

Postgraduate Programme Specification

SECTION A: CORE INFORMATION

1. **Name of programme:** Journalism
2. **Award title:** MA Journalism
Postgraduate Diploma in Journalism
Postgraduate Certificate in Journalism
3. **Programme linkage:** Yes: MA Magazine Journalism
MA Sports Journalism
(Is this part of group of linked programmes between which students can transfer at agreed points?) It is possible to transfer between these programmes during the Postgraduate Certificate stage of the programmes.
4. **Is the programme a top-up only?** No
5. **Level of award:** Level 7
6. **Awarding body:** University of Sunderland
7. **Department:** School of Media and Communications
8. **Programme Studies Board:** PG Journalism
9. **Programme Leader:** Dr Alex Lockwood
10. **How and where can I study the programme?**

At Sunderland:	
Full-time on campus	✓
Part-time on campus	✓

11. **How long does the programme take?**

	Min number of years / months	Max number of years / months
Full-time	1	4
Part-time	2	4

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

SECTION B: FURTHER CORE INFORMATION

12. Learning and Teaching Strategy

There is emphasis on vocational and project-based learning in live environments on this nationally accredited programme. The programme seeks to encourage independent learning, curiosity and professionalism to be ready to enter the field of journalism or across the wider industry; the acquisition of advanced skills of ethics, regulation, media law, public affairs and reporting are also taught on top of the core journalism skills.

The main learning and teaching methods employ a combination of:

Workshops

The programme has a strong practical-focus and the majority of the teaching is done through workshops where the students are encouraged to put learning into practice through live journalistic tasks, often in newsroom environments in the Media Department's Media Hub or on outside activity.

Lectures

Lectures are used to present and explain factual information such as media law and give grounding in key theories, genres and relevant works, which are then supported and interrogated in seminars and workshops.

Seminars

Seminars are used to encourage guided group discussion as a means of clarifying and elaborating on aspects of course work, thinking and practice.

Group critiques

Group projects and critiques are used to allow students to develop the ability to feedback to others about their work and to learn from feedback given by lecturers and their peers.

Tutorials

All students have availability to tutorials on their modules throughout the programme. They are one-to-one with the lecturer or in small groups to discuss ideas and support learning.

Electronic learning resources (journals, internet, DVDs, videos, VLE environments)

Students engage with the development of skills of research and analysis, and access information from different appropriate sources.

Presentations

Students gain practice in presenting ideas and work especially to fellow students. This not only helps with oral and visual presentation skills, it helps students to develop the skills to evaluate their work and concisely identify the key points to inform their audiences. These skills are essential within the contemporary publishing industry.

Feedback

Students will receive summative written feedback as well as a grade for the work at the end of the module. With the high amount of practical work on the programme it is standard for students to receive regular, ongoing verbal and written feedback throughout the process of production.

Independent learning or private study

Students will engage in considerable independent and private study that encourages them to become resourceful and self-reliant using their initiative and time management skills. With experience students also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

13. Retention Strategy

The University has a range of strategies in place to guide and support students, which help to maintain retention.

Interviews

Before applicants are accepted they are interviewed to ensure their suitability for the course, and so they can ensure they are knowledgeable of the teaching procedures, the nature of the external accreditation and the demands that will be placed upon them.

Induction

Students enrolling on this programme are taken through a series of induction activities, including a welcome event that introduces them to the University, the staff and fellow students. There are normally a range of first-week projects, field trips (especially to newsrooms at the Sunderland Echo, the BBC Newcastle Radio Centre), library inductions and students' union activities all designed to help students make friends and settle in to University life..

Student Handbook

All students receive a student handbook that explains the necessary information for their academic studies, how and where to get advice and support, and directs them to some of the wider support systems in place for students. Crucially for this MA programme, it outlines the external accreditation structure and how this fits with the programme, as well as how this MA Journalism programme fits with the other Masters Journalism programmes.

Student Reps

Students elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

Attendance

The University has a system of attendance monitoring system where students' swipe into at each contact session electronically. Any unexplained absences are noted and admin. Staff will contact any students who do not attend to make sure everything is okay and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

Staff Student Liaison Committee (SSLC)

Each area holds SSLC meetings at least once per term at which student reps. and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

Personal Tutor

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

14. Any other information

The MA Journalism has a reputation for being a tight-knit cohort of students focused around the practical teaching and learning of their core passions—writing and storytelling across media platforms—which makes the programme an enjoyable, intensive and challenging but rewarding programme.

SECTION C: TEACHING AND LEARNING

15. What is the programme about?

- Provide the opportunity for students to engage in a robust and innovative programme reflecting the latest developments in the journalism industry.
- Meet both student and employer demand for postgraduate journalism qualifications.
- Provide students with the opportunity to gain a qualification from the National Council for the Training of Journalists – the NCTJ Diploma in Journalism.
- To meet the university's recruitment and widening participation strategies.
- To enhance the employability of students by providing advanced journalism skills underpinned by theory.
- Provide new career opportunities for prospective students already in employment.

16. What will I know or be able to do at the end of the programme?

Learning Outcomes Postgraduate Certificate – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S1 – The ability to critically examine and engage with ideas about the nature of journalism practice.
- S2 – The ability to professionally research, plan, write and edit journalism articles.
- S3 – The ability to apply the skills and techniques required by journalists reporting Public Affairs.
- S4 – The ability to critically examine and engage with the key concepts within the legal system that apply to journalists.

Learning Outcomes Postgraduate Certificate – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K1 – An understanding of the variety of sources available to journalists and how they can be used to originate and develop material.
- K2 – An understanding of key roles and practices in the journalism profession.
- K3 – An understanding of the role of the media in reporting public affairs.

- K4 – Understanding of the structure, processes and roles in the legal system of England and Wales that apply to journalists.

Learning Outcomes Postgraduate Diploma – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S5 – The ability to critically evaluate areas of specialist journalism practice and communicate this in original academic work.
- S6 – The ability to produce independent, creative and industry standard journalism content.
- S7 – Show evidence of critical competences in news writing and story construction
- S8 – Apply key research methodologies in the sociology and discourse of journalism.

Learning Outcomes Postgraduate Diploma – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K5 – Comprehensively apply the principles and practice of the journalism profession.
- K6 – Apply an understanding of social and cultural issues relating to journalism to their work.
- K7 – Comprehensively apply an understanding of how journalistic content can be tailored to a variety of media platforms through practical outputs.
- K8 – Show an advanced understanding of contemporary theoretical approaches to the study of media in society.

Learning Outcomes Masters – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S9 – Demonstrate self-direction, initiative, independence and originality when producing a substantial piece of work about an appropriate specialist area of journalism.

Learning Outcomes Masters – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K9 – Demonstrate the critical application of knowledge of suitable theories and methods with which to engage with a substantial piece of work in relation to an appropriate specialist area of journalism.

17. What will the programme consist of?

Taught postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

Postgraduate Certificate Stage

At Postgraduate Certificate Stage, students are introduced to the theory, research, criticism and practice as it applies to media and journalism studies. The practice-based module (MACM71 Journalism: Principles and Practice I) introduces students to core journalism skills, such as news reporting across different platforms (online and print). Those who are judged to have previously gained sufficient technical skills and understanding through relevant employment for three years or more will have the opportunity to locate this experience in a theoretical context through MACM90 Principles and Practice 1 (Professional Entry). Students will also study the key concepts within the legal system in England and Wales that apply to journalists and the restrictions these place on the media (MACM100 Essential Media Law and Regulation). Students will also examine the elected, statutory and quasi-governmental institutions that organise, regulate and provide public services and explore the functions and responsibilities of the democratic process in relation to the media (MACM76 Reporting Public Affairs).

Postgraduate Diploma Stage

Students at this level are introduced to advanced writing, research and production skills across number of different platforms as well as the ability to critically evaluate and reflect on their work and professional areas of journalism (MACM74 Journalism: Principles and Practice II). Those who are judged to have previously gained sufficient technical skills and understanding through relevant employment for three years or more will have the opportunity to locate this experience in a theoretical context through MACM91 Principles and Practice II (Professional Entry). Students are given a critical focus through intensive practice in the procedures of reporting (MACM98 News Reporting). They will also examine the ethical dilemmas facing today's journalists and be invited to critically evaluate ethical decisions made by professional bodies both in the UK and internationally in the context of a broader analysis the relationship between media practitioners, consumers and organisations (MACM97 Media Ethics and Society).

Masters Stage

Students have the option of completing a major dissertation (MACM78) researching a media-related topic or a practical project (MACM77) drawing on their researching, writing and evaluation skills developed in the previous stages. The emphasis at all levels is to develop the student's capacity for independent learning and self-directed study and at this stage the students have individual tutorial support.

18. How will I be taught?

Scheduled teaching activities	✓
Independent study	✓

The MA Journalism programme's learning and teaching strategies are explicitly linked to the learning outcomes of the programme. They are intended to prompt students towards developing practice in journalism, informed by relevant critical opinion and debate, and understanding the processes required to undertake innovative, creative work, within appropriate legal, regulatory and institutional constraints. Overall, the teaching strategy will seek to develop an environment in which ideas and approaches to journalism can be tested and challenged. Students will have the opportunity to use their acquired skills and understanding to apply them in specialist areas of journalism, such as match reporting, writing in a variety of media platforms. These learning, teaching and assessment strategies have been developed with three key issues in mind:

- The need to facilitate student progression from a tutor-centred approach to a student-centred approach at Graduate Certificate stage leading to an emphasis on greater autonomy and self-responsibility at Graduate Masters stage.
- An increasing stress on independent research and research-based work
- Teaching and learning modes should be appropriate to the full range of subject areas and media forms appropriate to the study of journalism.

Teaching and learning methods include: lectures, demonstrations, screenings, seminars, workshops, tutorials, small-group work, debates, group and individual project work, newscasts, supervised independent learning, open and resource-based learning, multi-media and new media learning, production practice and work placements. Generally, learning and teaching strategies in the theory modules employ a lecture plus seminar format, while practice modules use lecture/workshop and tutorial formats, as appropriate.

There is a clear development of the demands placed on the students in terms of both knowledge and skill as they progress through the three stages. The aim is to encourage reflective and autonomous practitioners to emerge who will be capable of researching, planning, contextualising, executing and evaluating their work. Students will receive regular feedback on their work and formal feedback at the assessment points on completion of each module. Assessment will, thus, form an important part of the learning and teaching strategy.

All modules make extensive and increasing use of our virtual learning environment. Students are introduced to this at the start of the programme when it is explained how it operates and what students can expect to find. Lecture notes and PowerPoint presentations are posted regularly, assessments are made available, and additional resources and support are regularly offered.

The programme will also include visiting speakers and academic tutors with current professional experience and specific areas of expertise.

In addition to the core modules, students will be encouraged to take the opportunities provided by a supportive industry to engage in work placements outside teaching times. This is seen as a way of not only improving students' understanding of the latest industry practices, but also of increasing employability through editors' references and published work.

Personal Development Plans (PDP) will be introduced at the start of the programme focusing not only on personal development but also on career planning. The programme leader will support students on their management of their PDP during tutorials.

The National Council for the Training of Journalists accredits the programme. Students who pass the NCTJ examinations are awarded the NCTJ Diploma in Journalism, an important advantage for those wishing a career in journalism.

As noted above, the teaching and learning strategies on postgraduate programmes in the Media Department have been developed in order to encourage students to become increasingly self-responsible and independent as they progress through the stages of the programme.

A list of the modules in the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

19. How will I be assessed and given feedback?

Written examinations	✓
Coursework	✓
Practical assessments	✓

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	YES	
This programme uses the Subject Specific Assessment Criteria		NO

The University regulations can be found [here](#).

The purpose of assessment is to enable students to demonstrate the extent to which they have achieved the Learning Outcomes of each module. Within this programme the students are encouraged to perceive the assessment to be an integral part of the learning experience, and with formative assessment being provided throughout the development of each self-initiated piece of work, students will take joint responsibility for their learning throughout the programme. Assessment seeks to interrogate knowledge and understanding (developed through effective preparation) and evaluate the communicative skills that are brought to bear upon the expression of that understanding. Whilst all assessment tests knowledge and understanding, a variety of modes allow for that test to be conducted in ways which examine the flexibility and application of skills that a student can bring to their studies.

Effective learning and teaching strategies promote assessment methods that allow students to develop and demonstrate the broad range of competencies demanded by the programme learning outcomes, and need to develop skills and systematic knowledge and critical understanding in the field of media writing.

In team-taught modules, the module leader acts as moderator, cross-marking samples of student work. In specialist modules, second marking operates within the respective subject teams. External examiners moderate samples of student work including all fail and first-class/distinction work.

Feedback will be provided verbally throughout the programme and in written form on the completion of each module. Students will be required to evidence the progression of all self-initiated projects from a written proposal at the start of each module. These proposals will be negotiated with the module tutor, and require students to examine the module aims and Learning Outcomes and identify in a written statement how these aims and Learning Outcomes can be satisfied through their work.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation process have been completed. If this is not possible, students will be notified by the Module Leaders when the feedback is available and how it can be obtained.

The Academic Misconduct Regulations and associated guidance can be found [here](#). It is the responsibility of students to ensure they are familiar with their responsibilities in regards to assessment and the implications of an allegation of academic misconduct.

Students should refer to the [University Regulations](#) for information on degree classifications.

20. Teaching, learning and assessment matrix

Postgraduate Certificate

Module	Code	Core	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2	LO K3	LO K4
Journalism Principles and Practice I	MACM71	Core	Seminars, workshops, tutorials, small group work, directed independent learning	Coursework (portfolio of original work, essay)	T A	T A	D	D	T A	T A	D	D
Essential Media Law and Regulation	MACM100	Core	Lectures, seminars, tutorials, small group work, directed independent learning	Examination, coursework (essays)		D	D	T A	A		T A	T A
Essential Public Affairs	MACM76	Core	Lectures, seminars, tutorials, small group work, directed independent learning	Examination, coursework (portfolio and essay)		D	T A	T D	A		T A	T A

Postgraduate Diploma

Module	Code	Core	Modes of T&L	Modes of Assessment	LO S5	LO S6	LO S7	LO S8	LO K5	LO K6	LO K7	LO K8
Journalism Principles and Practice II	MACM74	Core	Seminars, workshops, tutorials, small group work, directed independent learning	Coursework (portfolio of original work, essay)	T A	T A		D	T A	T A	D	D
Media Ethics and Society	MACM97	Core	Seminars, tutorials, small group work, directed independent learning	Coursework (essay)	D A		T A	D			T A	T A

Reporting	MACM98	Core	Seminars, workshops, media news days, timed assessments, tutorials, small group work, directed independent learning	Examination, coursework (portfolio and essay)	T A	T A		T A	T A	T A		
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Masters

Module	Code	Core	Modes of T&L	Modes of Assessment	LO S9	LO K9
Practical Project	MACM77	Option	Supervised self-directed independent learning	Coursework (portfolio, essay)	D A	D A
Dissertation	MACM78	Option	Supervised self-directed independent learning	Coursework (Dissertation thesis)	D A	D A

21. How does research influence the programme?

Most members of staff hold research degrees at Doctoral or Masters level, and are presently engaged in the wider academic community as external examiners on undergraduate and postgraduate programmes at other institutions. Staff are also active as academic and critical practitioners. Recent individual projects have covered a range of theoretical and practical concerns that feed into the programme, especially on environmental issues, investigative journalism, racism and social media, and fashion journalism. These outcomes have been disseminated via media including publication, conference presentation, community work, exhibition, creative writing and performance.

The Media Department continues to consolidate and develop its research activities, skills and methodologies through initiatives based on individual projects, collaborative exchange, and contact with external scholars and funding partners. The students and teaching staff on this programme are part of the broader Centre for Research in Media and Cultural Studies whose home is in the Media Centre, running regular research seminars, events and conferences.

Academic staff have strong links with the regional community. These links include working alongside industry partners, local schools and community groups.

SECTION D EMPLOYABILITY

22. How will the programme prepare me for employment?

The programme gives you the opportunity to develop advanced skills and knowledge that you can use in the future. While this postgraduate programme is closely associated with a particular career path in journalism, most of the skills can be applied to a range of employment situations. The skills that this programme is designed to develop are listed below:

- broad-based knowledge and understanding: assessed, for example, through examination or independent research portfolio;
- the application of knowledge: assessed, for example, through written assignments/reports;
- analytical skills and understanding: assessed, for example, through essays, presentations and critical analysis/evaluations;
- the ability to synthesise and make links across subject areas: assessed, for example, through long essays;
- practice-based skills and knowledge: assessed, for example, through production work and portfolios;
- independent learning: assessed, for example, through negotiated and managed project work, portfolios and literature searches;
- teamwork skills: encouraged by working as part of an editorial team and assessed through individual critical evaluation of this process;
- research skills: assessed, for example through long essays or, as evidenced in production work, action-planning and goal-setting.
- key skills: skills of time management, of organisation and communication within small and large groups, and of responsibility *for* learning and *to* fellow students are demonstrated in the preparation and delivery of seminar presentations and group

projects; information retrieval skills are demonstrated through essay, project work; basic IT skills are demonstrated in all student written work; advanced and specialist IT skills are demonstrated in production work. Key skills are also an integral part of all the processes involved in the supervision and on-going development of PDPs.

There are also opportunities for on-campus students outside your programme of study. Students will be encouraged to undertake work experience opportunities during the winter and spring vacation but these are not compulsory. Students will have the opportunity to organise regular weekly one-day placements with regional organisations within the constraints of the timetable.

The programme has strong links with the Sunderland Echo – the city’s evening newspaper – and the students have their own weekly ‘On Campus’ page with news stories and feature articles sourced and written by the students. The students will have regular contact with the Sunderland Echo providing them with experience of working to deadline for a professional media organisation.

This is a permanent, student-led Media Hub with a cross-media remit, working closely with Broadcast Journalism and the Spark FM community radio station, which further enhances the writing and online presentation skills of students.

For information about other opportunities available to our students who study on campus, click [here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

23. Particular features of the qualification

The National Council for the Training of Journalists accredits the programme. Students who pass the NCTJ examinations are awarded the NCTJ Diploma in Journalism, an important advantage for those wishing a career in journalism.

24. Professional statutory or regulatory body (PSRB) accreditation

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	✓

The programme is currently accredited until: **June 2018**

Please see [PSRB Renewal Process](#) for information on the renewal process.

The relevant PSRB(s) is/are:

The National Council for the Training of Journalists (NCTJ)

The terms of the accreditation are as follows:

Accreditation for 2 years, from June 2016 to June 2018

SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

Name of programme: JOURNALISM

Title of final award: MA

Interim awards: Certificate in Journalism; Diploma in Journalism

Accreditation: MA is accredited 2016-2018 by the National Council for the Training of Journalists (NCTJ)

University Regulation (please state the relevant University Regulation): 4.2.1

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	September 2016	2016-2017
Stage 2		
Stage 3		

Stage 1 - Certificate

Core modules:

Code	Title	Credits
MACM71	Journalism Principles and Practice I	30
MACM100	Essential Media Law and Regulation	15
MACM76	Essential Public Affairs	15

Progression Regulations

There are no programme-specific progression regulations

Stage 2 - Diploma

Core modules

Code	Title	Credits
MACM74	Journalism Principles and Practice II	30
MACM97	Media Ethics and Research	15
MACM98	Reporting	15

Progression Regulations

There are no programme-specific progression regulations

Stage 3 - Masters

Optional modules

Choose modules to the value of 60 credits from the following list:

Code	Title	Credits
MACM77	Practical Project	60
MACM78	Dissertation	60

To achieve Distinction, students must achieve an average of 70% or above in Stage 3 modules (or if there is one module 70% or above in the stage 3 module), with an average of 60% or above across the stage 1 and stage 2 modules.

To achieve Merit, students must achieve an average of 60% or above in Stage 3 modules (or if there is one module 60% or above in the stage 3 module), with an average of 50% or above across the stage 1 and stage 2 modules.

SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

40. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements that are in addition to those regulations are given below.

It is not essential for applicants to have previous journalistic experience. Applicants will, however, be expected to have a good honours degree (2:i) in a relevant subject area or one demonstrating suitable analytical and communications skills (e.g. History, English, Social Sciences). Applicants from other academic areas or with a 2:ii will be considered on a case-by-case basis.

All applicants will be required to complete a short writing exercise: a 500-word journalistic article on a relevant issue that is completed before the application is considered.

All prospective students wishing to take NCTJ qualifications will be interviewed, in accordance with NCTJ guidelines.

Mature students without the above academic qualifications will be invited for interview and account taken of their life/work experience. Those with at least three years' professional experience and who can demonstrate their professional skills by way of a portfolio of work will be considered for admission. Students taking the professional route will take MACM90 and MACM91, the "professional entry" versions of Principles and Practice I and II, in Stages 1 and 2.

Overseas applicants from countries whose first language is not English are required to produce evidence of advanced competence in English. This will require an IELTS test of score of 7.0 or equivalent. Students with an IELTS score of 6.5 may be accepted if they attend the English for Academic Purposes course in the month prior to course commencement.

The admission requirements are the same for part-time students who will normally study the programme over two years. In the first year, they will study modules in the Graduate Certificate Stage and in the second year they will study modules in the Graduate Diploma Stage followed by the Masters Stage (over the summer period).

Can students enter with advanced standing?	<u>Yes</u>	
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If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	
Stage 4	X

If a student has the appropriate advanced standing from another programme, then they can enter at Stage 4, either at Postgraduate Diploma or Masters stage.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

41. What kind of support and help will there be?

a. in the department:

All students will have a personal tutor who will be identified at the beginning of the programme. This tutor will provide guidance on maintaining PDP documentation and be available to offer pastoral, academic and vocational support. PDPs will be used not only as a personal development and reflective tool but also as a means of career development. Students will be actively encouraged during monthly tutorials with the programme leader to engage with this careers information alongside their PDP.

A Welcome Day will be held, prior to the start of the programme, where the programme leader will explain all aspects of the course and give the students the opportunity to meet the teaching team. Students are also given a tour of the campus, including the library.

Students will also be invited to a Movers and Shakers event held each year providing students with the valuable opportunity to meet senior people from the North East media arena and those involved in national and regional politics.

The *Programme Guide* will provide information concerning procedures within the subject area, the programme, and modules, and contact information for academic, technical and administrative staff.

Technicians will be available during session times. At other times, technicians can be available by arrangement and resources can be booked.

Tutorials will be available throughout the period of the programme. Students' initial point of contact regarding curriculum issues will be the respective Module Leader. Where appropriate (for example, if expertise is required in a particular area), the Module Leader will refer students to other members of the team.

Feedback on modules would be collected on completion and informal feedback would be collected through regular discussions with students. Students at all stages also have the opportunity to give feedback on the programme as a whole via the student representatives. This feedback is fed into the annual monitoring report, which forms the basis for regular review of, and amendment to, the programme. Students are informed during session time and via student representatives at Programme Boards of any changes to the programme implemented as a result of student feedback. Programme Boards are held at regular intervals throughout the year.

A Media staff student liaison committee is held at regular intervals as a forum for students to discuss with staff any issues they may have with the programmes. The Media team place

great importance on this committee and actively encourage student engagement with the process.

The Students' Union provides an independent service that offers advice and support across the full range of personal and academic problems that students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students Union or from Academic Services. Full details of all these services can be found on the University's website. Where appropriate, staff in the School signpost students to these specialist services. Information about these services is also provided to students at registration.

The programme places particular emphasis on the vocational outcomes that could result from the students' studies. Students would also have access to a range of formal initiatives in Career Education, Information and Guidance (CEIG). This would be in addition to informal guidance from the journalism teaching team staff, as well as opportunities to meet with visiting speakers and develop contacts and networking opportunities.

b. in the university as a whole:

The University provides a range of professional support services including [wellbeing](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

42. What resources will I have access to?

On campus	✓	In a partner college		By distance learning	
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On campus

Tick all that apply

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	✓

The Sir Tom Cowie at St Peter's Campus is equipped with a cross-school Learning Resource Centre and specialist Library provision. Staff liaise regularly with these resource providers, who are supportive and generally responsive to expressed needs.

The Media Department provision is located on St Peter's Campus, in a purpose-built, regularly updated Media Centre which opened in September 2003. Equipment operates on a five-year operational leasing arrangement. Much of the specialist production equipment in the Media Centre is funded in this way. This ensures coherence of equipment systems (they are not acquired piecemeal), speed of response should equipment problems arise, and speed and

flexibility of response to changing technologies. The School IT committee holds the budget for cross-School IT equipment (staff computers and Learning Resource Centres), and coordinates the purchasing of IT equipment made from capital and consumable allocations for subject-specific purposes.

The Media Building provides two purpose-built television studios, four purpose-built radio studios, a cinema, an open-access computer suite, audio and video edit rooms and a range of seminar and lecture rooms. There is full technician support in all these areas.

Most journalism modules are taught in the Journalism Suites. There is a specialist open access area open until 9pm during term time as well as in the Media Hub.

Information about the University’s facilities can be found [here](#).

43. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	✓
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

As well as the course fees, the NCTJ exams are paid for by the students. There are around 6-9 exams per year, depending on the student options for routes through the NCTJ Diploma. These are on average around £40-£55 per exam. The NCTJ is a charity and does not make any profit from its accreditation; in addition, the university pays a significant amount of funds to the NCTJ for its accreditation, which we consider essential to provide our students with access to both the Masters qualification and the NCTJ Diploma. Some of these funds go into supporting an NCTJ Journalism Diversity fund, to support applicants from diverse backgrounds.

44. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students’ views and concerns. The Students’ Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level on Students are represented on University level Committed by sabbatical officers who are the elected leaders of the Students’ Union.

The University’s student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

SECTION G: QUALITY MANAGEMENT

45. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?		NO
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The subject benchmark(s) for this programme is/are:

QAA Master's Degree Characteristic Statement

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

46. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete and insert the [SITS form](#).