....

Person completing report

Job title

Telephone number

Fax

Email

Dates of placement

NB: The information recorded in this report may be used, at some time in the future, to compose a reference for the student. Please complete as fully as possible.

Thank you for your co-operation.

Please return to:

Margaret Hughes
School of Social Studies
Bell College
Almada Street
Hamilton, ML3 0JB

Tel: 01698 283100 Ext: 686

Fax: 01698 282131

Email: Margaret.Hughes@bell.ac.uk

BA Journalism

Work Placement Supervisor's Report

Student Name

Please report on each quality/ability on the scale 10 (excellent) to 0 (unsatisfactory) by ticking the appropriate box. Please use the guidelines attached overleaf for determination of student performance.

General skills/performance	1	2	3	4	5	6	7	8	9	10
Impression created at pre-placement visit (if appropriate)										
Overall enthusiasm										
Achievement										
Initiative shown										
Ability to carry out tasks set										
Relationship with other staff										
Ability to accept responsibility										
Co-operation										
Adaptability										
Time management and meeting deadlines										

Specific Skills	1	2	3	4	5	6	7	8	9	10
Made use of shorthand (if appropriate)										
All copy adhered to house style										
Illustrated adequate skills in generating and researching news/features										
Illustrated adequate skills in writing and structuring copy										
Illustrated adequate skills in sub-editing copy										
Demonstrated good interview skills										
Identified off-diary news										
Produced diary stories										
A good grasp of law										

Signature

Date

Job title

Work Placement Supervisor's Report (contd.)

Was the student's contribution to the Newspaper/Magazine/Radio Station acceptable?

Did you have to supply a greater than expected training element? (If so, please elaborate.)

Would you take on this particular student for work placement again?

What strengths did you identify with this particular student?

What weaknesses did you identify with this particular student?

Do you object to the student being allowed to read this report?

Other comments:

Signed Date

Work Placement Supervisor's Report

GUIDELINES ON STUDENT PERFORMANCE

10. This student consistently displayed exceptional qualities/abilities in relation to this particular quality. It was an outstanding feature of his/her work and was prominent to a far greater degree than could reasonably be expected for an individual at the student's stage of his/her education.

8. The student displayed considerable abilities in relation to this quality. As this was one of the stronger aspects of his/her performance the placement has complete confidence in the student's performance in relation to this quality

6. The student displayed sufficient competence in relation to this particular quality that potential for further development can be recognised.

4. The student's performance was such in relation to this quality the placement has reservations regarding the student's ability in this area. In spite of specific assistance and advice the student has made limited advances

2. The student appeared to be incapable of developing the necessary skills/abilities to demonstrate this quality. In spite of continually having his/her attention drawn to this aspect of his/her work and in spite of being provided with more than a reasonable amount of assistance, the student showed little or no signs of progress.

0. The student demonstrated no evidence whatsoever of being able to display the necessary skills/abilities to achieve this quality. The placement's reservations are so deeply held as to indicate that the student's limitations in this area are so serious that they would impair his/her performance, in the future, as a journalist.

APPENDIX G
Admissions Interview

Bell College

SCHOOL OF SOCIAL STUDIES

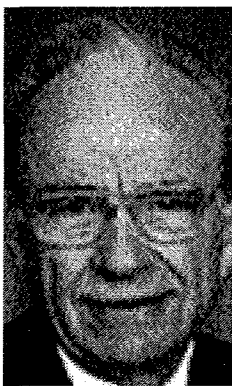
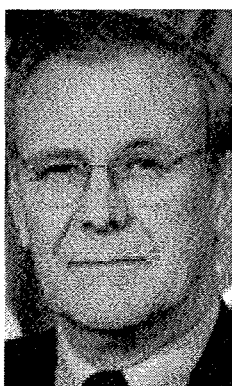
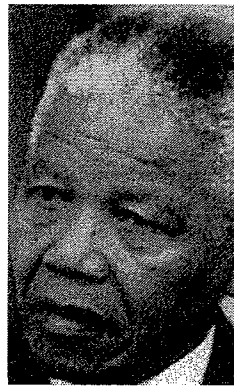
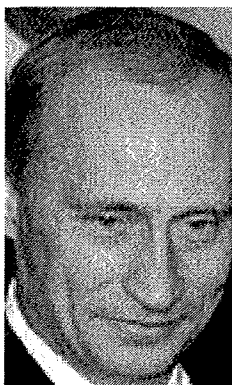
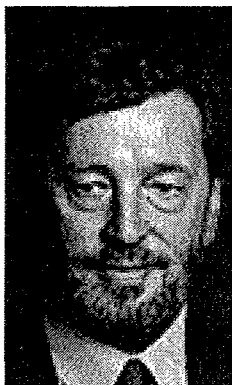
BA JOURNALISM

NEWS AND CURRENT AFFAIRS TEST

Name.....

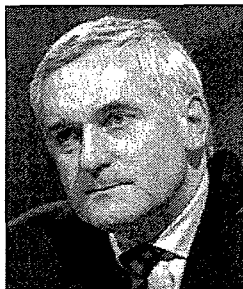
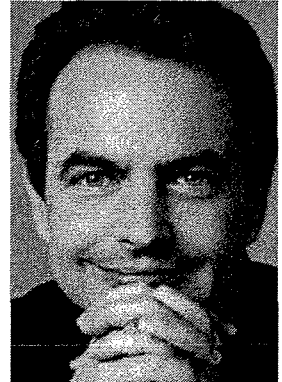
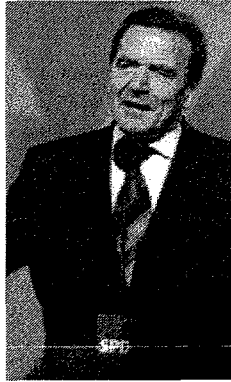
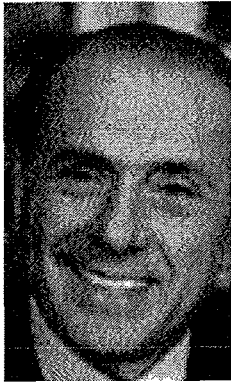
Date

Provide the names of the following people and say why they are famous.

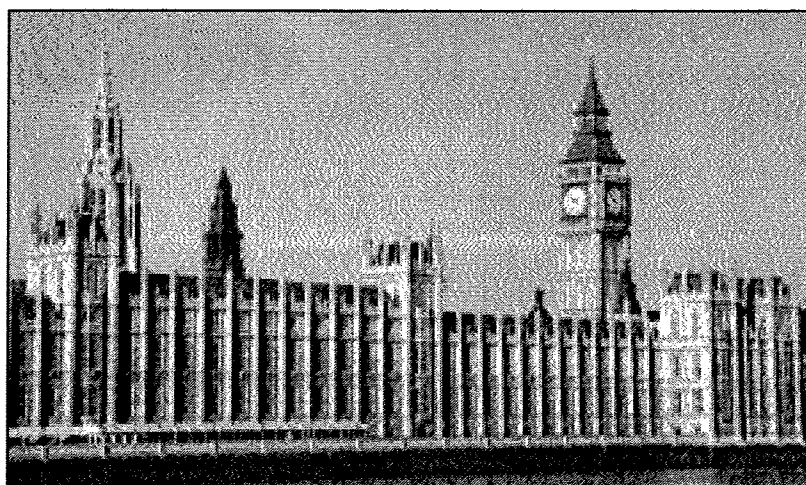
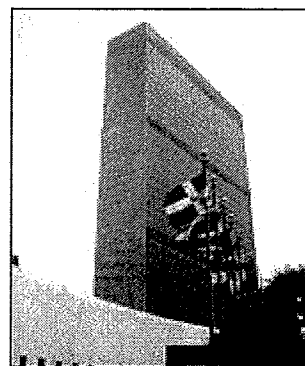
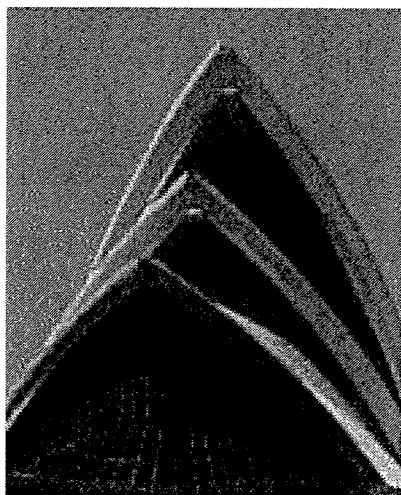
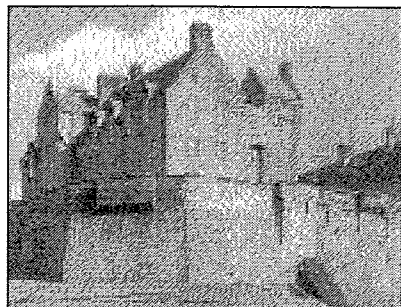


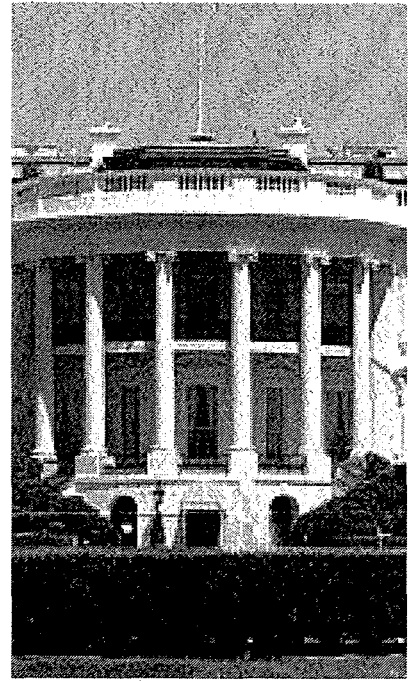
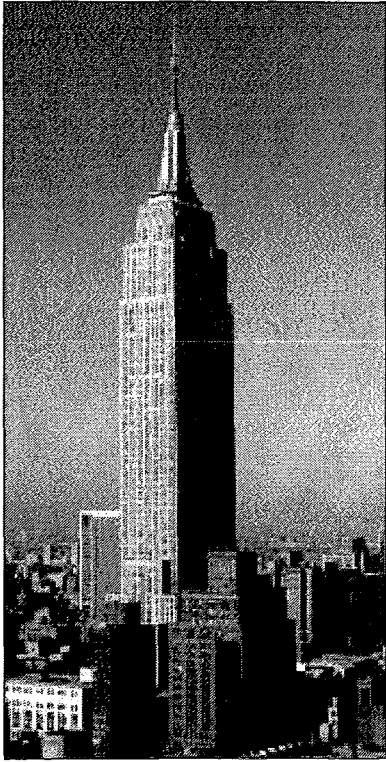


Identify the following European leaders and the countries they lead.



Identify the following places and say where they are.





Provide the name of the person who currently holds each position.

1. Prime Minister
2. Chancellor of the Exchequer
3. Leader of the Opposition
4. Defence Secretary
5. Home Secretary
6. Scotland's First Minister
7. Leader of the SNP
8. Scottish Conservative leader
9. Scottish Socialist Party leader
10. Liberal Democrat Party leader (in UK)
11. US President
12. President of European Commission
13. US Vice-President
14. South African President
15. Next in line to the throne
16. Bell College Principal
17. Lead singer of Travis
18. Celtic manager
19. Rangers manager
20. England rugby manager

NEWS

1. Which former South African President has decided to retire from public life?
2. Which famous high street chain store looks as if it will be taken over by a rival?
3. Elections to which parliament take place on June 10?
4. It is 25 years since Margaret Thatcher was elected as the UK's first woman PM, which party did she represent?
5. Who will run against President Bush in the 2004 US Presidential elections?
6. Name the Tibetan religious leader visiting the UK this week?
7. Name the Middle East country where a British man was killed in a terrorist attack at the weekend.
8. Name the newspaper editor who was forced to resign after his paper printed fake photographs of Iraqi prisoners being tortured.
9. Which charity gig to help the world's starving is possibly being staged again?
10. Name the security firm that has 'lost' some prisoners at Scottish courts recently?

SPORT

1. Where are this summer's Olympics being held?
2. Which country will stage the Euro 2004 finals?
3. Tim Henman made it to the final eight in which tournament?
4. Which Brazilian footballer does Celtic hope to sign?
5. Who is the billionaire owner of Chelsea FC?

ENTERTAINMENT

1. Name the film which took the Palme d'Or at the Cannes Film Festival.
2. Which US series came to an end last week after 10 years on TV?
3. Name the celebrity chef in charge of Hell's Kitchen?
4. Which reality TV show began its latest run last week?
5. Name the third Harry Potter movie.

BELL COLLEGE BA JOURNALISM

Subbing test

The following story has a number of misspellings and punctuation errors. See how many you can spot.

The famous Hampton Court Palace maze has got itself into a bit of a tangle.

The poplar tourist attraction, witch has managed to lure several well known public figures into its dark, inner recesses, has been dismissed as a "blot on the riverscape".

A report by a panal of palice experts says, 'The maize is two wild, its hedges are overgrown and their are trees which have become too haphazard for such a historic lanmark'.

However, the maze, originally planted for King Wiliam of Orange in 1690, will be spared the proverbial chainsore.

The experts are recommending that it be re-planted, with a new bric pathway running threw its center and 50 you trees to 'fill the gaping holes that have made it such an eyesaw'.

NEWS WRITING TEST

This is a press release from Lanarkshire Police about pickpockets. Identify the news angle, as if you were reporting it for the Lanarkshire Echo, a weekly newspaper that comes out on a Friday. Write the opening three paragraphs of the story in no more than 100 words.

Read the news release thoroughly and look out for any story angles that may be hidden in the details. Pay particular attention to the spelling of names, addresses and the ages of those involved. Put your name and the date on your work.

HAMILTON DIVISION, LANARKSHIRE POLICE

Pickpockets

In line with our policy of alerting the public whenever we have occasion to believe that gangs of thieves are active in the area, we should like to advise residents that we believe a gang of pickpockets is now operating in Hamilton.

During the past two weeks, there has been a considerable increase in the number of complaints we have had from people who have had their pockets picked. From the evidence that we have been able to obtain from victims, it appears that three men are involved and that they work to a well-rehearsed plan by sandwiching their victims between them in a queue in a shop or at a bus stop.

The elderly have been particularly vulnerable at bus stops. When a bus pulls up, one of the gang blocks the platform while asking the driver a question. The victim is then trapped between him and the accomplices who are standing behind. In a trice, one of the accomplices lifts the victim's wallet or purse. By the time the victim realises the wallet or purse has been stolen, the men have disappeared.

Last night, one of their victims, a 74-year-old man, was injured when caught out in this way. He was climbing aboard a No. 23 bus in Brandon Street that would take him to his home in the Whitehill Estate when he felt someone touching his jacket pocket. He managed to jerk himself away before his wallet could be taken, but in doing so he stumbled, hit his head on a handrail and badly cut his forehead. He was taken to St Mary's Hospital for treatment and was detained overnight for observation but was allowed home this morning. The culprits escaped.

A number of incidents have also been reported by people who have had wallets or purses stolen while queuing up to buy lottery tickets in the town's supermarkets. The method used by the gang on these occasions has been the same as in the bus queues and it has been done so cleverly that the offence has not shown up on security videos.

The men responsible are white, of average build, and clean shaven. It is believed one of the men has a small tattoo mark on the right side of his neck.

We do not advise any member of the public to tackle these men, but to contact our incident room immediately on Hamilton 132132 if their suspicions are aroused.

JAMES HENDERSON, Chief Superintendent, Hamilton Division

APPENDIX H
Study Skills Module

BA Journalism

Module Title:	Advanced Study Skills
Level:	At point of entry with advanced standing
Credit Value:	0
Core/Option:	Core
Pre-requisites:	None
Time Allocation:	25 hours class contact; 5 hours practical work
Module Co-ordinator:	Dr Kenneth Scott

Rationale

To develop in students the skills and attributes required to successfully articulate to degree studies from Higher National programmes of study.

Learning Outcomes

On completion of this module students will be able to:-

- display improved self-confidence;
- demonstrate time management skills;
- undertake a critique of a paper or article;
- develop a reasoned argument on a relevant topic;
- demonstrate analytical skills in relation to case studies;
- display higher-level communication skills;
- appreciate how to use literature effectively and provide evidence of wider reading.

Module Outline

Presentation skills; examination techniques; essay planning and writing; research skills; note taking strategies; independent working; presenting a reasoned argument; referencing; working in a group; critiquing; managing study time; encouraging reflective and creative thinking.

Teaching & Learning Approaches

Extended lectures with appropriate use of learning technologies, seminars, practical work, group work, directed study and independent study.

Assessment Procedure

Formative assessments only.

APPENDIX I
Assessment Map

**ASSESSMENT SCHEDULE – SAMPLE
BACHELOR OF ARTS JOURNALISM**

YEAR 1

	Semester 1 Coursework Sept - Oct	Semester 1 Coursework Nov-Dec	Semester 1 Examination January	Semester 2 Coursework Feb-Mar	Semester 2 Coursework Apr-May	Semester 2 Examination May
Core						
News Reporting I		X			X	X
Newsgathering & Research Skills	X	X	X			
Newspaper Sub-editing & Text Handling	X	X	X			
Feature Writing	X	X				
Introduction to Law for Journalists		X	X			
Foundation Skills	X	X		X	X	
Option						
Media Organisations in the UK				X	X	
History of News	X	X	X			
Shorthand	X	X		X		X
Introduction to Philosophy		X				X
Social Psychology	X		X			
Languages: Foundation A		X		X	X	X
Language And Culture I		X		X	X	X

**ASSESSMENT SCHEDULE – SAMPLE
BACHELOR OF ARTS JOURNALISM**

YEAR 2

	Semester 1 Coursework Sept - Oct	Semester 1 Coursework Nov-Dec	Semester 1 Examination January	Semester 2 Coursework Feb-Mar	Semester 2 Coursework Apr-May	Semester 2 Examination May
Core						
News Reporting II		X			X	X
Magazine Journalism				X	X	
Layout & Design	X	X				
Politics in the United Kingdom and International Relations		X			X	X
Law for Journalists		X		X		X
Introduction to Ethics for Journalists				X		X
Option						
Specialist Reporting	X	X				
Broadcast Journalism I				X	X	
Digital Video Techniques	X	X				
Advanced Shorthand (110 wpm)	X	X	X			
Criminology		X			X	
Languages: Foundation B		X		X	X	X
Language And Culture 1		X		X	X	X

**ASSESSMENT SCHEDULE – SAMPLE
BACHELOR OF ARTS JOURNALISM**

YEAR 3

	Semester 1 Coursework Sept - Oct	Semester 1 Coursework Nov-Dec	Semester 1 Examination January	Semester 2 Coursework Feb-Mar	Semester 2 Coursework Apr-May	Semester 2 Examination May
Core						
Newsroom Practice		X		X	X	
Freelance Journalism	X	X				
Online Journalism					X	X
Applied Ethics for Journalists		X		X		X
Workplace Experience	X	X				
<i>or</i> Research Project					X	
Introduction to Cultural Studies				X	X	X
Option						
Sports Reporting	X	X				
Investigative Reporting	X	X				
Broadcast Journalism II				X	X	
Advanced Shorthand (120wpm)	X	X	X			
Digital Video Production				X	X	
Sociology of the Mass Media				X	X	
Crime & Society	X	X				
Health & Welfare Policies	X	X				
Language And Culture III		X		X	X	X
Language And Culture I		X		X	X	X

APPENDIX J
BA Journalism Course Handbook
(See standalone appendix)

APPENDIX K
Course Regulations

GENERAL REGULATIONS

**FOR CERTIFICATE AND DIPLOMA OF HIGHER
EDUCATION PROGRAMMES AWARDED BY BELL
COLLEGE**

**FOR PROGRAMMES LEADING TO THE DEGREE OF BSc,
BA, BEng , GRADUATE DIPLOMA , POSTGRADUATE
CERTIFICATE AND MSc TAUGHT BY BELL COLLEGE
AND AWARDED BY THE OPEN UNIVERSITY**

1. Curriculum

- 1.1 Each candidate for an award must follow the curriculum as prescribed in the specific Programme Regulations.
- 1.2 The curriculum, including the choice of any optional modules of each candidate, must be approved by the relevant person approved by the Board of Examiners. The curriculum for a programme as set out in the Programme Regulations indicates which modules are compulsory. The choice of modules will be subject to constraints of time-tabling and may also be influenced by professional requirements as well as by a candidate's entrance qualifications. Where a pass in a particular module is a condition for the award of a certificate this will be clearly stated in the specific Programme Regulations.

2. Attendance and Performance

- 2.1 Every candidate for an award is expected to attend all timetabled classes for each module in the curriculum and to perform satisfactorily the work required in each module. The Course Board shall receive at regular intervals reports from class lecturers on each candidate's attendance and performance.
- 2.2 The College's Attendance Policy and Attendance Monitoring Procedure will be used pro-actively to encourage candidates to attend all timetabled classes. Repeated failure to attend timetabled classes and to perform satisfactorily the work required in each module may result in the candidate being withdrawn from a programme.

3. Examinations and Assessments

- 3.1 Each module shall normally be examined by examination and/or coursework. The School responsible for each module shall ensure that students are fully informed of the method(s) of assessment to be used. Two examination diets shall be held in each academic year for each module. A candidate who is deemed to have failed in a module assessed only by coursework shall have, in each academic year, a single opportunity to be re-assessed on a similar basis or by such other means as the School offering the module may decide. Candidates shall be informed of any such arrangements at the start of a module.
- 3.2 A candidate **on an undergraduate programme** will at the discretion of the Board of Examiners, be permitted a maximum of four attempts in the examination or other assessment procedure for a module subject to the proviso that a maximum of two attempts will be permitted in any one academic year. [The exception to this relates to pre-registration nursing programmes within the School of Health Studies where a maximum of two attempts in any one semester will be permitted] These attempts must be made within two years of the candidate's first admission to the module unless an extension of time is granted by the Board of Examiners.

- 3.3 A candidate on a postgraduate or Graduate Diploma programme will be permitted a maximum of two attempts in the examination or other assessment procedure for a module. These attempts must be made within two years of the candidate's first admission to the module unless an extension of time is granted by the Board of Examiners.
- 3.4 Where the programme is validated by the Open University, any mark gained as a result of resiting a module will be capped at the level of the minimum required for a pass, normally 40%.
- 3.5 The performance of each candidate shall be assessed by the Board of Examiners.

4. Award of Credits

- 4.1 A candidate who satisfies the Board of Examiners in a module will be awarded the number of credits specified for that module. A candidate who fails to satisfy the Board of Examiners will be awarded no credits in that module.
- 4.2 The Board of Examiners in awarding credits will take cognisance of the College's policy on compensation and condonement.

5. Progress of Students (General)

- 5.1 For candidates studying on a part-time basis the minimum number of credits required to progress from one year of a programme to the next will be stated in the specific programme regulations.
- 5.2 A candidate who is permitted to proceed carrying a module or modules may, at the discretion of the Board of Examiners, be allowed to re-attend the module or modules concerned.
- 5.3 A candidate who has failed to obtain the minimum number of credits and/or passes to allow for progress to the following year of a programme may:
 - (a) be allowed to re-attend the year of the programme which the candidate has failed. This will be subject to the approval of the Board of Examiners. A candidate who is allowed to re-attend a year will not normally be required to re-attend any module in the curriculum in which a pass has already been obtained.

or

 - (b) be suspended from the programme until the required number of credits has been accumulated and any necessary passes obtained to allow the candidate to proceed to the next year of the programme.

or

(c) be required to withdraw from the programme.

- 5.4 Where a candidate has to re-attend a module or is being re-examined from suspension, any component marks gained by that candidate in a previous academic session will normally be disregarded and the candidate will require to undertake all the specified assessments in that module.
- 5.5 A candidate who in the opinion of the Board of Examiners is unlikely to profit from further attendance may be required to withdraw from a programme.
- 5.6 A candidate who has been suspended from a programme or is required to withdraw under the provisions of these Regulations may appeal to the Academic Appeals Committee for reconsideration of the case on any of the following grounds:
- (a) that there were procedural irregularities in the conduct of the examination or assessment, including alleged administrative error of such a nature as to cause reasonable doubt as to whether the examiners would have reached the same conclusion if the alleged error had not been made;
 - (b) that there were medical, personal or other circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; and
 - (c) that there was inadequate assessment, prejudice or bias on the part of one or more of the examiners.

Disagreement with the academic judgement of a Board of Examiners in assessing an individual piece of work or in reaching any assessment decision based on a student's performance, cannot in itself constitute grounds for an appeal by a student.

Certificate of Higher Education

6.1 Title

6.1.1 The Certificate of Higher Education shall be awarded by Bell College of Technology, Hamilton.

6.2 Admission

6.2.1 The General Entrance Requirements shall apply as follows:

Applicants under 21 years of age offering UK school leaving qualifications will normally be expected to have a minimum of:

(i) 48 UCAS tariff points at Higher level

or

77 UCAS tariff points at Intermediate 2 (A or B)

plus

(ii) a pass at SQA Standard Grade (1 to 3) or equivalent in both English and Mathematics.

6.2.2 Specific entry requirements for a particular programme will be specified in the Programme Regulations.

6.2.3 Mature applicants over the age of 21 may gain admission on the basis of a variety of achievements other than traditional school examination qualifications as specified by the Course Board.

6.2.4 Applicants holding SQA Higher National awards, or equivalent, may be admitted on the basis of such credit transfer of previous relevant qualifications as may be decided by the Course Board.

6.3 Minimum Period of Study

6.3.1 The minimum period of study required for the Certificate of Higher Education shall be one year.

6.3.2 The minimum period of part-time study for the Certificate in Higher Education shall normally be 2 years. For a candidate entering on the basis of accreditation of prior learning, the minimum period of study shall be one year.

6.4 Maximum Period of Study

6.4.1 Unless an extension of time is granted by the Board of Examiners, a candidate who has not qualified for the award of a certificate within two years of the expiry of the relevant period of study (as defined in Regulations 6.3.1 – 6.3.3) will be required to withdraw from the programme.

6.5 Exemption

6.5.1 Exemption may be granted from individual modules forming the curriculum of a programme: Such exemption shall only be granted where a candidate submits acceptable evidence of academic fitness to the Board of Examiners. A candidate exempted in this way will be credited with the number of credits for the module or modules from which exemption has been granted.

6.5.2 Candidates may be granted exemption from a maximum of 1 year of part-time study.

6.6 Award

6.6.1 A candidate entitled to the award of Certificate of Higher Education must have passed all prescribed modules and have obtained not less than 120 credits of which at least 90 must be at SHE Level 1

Where passes in particular modules are a condition of the award, these will be stated in the specific programme regulations.

Diploma of Higher Education

7.1 Title

- 7.1.1 The Diploma of Higher Education shall be awarded by Bell College of Technology, Hamilton.

7.2 Admission

- 7.2.1 The General Entrance Requirements shall apply as follows:

Applicants under 21 years of age offering UK school leaving qualifications will normally be expected to have a minimum of:

- (i) 96 UCAS tariff points at Higher level

or

48 UCAS Tariff points at Higher level plus 77 UCAS tariff points at Intermediate 2 (A or B)

plus

- (ii) a pass at SQA Standard Grade (1 to 3) or equivalent in both English and Mathematics.

- 7.2.2 Specific entry requirements for a particular programme will be specified in the Programme Regulations.

- 7.2.3 Mature applicants over the age of 21 may gain admission on the basis of a variety of achievements other than traditional school examination qualifications as specified by the Course Board.

- 7.2.4 Applicants holding SQA Higher National awards, or equivalent, may be admitted on the basis of such credit transfer of previous relevant qualifications as may be decided by the Course Board.

7.3 Minimum Period of Study

- 7.3.1 The minimum period of study required for a Diploma of Higher Education shall be determined according to a candidate's entrance qualifications.

- 7.3.2 For a candidate entering on the basis of school leaving qualifications or as a mature candidate under 7.2.3 above, the minimum period of full-time study shall normally be two years.

7.3.3 For a candidate entering on the basis of accreditation of prior learning, the minimum period of full-time study shall be one year.

7.3.4 The minimum period of part-time study for a Diploma in Higher Education shall normally be 4 years.

7.4 Maximum Period of Study

7.4.1 Unless an extension of time is granted by the Board of Examiners, a candidate who has not qualified for the award of a diploma within two years of the expiry of the relevant period of study (as defined in Regulations 7.3.2 – 7.3.4) will be required to withdraw from the programme.

7.5 Exemption

7.5.1 Exemption may be granted *either*:

(a) from Year 1 of a full-time Diploma of Higher Education programme. This is subject to satisfying the necessary requirement for such entry to the programme. A candidate exempted in this way will be credited with the number of credits accruing to that part of the programme from which exemption has been granted;

and/or

(b) from individual modules forming the curriculum of a programme: Such exemption shall only be granted where a candidate submits acceptable evidence of academic fitness to the Board of Examiners. A candidate exempted in this way will be credited with the number of credits for the module or modules from which exemption has been granted.

7.5.2 Candidates may be granted exemption from a maximum of 2 years of part-time study.

7.6 Progress of Students

7.6.1 The Board of Examiners will determine whether candidates should be permitted to proceed to the following year of a programme. For students studying on a full-time basis a minimum of 90 credits will be required to allow progression from Year 1 to Year 2 of a Diploma of Higher Education. In certain cases the minimum number of credits required will be greater than 90 and in such cases these will be specified in the relevant programme regulations. Where passes in particular modules are required to allow progression these will also be stated in the specific programme regulations.

7.7 Award

- 7.7.1 A candidate entitled to the award of Diploma of Higher Education must have passed all prescribed modules and have obtained not less than 240 credits of which at least 90 must be at SHE Level 2.

Where passes in particular modules are a condition of the award, these will be stated in the specific programme regulations.

- 7.7.2 The Board of Examiners may, in reviewing the performance of a candidate over the complete programme, recommend the award of Diploma of Higher Education with Distinction. The criterion for such an award shall be specified in the programme regulations.
- 7.7.3 A candidate who has attended the programme for a minimum of the equivalent of one year of full-time study and who has obtained 120 credits, at least 90 of which are at SHE Level 1 may be awarded a Certificate of Higher Education.

Degree of BA, BEng & BSc

8.1 Title

8.1.1 The Degree of Bachelor of Arts, Bachelor of Engineering and Bachelor of Science shall be taught at Bell College of Technology, Hamilton, and awarded by the Open University.

8.2 Admission

8.2.1 The General Entrance Requirements shall apply as follows:

Applicants under 21 years of age offering UK school leaving qualifications will normally be expected to have a minimum of:

(i) 144 UCAS tariff points at Higher level

or

96 UCAS Tariff points at Higher level plus 77 UCAS tariff points at Intermediate 2 (A or B)

plus

(ii) a pass at SQA Standard Grade (1 to 3) or equivalent in both English and Mathematics.

8.2.2 Specific entry requirements for a particular programme will be specified in the Programme Regulations.

8.2.3 Mature applicants over the age of 21 may gain admission on the basis of a variety of achievements other than traditional school examination qualifications as specified by the Course Board.

8.2.4 Applicants holding SQA Higher National awards, or equivalent, may be admitted on the basis of such credit transfer of previous relevant qualifications as may be decided by the Course Board.

8.3 Minimum Period of Study

8.3.1 The minimum period of study required for a degree shall be determined according to a candidate's entrance qualifications.

8.3.2 For a candidate entering on the basis of school leaving qualifications or as a mature candidate under 8.2.3 above, the minimum period of full-time study shall normally be three years.

- 8.3.3 For a candidate entering on the basis of accreditation of prior learning, the minimum period of full-time study shall be one year.
- 8.3.4 The minimum period of part-time study for a degree shall normally be 6 years.
- 8.3.5 Where the degree is a 1 year top-up degree the minimum period of study shall be 1 year full-time and 2 years part-time.

8.4 Maximum Period of Study

- 8.4.1 Unless an extension of time is granted by the Board of Examiners, a candidate who has not qualified for the award of the degree within two years of the expiry of the relevant period of study (as defined in Regulations 8.3.2 – 8.3.5) will be required to withdraw from the course.

8.5 Exemption

- 8.5.1 Exemption may be granted *either*:

- (a) from Year 1 or Years 1 and 2 of a full-time degree programme. This is subject to satisfying the necessary requirement for such entry to the programme. A candidate exempted in this way will be credited with the number of credits accruing to that part of the programme from which exemption has been granted;

and/or

- (b) from individual modules forming the curriculum of a degree programme: Such exemption shall only be granted where a candidate submits acceptable evidence of academic fitness to the Board of Examiners. A candidate exempted in this way will be credited with the number of credits for the module or modules from which exemption has been granted.

- 8.5.2 Candidates may be granted exemption from a maximum of 4 years of part-time study

8.6 Progress of Students

- 8.6.1 The Board of Examiners will determine whether candidates should be permitted to proceed to the following year of a programme. For students studying on a full-time basis the minimum number of credits required to allow progression to the following year of a degree programme shall be as follows:

Year 1 to Year 2

90 credits

In certain cases the minimum number of credits required will be greater than those stated above and in such cases these will be specified in the relevant programme regulations. Where passes in particular modules are required to allow progression these will also be stated in the specific programme regulations.

8.7 Award

- 8.7.1 A candidate entitled to the award of a degree must have passed all prescribed modules and have obtained not less than 360 credits of which at least 60 must be at SHE Level 3.

Where passes in particular modules are a condition of the award, these will be stated in the specific programme regulations.

- 8.7.2 The Board of Examiners may, in reviewing the performance of a candidate over the complete programme, recommend the award of a degree with Distinction. The criterion for such an award shall be specified in the programme regulations.
- 8.7.3 A candidate who has attended a programme for a minimum of the equivalent of one year of full-time study and who has obtained 120 credits, at least 90 of which are at SHE Level 1 may be awarded a Certificate of Higher Education.
- 8.7.4 A candidate who has attended a programme for a minimum of the equivalent of one year of full-time study and who has obtained 240 credits, at least 90 of which are at SHE Level 2 may be awarded a Diploma of Higher Education.

Graduate Diploma

9.1 Title

9.1.1 The Graduate Diploma shall be taught by Bell College of Technology, Hamilton and awarded by the Open University.

9.2 Admission

9.2.1 Applicants will be expected to have a degree or equivalent.

9.2.2 Specific entry requirements for a particular programme will be specified in the Programme Regulations.

9.3 Minimum Period of Study

9.3.1 The minimum period of study required for the Graduate Diploma shall be one year.

9.3.2 The minimum period of part-time study for the Graduate Diploma shall normally be 2 years.

9.4 Maximum Period of Study

9.4.1 Unless an extension of time is granted by the Board of Examiners, a candidate who has not qualified for the award of a Graduate Diploma within two years of the expiry of the relevant period of study (as defined in Regulations 9.3.1 – 9.3.2) will be required to withdraw from the programme.

9.5 Exemption

9.5.1 Exemption may be granted from individual modules forming the curriculum of a programme: Such exemption shall only be granted where a candidate submits acceptable evidence of academic fitness to the Board of Examiners. A candidate exempted in this way will be credited with the number of credits for the module or modules from which exemption has been granted.

9.6 Award

- 9.6.1 A candidate entitled to the award of Graduate Diploma must have passed all prescribed modules and have obtained not less than 120 credits at SHE Level 3 or above

Where passes in particular modules are a condition of the award, these will be stated in the specific programme regulations.

- 9.6.2 The Board of Examiners may, in reviewing the performance of a candidate over the complete programme, recommend the award of a Graduate Diploma with Distinction. The criterion for such an award shall be specified in the programme regulations.

Postgraduate Certificate (part-time)

10.1 Title

10.1.1 The Postgraduate Certificate shall be taught by Bell College of Technology, Hamilton and awarded by the Open University.

10.2 Admission

10.2.1 Applicants will be expected to have an honours degree or equivalent.

10.2.2 Specific entry requirements for a particular programme will be specified in the Programme Regulations.

10.3 Minimum Period of Study

10.3.1 The minimum period of part-time study required for the Postgraduate Certificate shall be one year.

10.4 Maximum Period of Study

10.4.1 Unless an extension of time is granted by the Board of Examiners, a candidate who has not qualified for the award of a Postgraduate Certificate within two years of the expiry of the relevant period of study (as defined in Regulation 10.3.1) will be required to withdraw from the programme.

10.5 Exemption

10.5.1 Exemption may be granted from individual modules forming the curriculum of a programme: Such exemption shall only be granted where a candidate submits acceptable evidence of academic fitness to the Board of Examiners. A candidate exempted in this way will be credited with the number of credits for the module or modules from which exemption has been granted.

10.6 Award

10.6.1 A candidate entitled to the award of Postgraduate Certificate must have passed all prescribed modules and have obtained not less than 60 credits at least 40 of which must be at SHE Level M.

Where passes in particular modules are a condition of the award, these will be stated in the specific programme regulations.

10.6.2 The Board of Examiners may, in reviewing the performance of a candidate over the complete programme, recommend the award of a Postgraduate Certificate with Distinction. The criterion for such an award shall be specified in the programme regulations.

MSc (part-time)

11.1 Title

11.1.1 The degree of MSc shall be taught by Bell College of Technology, Hamilton and awarded by the Open University.

11.2 Admission

11.2.1 Applicants will be expected to have an honours degree or equivalent.

11.2.2 Specific entry requirements for a particular programme will be specified in the Programme Regulations.

11.3 Minimum Period of Study

11.3.1 The minimum period of part-time study required for the MSc shall normally be three years.

11.3.2 For a candidate entering on the basis of accreditation of prior learning, the minimum period of part-time study shall be one year.

11.4 Maximum Period of Study

11.4.1 Unless an extension of time is granted by the Board of Examiners, a candidate who has not qualified for the award of an MSc within two years of the expiry of the relevant period of study (as defined in Regulations 11.3.1- 11.3.2) will be required to withdraw from the programme.

11.5 Exemption

11.5.1 Exemption may be granted *either*:

- (a) from Year 1 or Years 1 and 2 of an MSc programme. This is subject to satisfying the necessary requirement for such entry to the programme. A candidate exempted in this way will be credited with the number of credits accruing to that part of the programme from which exemption has been granted;

and/or

- (b) from individual modules forming the curriculum of an MSc programme: Such exemption shall only be granted where a candidate submits acceptable evidence of academic fitness to the Board of Examiners. A candidate exempted in this way will be credited with the number of credits for the module or modules from which exemption has been granted.

11.6 Award

11.6.1 A candidate entitled to the award of MSc must have passed all prescribed modules and have obtained not less than 180 credits at least 150 of which must be at SHE Level M.

Where passes in particular modules are a condition of the award, these will be stated in the specific programme regulations.

11.6.2 The Board of Examiners may, in reviewing the performance of a candidate over the complete programme, recommend the award of MSc with Distinction. The criterion for such an award shall be specified in the programme regulations.

11.6.3 A candidate who has attended a programme for a minimum of the equivalent of one year of part-time study and who has obtained 60 credits, at least 40 of which are at SHE Level M, may be awarded a Postgraduate Certificate.

11.6.4 A candidate who has attended a programme for a minimum of the equivalent of one year of part-time study and who has obtained 120 credits, at least 90 of which are at SHE Level M, may be awarded a Postgraduate Diploma.

PROGRAMME REGULATIONS

Bachelor of Arts Journalism

These regulations are to be read in conjunction with the general regulations 1–5 and 8 relating to the award of Bachelor of Arts Journalism.

1. Admissions

Applicants to the programme, under 21 years of age offering UK school qualifications, will normally be expected to have

- 156 UCAS points at Higher level (3 SQA Higher Grades at Bands BCC or above – including Higher English at Grade B). Applicants are also expected to obtain a formal qualification in mathematics or a numerical subject at any level.
- 108 points at Higher level (2 Higher Grades at Bands BC or above – including Higher English at Grade B) PLUS 77 points at Intermediate 2 (Two passes: Grade A and Grade B required). Applicants are also expected to obtain a formal qualification in mathematics or a numerical subject at any level.
- Three GCE A Levels at grades DDE or three GCE AS Levels at ABB.
- Mature students (aged 21 and over) will be considered on the basis of qualifications and relevant experience.

2. Curriculum

Each candidate for the Bachelor of Arts Journalism must follow the curriculum as prescribed below:

Year 1

All students will take modules amounting to no fewer than 120 credits, as follows:

Year 1 – 120 credits (80 core and 40 options)

Core - 80 credits	Credit Points (SCQF)	SHE Level
News Reporting I	20	1
Newsgathering & Research Skills	10	1
Newspaper Sub-editing & Text Handling	10	1
Feature Writing	10	1
Introduction to Law for Journalists	10	1

Foundation Skills*	20	1
Options - 20 credits from:		
Shorthand	20	1
Media Organisations in the UK	10	1
History of News	10	1
Introduction to Philosophy*	20	1
Social Psychology*	10	1
Language & Culture I*	20	1
<i>Or</i> Languages Foundation A*	20	1

TOTAL 120

Year 2 – 120 credits (90 core and 30 options)

In order to proceed to Year 2 of the programme students must have obtained 100 credits at SHE Level 1.

Core - 90 credits	Credit Points (SCQF)	SHE Level
News Reporting II	20	2
Magazine Journalism	10	2
Layout & Design	10	2
Politics in the United Kingdom and International Relations	20	2
Introduction to Ethics for Journalists	10	2
Law for Journalists	20	2
Options – 30 credits from:		
Specialist Reporting	10	2
Broadcast Journalism I	10	2
Digital Video Techniques *	10	1
Advanced Shorthand (110 wpm)	10	2
Criminology*	20	2
Language & Culture II *	20	2
<i>Or</i> Languages Foundation B*	20	2
TOTAL		120

Year 3 – 120 credits (90 core and 30 options)

In order to proceed to Year 3 of the programme students must have obtained 120 credits at SHE Level 1 and 100 credits at SHE Level 2.

Core - 90 credits	Credit Points (SCQF)	SHE Level
Newsroom Practice	20	3
Freelance Journalism	10	3
Online Journalism	10	3
Applied Ethics for Journalists	20	3
Workplace Experience <i>or</i> Research Project	10	3
Cultural Studies*	20	2

Options – 30 options from:

Sports Reporting	10	3
Investigative Reporting	10	3
Broadcast Journalism II	10	3
Language & Culture III*	20	3
Digital Video Production *	20	2
Advanced Shorthand (120 wpm)	10	2
Sociology of the Mass Media*	20	3
Crime & Society*	20	3
Health & Welfare Policies*	20	3
Language & Culture I*	20	1

TOTAL 120

CUMULATIVE TOTAL 360

(denotes previously validated modules)*

In order to achieve the BA Journalism students must complete 360 credits, of which 70 are at Level 3.

3. Award

For the award of Bachelor of Arts Journalism a candidate must have achieved 360 credits, with a minimum of 70 credits at Level 3, and have passed all the core modules in Year 1.

For the award of Certificate in Higher Education Journalism a candidate must have achieved a minimum of 120 credits of which a minimum of 90 credits are at SHE Level 1 or higher.

For the award of Diploma in Higher Education Journalism a candidate must have achieved a minimum of 240 credits of which a minimum of 90 credits are at Level 2 or higher.

The Board of Examiners may, in reviewing the overall performance of a candidate, recommend the award of the Pass degree of Bachelor of Arts Journalism with Distinction.

The criterion for such an award shall be the attainment of 120 credits in Year 3 at first attempt, of which 100 credits, including all core classes, shall be obtained with marks of at least an average of 65% or more at first attempt.

APPENDIX L
Staff CVs

CURRICULUM VITAE

NAME **Margaret Hughes**

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

1987 MA (University of Glasgow)

1988 Postgraduate Diploma in Journalism Studies (University of
Wales, College of Cardiff)

1995 Postgraduate Diploma in Information Management (University
of Strathclyde)

2002 Postgraduate Certificate in Advanced Academic Studies
(University of Strathclyde)

EMPLOYMENT HISTORY:

1999-present Lecturer in Journalism & Communication, Bell College,
Hamilton.

September 2000 Course Leader, HND Journalism, Bell College.
– present

EXPERIENCE IN INDUSTRY/COMMERCE

1999-present Consultant Editor, LivingWell Life

Write news and features copy, offer advice on range of editorial
matters and proof-read copy.

1997-1999 Public Relations Manager/Employee Communications Officer,
Stakis plc, Glasgow.

Responsible for public relations for the group's chain of 72
health clubs. Editor of in-house newspaper. Other duties
included speech writing, the production of the annual report and
running training courses in the use of public relations.

- 1993-1997 Freelance Journalist.
- Feature writer for a range of trade and consumer magazines and broadsheet newspapers including The Herald and Scotland on Sunday.
- 1990-1993 Editor, Scottish Caterer, Glasgow
- Duties included commissioning editorial, research, interviewing, writing, design and production of this monthly trade magazine.
- 1989-1990 Reporter, Packaging Week, Tonbridge, Kent
- Writing news and features for a weekly trade newspaper.

EDUCATIONAL EXPERIENCE/MAIN DUTIES:

Course leader for HND Journalism course at Bell College.

Duties include:- Teaching on HND Journalism and Cert. & Dip. HE
 Communication courses
 Unit and Module co-ordination
 Course recruitment
 Timetabling
 Chair Course Board
 Compilation of Course Board Report
 Student guidance tutor and chair of SSLC
 School of Social Studies Board of Studies member
 Member of School Academic Quality Committee
 Organise guest lectures and external visits for students
 Liase with external organisations
 Represent the course on the Scottish Journalism Training
 Forum
 Leading the development of new journalism award
 Represent the College and department in ERASMUS student
 exchange programme with Ramon Llull University, Barcelona

CURRICULUM VITAE

NAME **Amanda Geary**

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

2002-2003 University of Strathclyde: Postgraduate Certificate in
Advanced Academic Studies

July 1996 Midland News Association: NVQ Level Four in
Newspaper Journalism (Writing)

1993-1994 University of Central Lancashire: Postgraduate Diploma
in Newspaper Journalism (NCTJ-accredited)
NCTJ 100wpm Teeline Shorthand
NCTJ Newspaper Journalism
NCTJ Newspaper Handout

1990-1993 University of Liverpool: BA (Hons) Politics 2:2

EMPLOYMENT HISTORY:

October 2001 – Present Lecturer in Journalism, Bell College, Hamilton

EXPERIENCE IN INDUSTRY/COMMERCE

January – April 2003 Food reviewer for The List Eating and Drinking Guide
2003

2000–2001 Senior District Reporter, Birmingham Post and Mail

March 2000 – June 2000 Reporter, News of the World

1997 – 2000 Senior Reporter, Walsall Express & Star

1996 –1997 Senior Reporter, Wolverhampton Chronicle

1995 – 1996 Junior Reporter, Wolverhampton Chronicle

1994 –1995 Junior Reporter, Sutton Coldfield and Great Barr
Observers and Journal Magazine

EDUCATIONAL EXPERIENCE/MAIN DUTIES

Teaching Journalism at HND level and Communication at HNC and HND levels.
Guidance tutor for HND Journalism students for two years.

PROFESSIONAL DEVELOPMENT

February 2004	NUJ's Introduction to Online Publishing course, NUJ London
September – October 2003	NUJ's Subbing in QuarkXpress Course, Glasgow College of Building and Printing
September 2003	Introduction to WebCT, Educational Development Unit, Bell College
June 2003	Introduction to Sharepoint, Educational Development Unit, Bell College

CURRICULUM VITAE

NAME **Kenneth Pratt**

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS

1986	MA (Hons) English Literature and Language, University of Glasgow
1987	DC Thomson Graduate Training Scheme, Glasgow and Dundee
2001	Postgraduate Certificate in Advanced Academic Studies, Strathclyde University
2004	M/Litt in Cultural Studies, Strathclyde University

EMPLOYMENT HISTORY

1993-present	Lecturer in Journalism and Communication, Bell College, Hamilton
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EXPERIENCE IN INDUSTRY/COMMERCE

1986 to 1992	News Reporter, The Sunday Post, Glasgow. Coverage includes The Piper Alpha Disaster, The Lockerbie Disaster, The Collapse of Communism in Eastern Europe, Football Violence at The World Cup in Genoa 1990 and the European Championships in Gothenburg, 1992. The Gulf War (From Israel) and The Dismantling of Apartheid (From Johannesburg)
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1992 to 1993	Investigative Reporter at The Sunday Sun (Newcastle) Thompson Regional Newspapers and, briefly, Editor, Clyde Weekly News, Erskine, West Dunbartonshire.
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Freelance work includes:

Summer 2001	News Reporter at The Daily Record in Glasgow
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Summer 2002	News Reporter at The Daily Record in Glasgow
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Coverage includes: light aircraft disaster at Glasgow Airport and showbiz exclusive interviews including Fran Healy from Travis, Jay Kay, and Robert Duvall.

Freelance work also includes past exclusive news contributions to The Sunday Times and The Observer. In September 2003 I interviewed Nobel Peace Prize winner Lech Walesa in Gdansk.

EDUCATIONAL EXPERIENCE

1999

One year lectureship in journalism, University of Dubai

During this time filed stories from The Gulf, and for Gulf News.

Presently teach on Journalism and Communication courses, including the usual duties.

CURRICULUM VITAE

NAME Ronnie Bergman

QUALIFICATIONS DSD. RSAMD, Glasgow
Certificate in Drama, Cinema & Media, University of Glasgow
PG Certificate in Secondary Education, Jordanhill College

TEACHING EXPERIENCE

1990 – 1994 CSV Media training

1994 - Present Bell College

EXPERIENCE IN INDUSTRY/COMMERCE

1981 – 1990 Radio Clyde

- Senior Producer – Music programmes
- OB Producer – sport
- Assistant Producer – Drama
- Assistant/deputy production controller

Other details during same period

Part time employment/experience

- Researcher – Scottish Television – sport
- Assistant producer – BBC Scotland – sport
- 1998 – Researcher during ITV Olympic coverage

EDUCATION EXPERIENCE/MAIN DUTIES

Chair of PG.Dip Course Board

Member of School's Board of Studies (the academic strategy group)

Council member of BJTC

Member and College representative of Radio Academy, attending conferences, workshops and Festival on regular basis

Developed HND Journalism radio journalism option

Teaching on both Journalism and Communications radio options

Teaching the production and Introduction to Broadcast Industry elements on Postgraduate course

Created individual Course website – which was the main source of applicants last year

Continuous development of this highly successful course including television element

CURRICULUM VITAE

NAME

John Geekie

QUALIFICATIONS

BA (First-class Honours, History and Russian), University of East Anglia
PhD (The Russian Orthodox Church and Politics, 1905-17), University of East Anglia
TQFE, Jordanhill College of Education

TEACHING EXPERIENCE

1972 Temporary part-time lectureship in Russian History, University of East Anglia

1976 Part-time tutor-counsellor, the Open University

1976-1978 Part-time lectureship in Social Policy, Scottish Police College

1989 Part-time lectureship in Politics of Social Policy, Paisley College of Technology

1973-Present Lecturer in Politics, Bell College of Technology

Teaching on HNC/D Social Sciences, HNC Police Studies, Diploma in Public Administration, BA Police Studies, BA Nursing Studies, BA/BA (Hons.) Leisure Management, BSc Quality Management, BA Applied Social Sciences

PROFESSIONAL EXPERIENCE

External Examiner, Diploma in Public Administration
Current staff development includes conferences on and visits to The Scottish Parliament

PUBLICATIONS AND RESEARCH

The Orthodox Clergy and the Counter-Revolution in Russia, 1905-1914, Study Group on the Russian Revolution, University of East Anglia

The Labour Party and the Rise of Activist Democracy, (with M Keating), Glasgow Fabian Society

Labour in Crisis? The Reasons and Response, (with M Keating), Bulletin of the Society for Cooperative Studies

Labour and the Politics of Reselection, (with R Levy), Annual Meeting of the Canadian Political Science Association, Montreal

Reselection, Activism and the Labour Party, (with R Levy), Political Quarterly Vol 59, No 4, October-December 1998

Devolutionary Nationalism: The Tartanisation of the Labour Party, (with R Levy), UK Politics Conference, University of Strathclyde

The Mandatory Reselection of Labour MPs: Behavioural and Political Consequences, 1981-87, (with R Levy), PSA Conference, University of Exeter

Labour Elites in Glasgow, (with M Keating, R Levy and J Brand), Strathclyde Papers on Government and Politics, No 61

Devolution and the Tartanisation of the Labour Party, (with R Levy), Parliamentary Affairs, Vol 42, No 3, July 1989

The Emerging Separating Coalitions, (with R Levy), PSA Conference, University of Warwick

Glasgow Labour Councillors in Ideological Profile, (with R Levy, M Keating, R Evans and J Brand), Strathclyde Papers on Government and Politics, No 60

Labour, the Constitutional Convention, and Devolution: Mad, Bad and Dangerous to the Union; (with R Levy), PSA Conference, University of Lancaster

Red Clydeside or European Capital of Culture? Glasgow 1990, Conference Paper for the Institute of History of the Academic Sciences of the USSR, Moscow, April 1991

The Effectiveness of local campaigning in the General Election for Lancaster, University General Election Study

Central And Local Government, Bell College: HNC Police Studies Distance Learning Unit

CURRICULUM VITAE

NAME Alan McCusker-Thompson

QUALIFICATIONS BA (Hons) English (2:2), Stirling University
BBC 'A' Course
Certificate in Enterprise Education, Jordanhill

TEACHING EXPERIENCE

1991 - 2000 Lecturer in Communication and Media Technology (E1),
Cardonald College

2001 – Present Senior Lecturer in Communication, Bell College

PROFESSIONAL EXPERIENCE

1983 – 1987 BBC Scotland, Assistant Dubbing Mixer

1987 – 1988 RCA Records, International promotion

1988- 1989 Beer Davies PR. Handled whole of Scotland for London-based
company

19898 – 1990 Editor M8 magazine

1990 – 1991 Freelance composer commissioned by BBC Scotland and
Scottish Television

EDUCATION EXPERIENCE/MAIN DUTIES

HN Award Development
Member of SQA Broadcasting Consortium
Piloted college-wide Self-Evaluation Programme
Internal Verifier
Member of Academic Standards Committee
Lecturing
Online course development
Guidance
Revenue earning short course development and delivery
Course Leader HND Communication

CURRICULUM VITAE

NAME **Clive Mitchell**

QUALIFICATIONS BA (Hons) Law, Napier University

TEACHING EXPERIENCE

1997 – 2001 Commercial Division of Morton Fraser, Solicitors in Edinburgh

2001 - Present Bell College

EXPERIENCE IN INDUSTRY/COMMERCE

1997 – 2001 Commercial Division of Morton Fraser, Solicitors in Edinburgh

Member of the Scottish Lawyers' European Group

EDUCATION EXPERIENCE/MAIN DUTIES

- Two years as a guidance tutor
- Attended a course at Paisley University on the development of information technology in higher education.

CURRICULUM VITAE

NAME **Lynn Sinclair**

QUALIFICATIONS MA (Hons) in Film and Television Studies and Sociology (1986)
Postgraduate Certificate in Education: Further and Higher Education

TEACHING EXPERIENCE

1993 - 1994 Part-time lecturer in Media and Communication at Cardonald College

1994 – 2001 Lecturer in Media and Communication at West Lothian College

2001 – Present Lecturer in Media and Communication at Bell College

EXPERIENCE IN INDUSTRY/COMMERCE

1989 – 1992 Production team BBC Scotland News and Current Affairs. Scripting, bulletins and editing PSC packages Researcher on “Left, Right and Centre” and 1992 General Election coverage.

1992 – 1993 Educational Television Producer at Moray House, Heriot Watt University. Managing all areas of TV production to broadcast standard.

EDUCATION EXPERIENCE/MAIN DUTIES

Devised and wrote English units for Higher Still in 1999.
Member of joint committee with Napier University to formalise progression routes from West Lothian College.
Piloted on-line assessments for communication servicing units.
Internal Verifier for HNC Communication at West Lothian College.
Piloted and ran simulation Advertising Agency project where students role-play creating a campaign for a “real” client to their brief.

CURRICULUM VITAE

NAME

Sarah Wylie

QUALIFICATIONS

Baccalaureate at the Lycée Felix Esclançon Manosque, Alpes de Haute Provence, France. (1983-1986).
Masters Degree (Maîtrise) in English (Anglo-Saxon) Language, Literature, Civilisation and History. University of Avignon, France. (1986-1991)
Postgraduate Certificate in Education (French). Jordanhill College of Education, Strathclyde University, Glasgow.

TEACHING EXPERIENCE

1991 – 1992 (Part-time)	Visiting Lecturer of French at Glasgow Polytechnic (now Caledonian University).
1991 – 1993 (Part-time) 1991– 1995 (Evening)	Teacher of French at The Alliance Français of Glasgow.
1993 – 1999	Supply Teacher of French at Secondary Schools – Strathclyde Region.
1999 – Date	Lecturer of French at Bell College of Technology, Hamilton.

PROFESSIONAL EXPERIENCE

1991 - 1992 (Part-time)	French Teacher to private companies through 'Ecosse Limited' based in Glasgow.
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CURRICULUM VITAE

Sharon McGoldrick

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS:

- 1997-1999 PGD Information Management Systems (with Distinction)
- 1993-1994 Post Graduate Certificate in Secondary Education (with Distinction)
- 1991-1993 BA in Commerce with Information Management (with Distinction)
- 1989-1991 HND Secretarial Studies

EMPLOYMENT HISTORY:

- 1996-Present Bell College, Lecturer

Plan, prepare, deliver and evaluate HNC/D unitised course materials and assessments. Monitor student progress and advise accordingly. Deal with related administration: internal verification; maintaining student records; notification of result; attend and contribute to unit teaching team meetings and course board meeting. Develop unit assessment materials and unit leader for Office Administration. Involved in inter-School degree development team. Attend and contribute to college Teaching and Learning Committee and related sub-committees affecting the quality of teaching and learning. Course leadership for HNC Business Information Systems. Team member in the development and delivery of short courses to external clients.

- 1994-1996 St. Moden's High, Stirling, Teacher in Business Studies and Economics

Similar to above within school environment. Teaching pupils 11-18, Modules, GSVQ courses, Standard Grade and Higher.

On the recommendation of the Business Studies Regional Adviser for Central Regional Council, I developed modular course materials for distribution to all schools subscribed to the Business Studies Network in Aberdeen.

- 1993-1994 20 weeks teaching practice (placement)
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Co-ordinate and control field staff activities and contracts in progress.
Arrange long distance travel and accommodation for workforce abroad.
Organise and attend meetings.

Mar-Dec 1986 People Ltd, Glasgow, Finance Representative

Meet and deal with members of the public, offer financial advice

1982-1986 Ford Motor Credit, Glasgow, Secretary/Cashier

Monitor sales staff appointments with car dealerships. Receive and record all cash and cheques into office, train and be responsible for all temporary clerical and secretarial staff.

1978-1982 SCM Typewriters, Glasgow, Secretary/Receptionist

Clerical, secretarial and administrative function within the Engineering, Production and Personnel Departments of large light engineering company.

1976-1978 Loudon & Inglis, Coatbridge, Clerks/Typist

All clerical and typing duties including calculation and payment of wages for small building and construction workforce.

CURRICULUM VITAE

NAME Neal A. Sillars

QUALIFICATIONS MA (Joint Honours) Hispanic Studies / Philosophy,
University of Glasgow

Curso de Adaptación Pedagógica (Spanish teaching qualification), Universidad de Oviedo, Spain.

TEACHING EXPERIENCE

1993-1994 English Language Assistant, Instituto Los Sauces, Benavente, Spain.

1996-1997 English Teacher, Academia Polivalente, Sotrondio, Spain.

1997-1998 Lecturer in Spanish, Bell College of Technology (temporary).

Oct. '98-present Lecturer in Spanish, Bell College of Technology.

Teaching on HND Languages & Business for Europe, HND Business Information Systems and HND Travel with Tourism.

Also teaching on BA Legal Studies, DipHE Tourism Management & International Travel and BSc Applied Computing.

Aug. 2001 – present Course leader, languages.

PROFESSIONAL EXPERIENCE

1985-1990 Mechanical Technician Engineer / Production Planner, Ferranti Plc.

1990-1991 Sales Engineer, Iscar Tools Ltd.

1997-1998 Lecturer in Spanish, Bell College of Technology

Jun.'98-Oct. '98 International Sales Correspondent, Terex Equipment Ltd.

Oct. '98-present Lecturer in Spanish, Bell College of Technology

CONSULTANCY

National centre: education for work and enterprise (University of Strathclyde) – course introducing business Spanish to secondary teachers.

Tempus project (Methodology of teaching Business English, for university lecturers in Romania)

APPENDIX M
Staff development information

Staff Development

Margaret Hughes

March 2004 – Royal Society of Edinburgh, ‘Scotland & the Media: A Question of Trust’ Conference, Edinburgh

March 2004: Introduction to Sharepoint, Educational Development Unit, Bell College

2002 – Strathclyde University, Postgraduate Certificate in Advanced Academic Studies.

2002-Present Studying Spanish at Intermediate level to help facilitate ERASMUS student exchange programme.

1999-present Consultant Editor, LivingWell Life – quarterly lifestyle magazine.

Amanda Geary

March 2004 – Royal Society of Edinburgh, ‘Scotland & the Media: A Question of Trust’ Conference, Edinburgh

February 2004: NUJ’s Introduction to Online Publishing course, NUJ London

September 2003: Introduction to WebCT, Educational Development Unit, Bell College

September – October 2003 NUJ’s Subbing in QuarkXpress Course, Glasgow College of Building and Printing

September 2003 - Present: PG Dip/ Masters Advanced Academic Studies, University of Strathclyde, Glasgow

June 2003: Introduction to Sharepoint, Educational Development Unit, Bell College

September 2002 – September 2003: University of Strathclyde: Postgraduate Certificate in Advanced Academic Studies

Kenneth Pratt

2003 - M/Litt in Cultural Studies.

Ongoing editorial shift work at the Daily Record during summer holidays.

APPENDIX N
IT Resources

IT RESOURCES IN JOURNALISM & COMMUNICATION SECTION

COMPUTERS

Apple iMac Indigo (10) 500 MHz
Apple iMac Indigo (6) DV 400 Mhz
Apple iMac Indigo (6) 350 Mhz
Apple Powermac 7200 (180 Mhz)
Apple iMac Graphite (2) 400 Mhz
Apple iMac Bondi Blue 400 MHz
Apple iBook Blueberry
Apple iBook Snow 600 Mhz
Apple eMac (3) Combo 700 Mhz

Apple Powermac 7100 (66Mhz)
Apple Quadra 650
Apple Quadra 950
Apple Centris 610 (13)
Apple LC 475 (3)

Pentium PC (5)
Pentium PC (8) 233 Mhz
Pentium PC (4) 166 Mhz

AUDIO EQUIPMENT

Professional Microphones (30)
Marantz Cassette Recorder (13)
Aiwa Portable Minidisc Recorder (4)
Denon Minidisc Recorder (4)

Broadcast studios (2)

Computer based audio editing stations (10) – these computers are also used for other computing tasks, ie, word processing.

AUDIO VISUAL EQUIPMENT

Panasonic Camcorder (3) AG-455
Panasonic Camcorder (4) NV-DX110B

Panasonic NV-8500 based VHS editing suite
Panasonic AG-5700 based SVHS editing suite

APPENDIX O
Library Resources

BELL COLLEGE LIBRARY SERVICES

Library

The Library aims to provide a high quality service to users via an automated environment, the use of appropriate new technologies and an efficient and approachable staff. Library services are provided at Dumfries and Hamilton, with Dumfries catering largely for the needs of Health Studies students. The details below relate to the Hamilton campus and its resources.

General Information

Area:	1000 m ² (shortly to rise to 1100 m ²)
Study places:	190
Staffing compliment:	5 professional staff, 8 support staff
Hours of opening (term time)	8.30 - 21.00 hours Mon - Thurs 8.30- 16.30 hours Friday 9.00 - 13.00 hours Saturday
Hours of opening (vacation)	8.30 - 16.30 hours Mon - Fri

Stock

Books	70,000
Serial titles	600
Government monographs	c 8,000
Government serials	475
Reference	5,000
British Standards	Hard copy and online access
Microfilms	750
Discs	500
Prospectuses	500
Audio material	300
Maps	200
Company reports	170
CD ROM's	130
Multimedia packages	60
Videos	800

The library also holds careers information, newspapers and archival material.

Library services

The library's services are mostly automated. The system used is DYNIX, and facilities include modules for public access, circulation, cataloguing, serials control and acquisitions.

Reader services include assistance with enquiries, user education, supply of computer consumables, photocopying, Inter Library loans, and support for the development of new courses. Corporate membership of various organisations such as CIRIA, ILAM, IPPR, CSPP, SLIC, SLIMS, MCI, ASLIB, BSI and RoSPA provides additional help. The Library arranges for booksellers to sell texts directly to students at the start of term, and a retail outlet containing an on-campus bookshop opened in session 2002-03.

Computer network

The library has 28 PC workstations, operating with Windows 95 and Windows 98 with 10 more being added shortly. All are protected by anti-virus software and linked to a network printer. Text and graphic scanners are available and all PCs have Internet and e-mail access. They will be part of the pilot group to be linked to the Novell network now being implemented within the College.

The following software is available (but will increase very shortly):

Microsoft Office 2000 Professional comprising:

Word processor:	Word 2000
Spreadsheets:	Excel 2000
Database:	Access 2000
Presentation Creation:	Powerpoint 2000

Desktop Publishing and graphics: Pagemaker 6.5, Textbridge Pro 10, Picture Publisher 5, Omnipage Pro 9

Internet: Netscape Communicator 4.7/MS Internet Explorer 5.5/6

Specialist software: Chemistry tutor; FirstClass; Select SSADM; Sage

Guidance is provided on the use of software and computer network facilities.

Electronic resources

This area was begun in 2001 and is now fairly well developed. Users have access to the Institute of Management's database and to Technical Indexes' Info4Education portal, (including the British Standards full text online, its Occupational Health and Safety Database and 4 design databases across engineering coupled with its Environment databases). IngentaJournals, ZETOC, CINHAL, ASSIA, ANTE, BHI and the Cochrane Library can all be accessed via ATHENS authentication procedures. They, and over 100 full-text e-journals are listed at www.bell.ac.uk/library.htm, with useful web sites being evaluated and added to the Library web pages on a regular basis.

Stand-alone computers

Two stand-alone computers provide access to a variety of CD-ROM's. These include bibliographic CD-ROM's in the areas of social sciences,

technology, health, nursing and management. Newspapers, Statutory Instruments, Croner publications and other subject areas are also covered.

Barbara Catt
College Librarian
14 Jan 2004

APPENDIX P
European Credit Transfer values

BA Journalism Curriculum – ECTS values

For students who choose to participate in the ERASMUS student exchange programme, either by choosing to study at Bell College or to study at one of the partner institutions, the following details the ECTS values for all of the modules in the BA Journalism degree programme.

Year 1 – 120 credits (80 core and 40 options)

Core - 80 credits	Credit Points (SCQF)	SHE Level	ECTS
News Reporting I	20	1	10
Newsgathering & Research Skills	10	1	5
Newspaper Sub-editing & Text Handling	10	1	5
Feature Writing	10	1	5
Introduction to Law for Journalists	10	1	5
Foundation Skills*	20	1	10
Options - 40 credits from:			
Shorthand	20	1	10
Media Organisations in the UK	10	1	5
History of News	10	1	5
Introduction to Philosophy*	20	1	10
Social Psychology*	10	1	5
Language & Culture I*	20	1	10
Or Languages Foundation A*	20	1	10
TOTAL			120

Year 2 – 120 credits (90 core and 30 options)

In order to proceed to Year 2 of the programme students must have obtained 100 credits at SHE Level 1.

Core - 90 credits	Credit Points (SCQF)	SHE Level	ECTS
News Reporting II	20	2	10
Magazine Journalism	10	2	5
Layout & Design	10	2	5
Politics in the United Kingdom & International Relations	20	2	10
Introduction to Ethics for Journalists	10	2	5
Law for Journalists	20	2	10
Options – 30 credits from:			
Specialist Reporting	10	2	5
Broadcast Journalism I	10	2	5

Digital Video Techniques *	10	1	5
Advanced Shorthand (110 wpm)	10	2	5
Criminology*	20	2	10
Language & Culture II *	20	2	10
Or Languages Foundation B *	20	2	10

TOTAL 120

Year 3 – 120 credits (90 core and 30 options)

In order to proceed to Year 3 of the programme students must have obtained 120 credits at SHE Level 1 and 100 credits at SHE Level 2.

Core - 90 credits	Credit Points (SCQF)	SHE Level	ECTS
Newsroom Practice	20	3	10
Freelance Journalism	10	3	5
Online Journalism	10	3	5
Applied Ethics for Journalists	20	3	10
Workplace Experience	10	3	5
or Research Project	10	3	5
Cultural Studies*	20	2	10

Options – 30 options from:

Sports Reporting	10	3	5
Investigative Reporting	10	3	5
Broadcast Journalism II	10	3	5
Language & Culture III*	20	3	10
Digital Video Production *	20	2	10
Advanced Shorthand (120 wpm)	10	2	5
Sociology of the Mass Media*	20	3	10
Crime & Society*	20	3	10
Health & Welfare Policies*	20	3	10
Language & Culture I*	20	1	10

TOTAL 120

CUMULATIVE TOTAL 360