

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Arts
4	Programme Title	International Multimedia Journalism
5	UCAS/Programme Code	4082 F
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	April 2025

10 Programme Aims

The MA in International Multimedia Journalism focuses on developing practice-based skills, supported by theoretical understanding, to prepare students for a career in journalism, media and digital communications, or further study.

The programme exposes students to leading-edge research and creative practice in contemporary journalism, with a particular focus on digital content curation and theoretical comprehension of the issues facing an international society in a digitised world. By engaging with innovative scholarship and creative practices, students develop an advanced understanding of the social, cultural, economic and political contexts in which news production and journalistic processes work in a global context.

Through critical engagement with media texts, students develop a comprehensive understanding of the digital landscape and a skillset in creative multiplatform content production. Modules are delivered by professional experienced journalists and expert academics to ensure the curriculum reflects contemporary practice in a rapidly evolving media industry.

Students are encouraged to actively engage with external contacts and foster connections that extend beyond campus and into the professional realm. The Civic Journalism Lab is a forum for professional, student and community journalists to meet, learn and collaborate, bridging the gap between academia and professional practice. Students can attend masterclasses, hosted by leading professionals, exploring cutting edge developments within the media and journalism industries.

The programme adopts an ethical approach to developing responsible graduates and is specifically designed for students to shape their own learning journey through a choice of optional modules and flexible assessments. As part of the programme, students create and develop their own portfolio of journalism and multimedia content, in an area of interest to them, to support their academic credentials.

Students are issued with their own mobile journalism kit, so they are well equipped to produce content, whilst editing and publishing their work to a professional standard using industry level technology, facilities and studios.

In brief the programme aims to:

1. Develop graduates with the academic and professional skills to work effectively, and at pace, with people from a range of cultural and social backgrounds within the journalism, media and digital communications sector.
2. Deliver a curriculum that focuses on the latest research, contemporary debates and leading professional practice within a global context.
3. Offer a supportive learning environment and employability opportunities through collaboration between the University and media industries regionally, nationally and globally.

11 Learning Outcomes

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

The programme outcomes have references to the benchmark statements for Communication, Media, Film and Cultural Studies.

The programme provides opportunities for students to define and formulate research problems, questions and hypotheses. It also allows students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in Media Studies and Journalism within academic and professional contexts.

Knowledge and Understanding

On completing the programme students should have:

- A1.** a critical and sophisticated understanding of media, culture journalism and communication industries;
- A2** advanced knowledge and understanding of the key approaches to theorising and analysing media and journalism, which is informed by latest research in global contexts;
- A3.** a comprehensive knowledge and understanding of international media law in a transnational context as it pertains to the journalism profession and media industry;
- A4.** an understanding of the strengths and weaknesses of different types of data and information dissemination in the context of global journalism;
- A5.** an in-depth understanding of key production processes and professional practices relevant to media, journalism, cultural and communicative industries;
- A6.** an advanced understanding and knowledge of the ethical responsibilities that a scholar and investigator has in the field and research of journalism and communication industries;
- A7.** a working knowledge of international professional methods and codes of practice **A8.** an advanced knowledge and understanding of the power relations inherent in investigative work across both journalistic and research contexts.
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Teaching and Learning Methods

The Learning, Teaching and Assessment Strategy (LTAS) designed for this programme support students to achieve the intended learning outcomes, in line with the principles and priorities set out in both the School Plan and the University's Learning and Teaching Strategy

Learning happens in semesterised modules, with clear transitions and progressions between semesters.

The pedagogical philosophy and Learning and Teaching Assessment Strategy (LTAS) aimed at producing industry ready global minded and civically motivated journalists who are able to enhance their own lives and help develop off and online communities, facilitate meaningful communication and change and offer creative solutions to problems.

Teaching and Learning is focused on key areas:

- 1) Students as producers and project based learning;
- 2) The assessment of both process and product;
- 3) The intercommunications between research-based critical analysis and practice;
- 4) Mechanisms to facilitate meaningful feed-forward and feedback both within and across semesters. This is to support learning and assessment across modules and semesters which works cohesively both laterally (working together with co-occurring learning to support development) and lineally (advancing knowledge and expertise in cross-semester and stage inter-related modules).

Each semester of the Programme is arranged across key themes (See Section 8 for LTAS at a glance), which work towards a 60 credit yearlong final project.

The teaching strategy is to offer a combination of lectures, interactive seminars, professional workshop training sessions, and small group tutorials.

Students develop skills in defining and formulating issues for investigation; skills in data collection and analysis for journalism, bibliographic work, and competence in the critical use of sources in the following ways: seminars, independent reading and hands-on experience through written assignments and professional practical work.

Students acquire knowledge of ethical issues through teamwork, presentations, case studies and independent reading.

The approach reflects details of best practice for programme structure and curriculum designed outlined in the CAMS framework. It enables plurality of academic modules rather than a "template" for single form delivery. The curriculum design specifically aims at a coherent student learning experience with appropriate ladders of progression.

Assessment Strategy

The curricula underpins a meaningful and coherent assessment and feedback strategy, which while allowing for varieties of project, offers a familiar structure to students in terms of weighting, the construction of assessment criteria, submission and how feed-forward and feedback is received and responded to.

A full range of assessment methods - including group and individual oral presentations, case-study projects, written essay assignments, tests, professional plans and profiles, methodological critiques of selected research studies, practice-based reports, individual and group oral presentations, portfolio of media production work and critical evaluation will be employed. These will reflect the aims and objectives of the programme and the postgraduate level of the degree.

The key factor that distinguishes this course from other Masters programmes in media and journalism is the unique combination of a sophisticated analytical approach with intensive practical professional training to provide students with advanced professional journalism skills. The range of assessment reflects this diversity. Assessment requires students to

1. engage with theories and concepts;
2. formulate areas of enquiry and engage with relevant literature;

3. demonstrate a critical understanding of modes of journalistic investigation;
4. develop advanced practical skills associated with the profession of journalism.

This is assessed by a variety of means: oral presentations, case-study and professional reports, essays, methodological critiques of selected research studies, written assignments, portfolios of work to assess students' ability to gather, assimilate and report on news stories or issues, the design and building of online journalism platforms, a video-based report and critical evaluation to assess students' self-reflection and critical analysis of the process of their practical work.

Intellectual Skills

On completing the programme students should be able to demonstrate:

- B1.** effective problem solving strategies and high level analytical and planning processes;
- B2.** the capacity to define and formulate research problems, questions and hypotheses;
- B3.** the ability to reflect on the relationship between theory and practice;
- B4.** conceptual, theoretical and methodological rigour in the application of knowledge to media, journalism, communications and cultural studies;
- B5.** the analytical and critical skills needed to assess and conduct current research and engage in advanced analysis;
- B6.** the ability to critically analyse key theoretical and practical concerns;
- B7.** the ability to assess the strengths and weaknesses of different types of data and to extract information from relevant data sources;
- B8:** The ability to analyse and develop strategies around creative practice using underpinning knowledge of the theoretical and practical landscape of media, journalism and communications.

Teaching and Learning Methods

In addition to that outlined in relation to Knowledge and Understanding.

The teaching strategy consists of a combination of lectures, seminars, tutorials, practical workshops, and fieldwork utilising both discipline-specific and team-based problem solving exercises.

Students are provided with teaching and learning strategies that promote a sophisticated understanding of the relationship between theory and practice and of cross-cultural and trans-national issues and contexts in media and journalism through comparative analysis and global contextualisation of the subject matter.

Students learn through completing assignments, practical exercises, professional project work, and portfolios of practical news production work.

Assessment Strategy

Cognitive Skills will be assessed by essay assignments, oral presentations, professional and practical projects including the portfolios of practical news production work and critical evaluation.

A cohesive plan for digital assessment and feedback (through online portfolios) underpins the assessment and submission strategy. All practical assessments are submitted as portfolios on the Virtual Learning Environment, which provides for feedback space directly beside the submission, facilitating staff-student communication and feedback/forward. Essays are submitted via the Virtual Learning Environment, with assessment feedback provided via the Virtual Learning Environment.

Practical Skills
On completing the programme students should be able to demonstrate: C1. the capacity to produce multimedia journalism and communication materials which communicate with audiences; C2. the capacity to develop and apply advanced professional skills to the production of journalistic and related practical work; C3. bibliographic and practical skills in identifying and using relevant material, including books, journal articles, conference proceedings, statistical data, government and other public reports including resources available online and on the web; C4. a capacity to reflect critically on the key theoretical, subject-specific and practical concerns of media and journalism, and the journalistic techniques of multimedia newsgathering and production; C5. the application of principles and concepts of journalistic production to a number of relevant multimedia contexts; C6. the skills to produce news reports in a range of media forms and to comprehend and manage change in journalism and the media industry; C7. The skills to select and utilise appropriate multimedia technologies such as video, audio, written, still image and interactive as appropriate to story at hand and audience; C8. professional understanding and practice of enterprise, income streams and the branding and optimisation strategies needed for journalism in digital and social spaces.
Teaching and Learning Methods
The importance of both pedagogical and discipline specific research and practice, where appropriate, to the development of LTASs. Delivery of MA International Multimedia Journalism is facilitated by academic staff members who are both practitioners and researchers in journalism. Teaching, research and practice is viewed as a cohesive whole for academic leadership of the programme and key to how staff can shape and support student learning and attainment. Due to the nature of the discipline, the production of digital learning materials that facilitate meaningful blended learning, is key to this programme. The teaching strategy is to provide subject specific and professional skills through a range of specialist modules. Students are provided with teaching and learning strategies that promote the capacity to evaluate and reflect critically on their practical work and apply the principles and concepts of journalistic techniques to a number of contexts. Students are also be given support and guidance by their module leaders on both Compulsory and Option Modules. Students work independently, in teams and present their work orally as well as in written form and production form. They learn through participation in workshops, seminars, lectures, the preparation of oral presentations, tutorials and through intensive professional practical and project work.
Assessment Strategy
Learning and Teaching underpins a meaningful and coherent assessment and feedback strategy, which while allowing for varieties of project, offers a familiar structure to students in terms of weighting, the construction of assessment criteria, submission and how feed-forward and feedback is received and responded to. Analysis of employer needs and skill gaps both locally and nationally has led to a developing meaningful blended learning with a focus on industry facing and industry standard projects.

The programme is designed with technical and storytelling skills taught entirely within subject modules through industry facing project achievement. Process, as well as product, will be weighted as a vehicle for learning and assessment through critical analysis of practice.

Students are assessed through oral presentations, professional and practical reports, written assignments and the critical evaluation assignment.

A cohesive plan for digital assessment and feedback (through online portfolios) underpins the assessment and submission strategy. All practical assessments are submitted as portfolios via the Virtual Learning Environment, which provides for feedback space directly beside the submission, facilitating staff-student communication and feedback/forward. Essays are submitted via the Virtual Learning Environment, with assessment feedback provided via the Virtual Learning Environment.

Transferable/Key Skills

On completing the programme students should have

- D1.** the skills to communicate and present research findings effectively to specialist and non-specialist audiences;
- D2.** the skills of effective written and oral communication and presentation;
- D3.** the capacity to manage research effectively, including planning, implementing and producing reports, assignments, and related projects on time;
- D4.** the skills to manage workloads and to work to deadlines;
- D5.** the skills to work effectively, both independently and as member of teams in both an academic and professional context.

Teaching and Learning Methods

The teaching strategy comprises a range of written and practical assessment including essays, reports, written tests, projects, portfolios and other practical work and seminars/workshops in which students are required to make team and individual presentations.

This rich variety of modes of assessment provides opportunities for the students to work as a team as well as individually, develop sophisticated ideas and practical skills, improve their problem-solving capacity and work to deadlines. The intensive training in Semester 3 provides specific opportunities for practical journalistic multi-media skills development and opportunities to apply this comprehensive range of skills in print, broadcast and online contexts.

Assessment Strategy

Key Skills will be assessed through oral presentations, practice-based reports, tests, written assignments, portfolios of work, the design and building of a website (online journalism), a video-based report and critical evaluation. Assessments will test, as appropriate, theoretical, empirical and professional knowledge and understanding, together with their application to the profession of journalism.

The various modes of assessments will reflect the postgraduate nature and aims of the course. This range permits assessment on an equal footing for students from a wide range of cultural, national and disciplinary backgrounds.

A cohesive plan for digital assessment and feedback (through online portfolios) underpins the assessment and submission strategy. All practical assessments are submitted as portfolios on the Virtual Learning Environment, which provides for feedback space directly beside the submission, facilitating staff-student communication and feedback/forward. Essays are

submitted via the Virtual Learning Environment, with assessment feedback provided via the Virtual Learning Environment.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

MA International Multimedia Journalism is a practice-focused programme that provides skills, strategies and theoretical understanding needed to step into careers in journalism and digital communications. Through creative projects, you learn how to produce exciting journalism that communicates with and represents real people in regional, national and global contexts. You produce and examine civic and socially minded journalism that affects real change. You also consider ways to diversify and develop income, build digital brands and devise creative editorial strategies in both 'digital first' and 'multi-platform' contexts.

Whether your passion is hard news, politics, campaigning, the arts, fashion, sport - or you are still deciding – this programme develops your professional production skills, your critical understanding and your own journalistic voice. You learn how to research, newsgather and select the best technologies for the story at hand.

In Semester 1, you focus on **skills and understanding of media contexts**. Through a series of creative projects, you learn how to gather, produce and disseminate journalism using text, visual and audio web-based technologies. You also develop an analytical framework to support you to make strategic decisions and ensure your work is both legally and ethically sound.

Semester 2 focuses on **creativity and individuality**, allowing you to make choices about the knowledge, topics and production skills you want to develop further. You consider how to produce 'self-branded' journalistic content, effectively analyse and communicate data and produce digital features.

In Semester 3, you develop **advanced newsroom practice**. Across three taught modules, you create a publicly facing journalistic brand and produce content across for broadcast, print and for web and social media. You learn how to re-purpose your journalism for different platforms. You also work with professional journalists and employers to put together a CV and a portfolio of work, to act as a 'calling card' for industry.

Whether you are looking for a course to convert current interests and expertise into the world of journalism and digital media – or expanding your existing expertise and skills – this programme offers a cutting-edge and creative model of learning which balances both practice and research in journalism.

Key features of the programme (including what makes the programme distinctive)

The programme is a combination of academic study and vocational training and the two aspects (academic/vocational) complement inform and enrich the other.

The programme is innovative in its use of recent technological developments in the field of multimedia and online journalism, and associated training practices.

The programme incorporates the latest changes in professional trends in journalism and it is an answer to the need for training the next generation of journalists in the light of these changes (i.e. a shift towards multimedia journalism).

Programme regulations (link to on-line version)

[Programme Regulations 2025-26](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#)

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available here
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<i>Accreditation reports</i>

N/A

<i>Additional mechanisms</i>

N/A

15 Regulation of assessment

Generic information regarding University provision is available here
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In addition, information relating to the programme is provided in:
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The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/
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Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/
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Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.
