Programme Specification

1. Overview / Factual Information

Programme / Award title(s)	BA (Hons) Journalism
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	November 2021
Date of latest OU (re)validation	
Next revalidation	November 2026
Credit points for the award	360
UCAS Code	P500
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Communications, Media, Film and Cultural Studies
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	National Council for Training Journalists (NCTJ) Although not as an associated partner, the course links to the practices and guidelines from within the NCTJ's own specification.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	FT: 3 years PT: 4 years
Dual accreditation (if applicable)	N/A
Date of production / revision of this specification	N/A

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational Aims and Objectives

- To promote students' understanding of the range of approaches to journalism, their historical specificity, their modes of address, their targeted audiences and their modes of consumption.
- To foster students' awareness of the increasingly central role played by the industries, forms, practices and products of journalism in the regional, national and global world orders.
- To enable students to engage critically and creatively with the ways in which journalistic organisations and practices intersect with social, economic and political processes.
- To encourage students to analyse the ways in which journalism narrates, mediates and frames the world for the individual and society.
- To provide opportunities for students to engage practically, creatively and critically in producing journalistic work in a range of media, thus reinforcing the interconnectedness of the media and application of that address via media-based practice and periods of work experience.
- To enable students to explore critically, issues such as systems of representation, processes of inclusion and exclusion and issues of differential access to the various media used in journalism.
- To develop students' critical awareness of the regulatory responsibilities and duties of the journalist, highlighting the importance of ethics, the need for accuracy and fairness in all forms of journalism.
- To develop students' understanding of journalism as part of the fabric of everyday life and the consequent implications for subject-formation, group identity, the public and private spheres and claims to truth and knowledge.
- To enable students to become effective communicators in a range of contexts and to develop the ability to work critically and analytically, independently and as team workers.
- To develop subject-specific and transferable skills to professional standard which provide a background for participation in employment contexts where creative, technical and conceptual skills and an understanding of the practices and processes of journalism are required.
- To enable students to continue to develop intellectual, analytic and creative capacities and powers of independent thinking beyond graduation, in preparation for employment as a journalist and /or further study.

2.2 Relationship to Other Programmes and Awards

The BA (Hons) Journalism programme links to the BA (Hons) Media Production, but both remain as separate courses. Most of the modules will be shared across the courses, but due to the nature of the different disciplines, they will be taught with different slants to ensure students are given the information they need. For example, the video modules will see students taught key video production skills at level 4. Additional seminar activities will allow the journalism students to produce factual content, but the media students will explore the depths of video content produced across the industry, including documentaries, short films, studio productions, music videos and advertising.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all Exit Awards

- Certificate of Higher Education (CertHE) upon successful completion of 120 credits at level 4.
- Diploma of Higher Education (DipHE) upon successful completion of 240 credits at levels 4 and 5.
- Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at level 6).

3. Programme Structure and Learning Outcomes

Programme Structure - Level 4 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Media Law and Ethics 1	15			No	Sem 1
News Reporting	15			Yes	Sem 1
Exploring Journalism	15			Yes	Sem 1
Introduction to Video	15			Yes	Sem 1
Media Law and Ethics 2	15			No	Sem 2
Integrated Design and Features	15			Yes	Sem 2
Introduction to Audio	15			Yes	Sem 2
Launching Your Career	15			Yes	Sem 2

Programme Structure - Level 4 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Media Law and Ethics 1	15			No	Y1 S1
News Reporting	15			Yes	Y1 S1
Exploring Journalism	15			Yes	Y1 S1
Introduction to Video	15			Yes	Y2 S1
Media Law and Ethics 2	15			No	Y1 S2
Integrated Design and Features	15			Yes	Y1 S2
Introduction to Audio	15			Yes	Y1 S2
Launching Your Career	15			Yes	Y2 S2

Intended Learning Outcomes at level 4 are Listed Below:

Learning Outcomes – Level 4	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Demonstrate a broad knowledge of the key concepts and theories within the field of journalism. A2 Apply knowledge to situations of limited complexity in order to provide a foundation for further study in the field of journalism. A3 Demonstrate knowledge and understanding of the legal and ethical frameworks that underpin best practice in the field of journalism. A4 Apply appropriate scholarly and theoretical principles to journalistic problems. A5 Begin to demonstrate an ability to formulate, justify and propose your own ideas and concepts in working towards a variety of journalistic outcomes.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include (but are not limited to): • Traditional methods of lectures supported with seminars. • Practical workshops, including IT resources. • Class discussions. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.

	A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include traditional assessment methods like coursework essays, presentations, and in-class tests; to forms of assessment that align with or simulate, those found in industry e.g. logbooks and critical reflections. In addition, online quizzes are utilised to check academic and personal progress. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Demonstrate ability to collect information from a variety of authoritative sources. B2 Demonstrate a capacity for conceptual thinking. B3 Adopt a collaborative and problem-solving approach to a range of scenarios from different journalistic settings. B4 Identify principles and concepts underlying theoretical frameworks and approaches, with the ability to recognise associated strengths and weaknesses.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include methods like coursework essays, oral presentations, and logbooks. In-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Recognise personal skill profile, strengths and weaknesses within the context of journalism. C2 Develop practical journalistic skills utilising primary sources in a variety of environments and fields (e.g. over the phone, online, face-to-face, classwork), while adopting knowledge of industry specific software and hardware. C3 Demonstrate awareness of ethical issues and ability to discuss these in relation to personal beliefs, values and commercial considerations, whilst also applying these principles to practical contexts. C4 Where applicable, work effectively with others, encouraging collaborative teamwork, able to take a lead role when appropriate, and recognising the different roles within a team.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops, laboratory skills and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and in-class tests to logbooks and oral presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute and important part of formative assessment.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Work independently and creatively to set realistic goals, meeting deadlines, responding to feedback and taking appropriate remedial action when necessary. D2 Adopt a collaborative and problem-solving approach to problems limited in complexity. D3 Communicate clearly and appropriately to clarify tasks and rectify issues in a range of contexts.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths though material and can get instant feedback through in-class tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include portfolios, presentations and group assessments. These assessment tasks align more closely with the kinds of tasks that students will be expected to perform in the workplace. Self-reflection and peer evaluation constitute an important part of formative assessment.

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at level 4

Programme Structure – Level 5 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester runs in
Mobile Filmmaking	30			No	Sem 1
Employability	15			Yes	Sem 1
Photojournalism	15			Yes	Sem 1
Politics and the Media	30			No	Sem 2
Magazine Production	15			Yes	Sem 2
		Podcasting	15	Yes	Sem 2
		Shorthand	15	Yes	Sem 2
		Documentary Filmmaking	15	Yes	Sem 2

Programme Structure - Level 5 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Mobile Filmmaking	30			No	Y2 S1
Employability	15			Yes	Y2 S1
Photojournalism	15			Yes	Y3 S1
Politics and the Media	30			No	Y2 S2
Magazine Production	15			Yes	Y3 S2
		Podcasting	15	Yes	Y2 S2
		Shorthand	15	Yes	Y2 S2
		Documentary Filmmaking	15	Yes	Y2 S2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Demonstrate detailed knowledge of established theories and concepts within the field of journalism. A2 Formulate and investigate questions through structured enquiry, drawing on a range of materials, including primary sources. A3 Demonstrate knowledge and understanding of the tools needed to develop professionally in specialist areas of journalism for future employment. A4 Realise and apply best legal and ethical practice in the field of journalistic enquiry, in accordance with best practice as set out by statute, academic and professional bodies.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include (but are not limited to): ● Traditional methods of lectures supported with seminars. ● Practical workshops, including IT resources. ● Class discussions. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student need for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and in-class tests; to forms of assessment that align with or simulate, those found in industry e.g. logbooks and critical reflections. In addition, online quizzes are utilised to check academic and personal progress. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Assess, evaluate and communicate evidence and appraise the merits of competing theories and explanations. B2 Undertake supervised research to provide new information and / or explore new data to identify patterns and relationships. B3 Use appropriate theoretical models and frameworks to judge the significance of data collected, recognising limitations of lines of enquiry. B4 Adopt a collaborative, innovative and problem-solving approach to journalistic scenarios, comparing alternative methods and techniques. B5 Demonstrate a capacity for systematic and conceptual thinking.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include methods like coursework essays, oral presentations, and logbooks. In-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Undertake complex and non-routine journalistic tasks. C2 Collect, retrieve and synthesise information. C3 Interact effectively within a team, giving and receiving information and ideas, and modifying actions and responses as appropriate. C4 Select appropriate tools needed to develop professionally in specialist areas of journalism. C5 Act in a legally compliant and ethical manner in relation to working in the applied journalistic field.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches, practical workshops, laboratory skills and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills, from traditional essays and in-class tests to logbooks and oral presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Adopt a collaborative and problem-solving approach to complex issues. D2 Work independently, acting on their own initiative on projects where they are responsible for setting realistic goals, meeting deadlines, reflecting on feedback and taking appropriate remedial action where necessary. D3 Assess own capabilities using justifiable criteria set by themselves, peers and academic feedback, and reflect on their own developing knowledge and practice. D4 Adapt interpersonal and communication skills to a diverse range of situations and audiences.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback via in-class tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include portfolios, presentations and group assessments. These assessment tasks align more closely with the kinds of tasks that students will be expected to perform in the workplace. Self-reflection and peer evaluation constitute an important part of formative assessment.

Diploma of Higher Education (DipHE) upon successful completion of 240 credits at levels 4 and 5.

Programme Structure - Level 6 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Professional Development	30			No	Sem 1
Major Project 1	15			Yes	Sem 1
Journalism Portfolio 1	15			Yes	Sem 1
Major Project 2	30			No	Sem 2
Content Marketing	15			Yes	Sem 2
Journalism Portfolio 2	15			Yes	Sem 2

Programme Structure - Level 6 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Professional Development	30			No	Y3 S1
Major Project 1	15			Yes	Y4 S1
Journalism Portfolio 1	15			Yes	Y3 S1
Major Project 2	30			No	Y4 S2
Content Marketing	15			Yes	Y3 S2
Journalism Portfolio 2	15			Yes	Y3 S2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Demonstrate a systematic understanding of journalism and evaluate its function within society. A2 Demonstrate current understanding of specialist areas in depth. A3 Demonstrate critical knowledge and understanding of the tools needed to develop professionally in specialist areas of journalism. A4 Apply appropriate scholarly, theoretical and practical principles to lines of journalistic inquiry and complex problems. A5 Realise and apply best legal and ethical practice in the field of journalism, in accordance with best practice as set out by statute, academic and professional bodies.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include (but are not limited to): • Traditional methods of lectures supported with seminars. • Practical workshops, including IT resources. • Class discussions. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student need for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and in-class tests; to forms of assessment that align with or simulate, those found in industry e.g. logbooks and critical reflections. In addition, online quizzes are utilised to check academic and personal progress. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Assess and evaluate ideas and evidence, and appraise the merits of competing theories and perspectives. B2 Formulate the possibility of new concepts within existing evidence and knowledge. B3 Demonstrate confidence and flexibility whilst using a problem-solving and collaborative approach in identifying and defining complex problems. B4 Select and utilise investigative approaches and techniques to critically analyse evidence and evaluate outcomes. B5 Identify a major field of personal learning and demonstrate broad knowledge within it.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include methods like coursework essays, oral presentations, and logbooks. In-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Select appropriate tools and techniques needed to develop professionally in specialist, applied areas of journalism. C2 Practice core applied techniques of journalism and producing content that achieves near-professional standards. C3 Demonstrate awareness of personal responsibility and requirement to act in a legally compliant and ethical manner in relation to working in journalism. C4 Where applicable, work as a member of a development team, interacting with others, encouraging co-operative working, able to take a lead role when appropriate, recognising the different roles within a team and different ways of organising teams.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops, laboratory skills and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and in-class tests to logbooks and oral presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute and important part of formative assessment.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Work independently, acting on their own initiative on a project where they are responsible for setting realistic goals, meeting deadlines, reflecting on feedback, and taking appropriate remedial action where necessary. D2 Adopt a collaborative and problem-solving approach to complex journalistic problems. D3 Digest feedback and criticism, and reflect on their own developing knowledge and practice. D4 Communicate ideas effectively with the ability to be flexible in approach to different contexts and audiences.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths though material and can get instant feedback through in-class tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include portfolios, presentations and group assessments. These assessment tasks align more closely with the kinds of tasks that students will be expected to perform in the workplace. Self-reflection and peer evaluation constitute and important part of formative assessment.

Ordinary degree (BA) upon successful completion of 300 credits (60 credits at level 6)

4. Distinctive Features of the Programme Structure
Where applicable, this section provides details on distinctive features such as: • Where in the structure above a professional /placement year fits in and how it may affect progression. • Any restrictions regarding the availability of elective modules. • Where in the programme structure students must make a choice of pathway / route.
The distinctive features of the Journalism programmes are: • The programme offers a progression route for students with level 3 qualifications including BTEC, A levels, and HE access courses. For example, it is a direct link for students studying at Peterborough College on the level 3 Creative Media Practice programme, which features a Journalism pathway. • It takes a multi-platform approach within a single programme to provide students with a broad understanding of the industry as a whole to increase their chances of future employment. • The course focuses on commercial aspects of the industry to help students gain a wider knowledge of the sector as a whole, including how they can develop into a freelance journalist. • The course offers a combination of theoretical, practical and studio-based skill enhancement. • The course provides students an opportunity to undertake either a traditional dissertation route, or a major practical project, thus enabling them to better enhance their career credentials. • Employability is evident in key modules, such as Employability (in level 5) and Professional Development (in level 6), where students will build a wider knowledge of their future career paths and undertake substantial work experience (three weeks). However, employability is built throughout the course, with key skills learnt and developed to ensure students are work ready for their chosen future career opportunities. • Students will follow the same path, relative to some options in level 5, but their level 6 is set to allow them autonomy throughout many of the modules to choose what they want to do and they will be encouraged to link this to their futures. We expect students by this point to have their understanding of journalism and now to apply that into their chosen careers; particularly through the paired Journalism Portfolio modules (1 and 2) in the final year.

5. Support for Students and Their Learning.

The timetable is consolidated to run over two days per week. This arrangement has worked well with employers for scheduling work patterns and fulfils our commitment to supporting the widening participation agenda and promoting employability within our cohorts. All delivery is designed to be face-to-face based on previous student and staff feedback; it is proposed that the practical elements of the course and peer engagement cannot be substituted with online learning for the proposed course.

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns.

Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Following on from this weekly group pastoral tutorial, all modules have an element of one-to-one formative progress updates with students. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions cover issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. For this course, it's through the Exploring Journalism module and the aim is to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance.

The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provide information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for Admission

72 UCAS points:

- A-levels (CDE or BC)
- BTEC (MMP)
- Cambridge Technical (MMP)
- Access to HE (45 credits)
- Overseas qualifications judged to be equivalent to above.

GCSE English Language and Mathematics at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised Level 2 English Language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

7. Language of Study

English

8. Information about Non-OU Standard Assessment Regulations (Including PSRB Requirements)

N/A

9. For Apprenticeships in England End Point Assessment (EPA).

N/A

10. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.
UCP has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants. Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College (PC) quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision. Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice. UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship. All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes Made to the Programme Since Last (Re)Validation.

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular programme learning outcomes.

Level	Study Module / Unit	Programme Outcomes															
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
4	Media Law and Ethics 1	✔		✔	✔		✔	✔					✔			✔	
	News Reporting	✔		✔	✔	✔		✔	✔	✔	✔	✔	✔		✔		✔
	Exploring Journalism	✔	✔		✔		✔	✔					✔			✔	
	Introduction to Video					✔			✔	✔	✔	✔		✔	✔		✔
	Media Law and Ethics 2	✔		✔	✔		✔	✔					✔			✔	✔
	Integrated Design and Features				✔	✔			✔	✔		✔	✔	✔	✔		✔
	Introduction to Audio					✔			✔	✔	✔	✔		✔	✔		✔
	Launching Your Career		✔	✔		✔	✔		✔		✔	✔	✔			✔	✔

Level	Study Module / Unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
5	Mobile Filmmaking			✔	✔			✔	✔	✔	✔	✔		✔			✔	✔	✔
	Employability			✔			✔			✔		✔				✔			✔
	Photojournalism	✔		✔	✔	✔			✔		✔			✔	✔		✔	✔	
	Politics and the Media	✔	✔		✔	✔			✔	✔		✔		✔				✔	
	Magazine Production	✔		✔		✔	✔		✔			✔	✔		✔	✔		✔	
	Podcasting (Option)			✔	✔		✔	✔		✔	✔		✔	✔	✔		✔	✔	✔
	Shorthand (Option)	✔		✔				✔	✔		✔	✔							✔
	Documentary Filmmaking (Option)			✔	✔		✔	✔		✔	✔		✔	✔	✔		✔	✔	✔

Level	Study Module / Unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
6	Professional Development	✔		✔			✔				✔	✔		✔	✔		✔	✔	
	Major Project 1	✔	✔		✔		✔		✔	✔	✔			✔				✔	✔
	Journalism Portfolio 1	✔	✔		✔	✔	✔			✔	✔		✔	✔			✔	✔	✔
	Major Project 2			✔	✔		✔	✔	✔			✔	✔	✔		✔		✔	
	Content Marketing					✔			✔			✔		✔				✔	✔
	Journalism Portfolio 2			✔		✔				✔	✔	✔	✔	✔		✔	✔		