

Cross-border Journalism



Study Guide 2024-2025

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Introduction

Welcome to Cross-border Journalism, a specialised course in global reporting offered to you by the Utrecht School of Journalism, the Netherlands. This programme is part of our specialisation phase in the bachelor of journalism and is open to our own students and students from other media related and international studies in the Netherlands and abroad. You will be part of an intercultural classroom and work together with other students, from all over the world. You will produce cross-border stories and acquire knowledge on European and international topics as well as the work field of global journalism. Training in English reporting and design thinking are part of the programme.

The classroom is interdisciplinary, you can share your own skills and knowledge and learn from others. This programme will challenge you in critical and creative thinking, it will give you options to work together in an intercultural team and pursue your own ambitions in international reporting.

The journalism competencies are in line with the European and Dutch professional profiles and supporting competency models and learning outcomes (see appendix). The underlying intercultural competencies are based on the Nuffic profile (see appendix).

For School of Journalism students Cross-border Journalism is part of our International Programmes, which offers you the opportunity to graduate in an international track (Graduation). Additionally you can graduate with honours, in international journalism. Honours_level is based on the HU Honours profile and competencies (see appendix). It is offered in electives that are open to all students but especially recommended to students in the bachelor-with-honours in International Journalism (Osiris code: JHON-INTJOURN-20).

The CBJ-programme is based on interactive learning, and requires a high degree of commitment and work, both individually and in team settings. You will start with acquiring a body of knowledge on European and international topics, global journalism and design thinking. Journalism skills and tools will be taught progressively during the programme, depending on your own level. In your cross-media stories you will combine text, audio, video and visuals and publish on [our own SvJ Media platform](#).

In a team you contribute to development and innovation of the media workfield. You will discover creative storytelling, design of an innovative solution for a stakeholder from the work field and pitch your result to a team of experts.

The teaching staff is part of the Utrecht School of Journalism, supplemented by instructors from our Media Desk at the Institute for Media.

The programme in brief

Cross-border Journalism overview

The programme is structured in two main tracks: Newsroom and Media Lab. Both tracks start in the first week and will become more complex as you proceed. The first 10-week block has a stronger focus on the body of knowledge, the skills, the theory and methodologies you need. The second block is about putting all that into practice in productions and concepts.

The body of knowledge of the Newsroom includes European and international topics. The Media Lab is supported with knowledge of the media landscape, practice based research and design thinking methodologies.

In the **Newsroom** we will offer training in journalism genres and production skills for multi-media stories. A reporting trip to Brussels concludes the first part of the Newsroom. In the second part you will prepare and conduct your own reporting trip to a European city of your choice to produce your own cross-media story. You will do research, before and onsite, and collect journalistic material for your cross-media production(s).

In the **Media Lab** you will work in a project team for an international client. You will design and develop a solution to a problem or question, using practice based and design oriented research. You will also research and analyse story-ideas in the context of 'future cities' and design new concepts to reach an audience. At the end of the semester each team will pitch their innovative solutions, concepts or prototypes, supported by a research and advisory report.

Semester 1	Block A	Block B
Newsroom 2	Body of Knowledge: Europe in Transition & Europe in the World	
Newsroom 1	Skills training: text, audio, video Brussels trip, newsroom productions	
Newsroom 3		Research, Reporting trip Cross-media Production
Media Lab 1	Body of Knowledge: Global Journalism & Practice based research	
Media Lab 2	Body of Knowledge: Future Cities	
Media Lab 2	Project: Future City	Project: Future City
Media Lab 3	Body of Knowledge: Design Thinking & Design oriented research	
	Project design and statement	Innovation project

Cross-border Journalism is an integrated programme, this means that all courses are feeding into each other. In practice all tests and assignments in block A are 'feedback assessments' that enable you to check your progress, improve your work and collect items for your final portfolio at the end. But most of all they provide the necessary knowledge, skills, experience and insights to perform well in the productions, team work and innovations in block B.

Exam code (Osiris)	Cross-border Journalism	Block A	Block B
JJO-CBJNEWS-24	Newsroom	Portfolio assignments	15 EC
JJO-CBJ-LAB-24	Media Lab		15 EC

Cross-border Journalism schedule (preliminary)

Cross-border Journalism 2425		Aug	Sept					Oct					Nov					Dec					Jan				
Week		35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5			
HU schedule		E10	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12			
CBJ schedule		0	1	2	3	4	5	6	7	8	9	9	10	11	12	13	14	15	16	17	18	19	20	21			
Newsroom (15 EC)	Newsroom 1: Skills training and genres Newsroom 2: Body of Knowledge (Europe) Newsroom 3: Cross-media production																										
Media Lab (15 EC)	Media Lab 1: Body of Knowledge (Global Journalism) Media Lab 2: Future Cities Media Lab 3: Design thinking & innovation project																										

Please find a more detailed schedule (Student Journey) and a Calendar on Canvas prior to the start of the programme.

NOTE

- For international students the International Office (IO) will organise a general introduction on Friday (30 Aug) before the start of semester (2 Sept), in the afternoon you will be introduced to the campus and the School of Journalism (info mail IO). All other students in CBJ are welcome to join!
- There will be an Cross-border Journalism-introduction programme for all students in Utrecht on Monday 2 September, starting at 1pm.
- We also have several other excursions in the first block, such as a daytrip to (future city) Rotterdam and a visit to the International Criminal Court in The Hague.
- In week 10 we will visit Brussels for a fieldtrip to the European institutions and for you to finalise your third production of the Newsroom.
- Please read about the costs for these excursions and fieldtrips in this study guide.

Course description: Newsroom (JJO-CBJNEWS-24)

The Newsroom is a major exercise to teach young journalists practical skills for reporting and working abroad. Just like reporters in the fields, the students identify relevant developments for a specific audience, select news issues and produce news and feature stories on a website. As research progresses, the reporters will be organising their material for composition, and composing specific parts of the final story. A story that can be summed up in a few hard-hitting sentences – a story that can be promoted, and published by a professional media outlet.

The Newsroom consists of three integrated parts: a **body of knowledge** (Newsroom 2) and **training in journalism skills** (Newsroom 1) and **cross-border reporting** (Newsroom 3). Together they are the building blocks of your own cross-media productions. At the end of the semester you deliver a newsroom portfolio with four productions and underlying materials (building blocks) such as research dossiers, pitches, production plans and story boards.

The **'body of knowledge'** is offered in two major themes to help you understand Europe and the European Union:

- Europe in Transition (week 1-4)
- Europe in the World (week 5-8)

This knowledge is not only important for a firm theoretical basis but also to know where to find sources, to see how 'Brussels' is organised and functions, and to understand the way Europe operates in the world.

The Brussels-fieldtrip is based on your knowledge of European institutions, policies, legislation and actions. As well as your insight in how Brussels works and what the position of Europe is 'in the world'. You will apply this 'body of knowledge' in the productions of the Newsroom. More over 'the body of knowledge' gives you the basis that every foreign correspondent and international reporter needs, when producing items on Europe and European topics. In the Global Journalism part of the Media Lab we will show you what this international media landscape looks like and how the international work field functions.

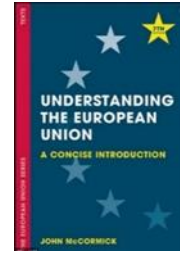
The tutorials on Europe are offered in **3-hour time slots**. Each time slot has a lecture or instruction and some practical work in smaller groups. Attending the lectures and participating in class work is mandatory. Be sure to keep up with studying the literature, not just because that is a smart way to study, but also because you need the content in the other modules. You will get feedback on your knowledge of Europe and the EU in written exams, class work, presentations and case reports.

Europe in Transition (lecturer: Imke van Hoorn)

The introduction to the political and economic aspects of European post-war integration will demonstrate the vast impact of determined cooperation between a multitude of independent states, in spite of the many ups and downs during this process of integration. It will also show that the EU started as a mainly economic initiative (the common market), but in due course of time incorporated many more aspects, including human rights, foreign policy, welfare and a European green deal.

Topics (based on Understanding the European Union, McCormick, 7th edition:

- Features and evolution of the EU (chapter 1 and 3)
- Institutions and Treaties (chapter 4)
- The EU and its citizens (chapter 5)
- Economic policy and Eurozone in danger (chapter 7)
- Internal policy in transition: new priorities (chapter 8)



Europe in the World (lecturer: Bram Peeters)

This course introduces students to the world of international relations and offers analysis and debate on how Europe can pursue its interests in today's volatile geopolitical landscape.

- Causes of and perspectives on the Ukraine crisis
- The European response to the Ukraine crisis
- The US & Chinese response to the Ukraine crisis
- Visit to the International Criminal Court (ICC)

Literature: readers with articles from thinktanks and international media (freely available on Canvas). The information obtained at the ICC is also part of the literature.

Journalism skills (Newsroom 1)

In the first block the Newsroom offers you training in several journalism genres and skills (audio, video, text, photography). You will learn how to pitch and produce English language news items as part of a team and publish on a public online platform. The newsroom is therefore a simulation of working as an actual (freelance) international journalist using a toolkit of skills for cross media storytelling.

You will meet as a newsroom team to pitch and discuss production ideas but also work on stories in smaller groups.

Brussels Field Trip

One of the productions is based on a field trip to Brussels. Visits to the European Parliament and the European Commission aims to illustrate how Economics, Politics and Law work in every day practice. In three days, you will meet a number of speakers who will tell you about Europe from different points of view, covering different topics. The second part of the week you will work on your own stories and do research, speak to sources and collect material. The 'school' arranges accommodation for four nights and will inform you in time about costs and deposits. You have to arrange your own transport.



The exact programme will be available mid-October.

Approximate costs for the field trip:

- Hostel: 140 euro for 4 nights, not including breakfast and city tax.
- Meals: own choice
- Trip: +/-60 euro return train ticket or +/-30 Euro return bus ticket with Flixbus.
- Local travel: 10-20 euro within Brussels. You will not need a visa for Belgium, as Belgium is a Schengen-country, but you have to bring your passport or ID-card.

Note: The hostel is pre-booked by the School of Journalism for the full week (Mon-Fri) with a group discount price. You cannot arrange your own accommodation in Brussels. You will receive a link to pay via the HU web shop at the start of the programme.

Note: If you cannot join the fieldtrip an individual programme in the Netherlands will replace this. Please contact the Newsroom lecturers in time.

Reporting Trip (Newsroom 3)

In the second block the Newsroom continues with more in-depth productions such as features and mini-documentaries (both AV and podcast), based on a reporting trip in Europe. On request there will be special workshops to support specific, more specialised skills needed for your productions.

Structural training in journalism research skills needed for larger and more in-depth productions starts in block 2. Using the methodology of Story Based Inquiry (developed by investigative journalists) you will make a research dossier that will be the basis for your story and your reporting trip to a European country.

An important part of any reporter's work is to find relevant and reliable information in order to write stories that will actually be read because they are interesting. Another challenge is to organise your research in a structured and strategic manner. You will start by formulating the story you hope to write as a hypothesis, that can be verified, and confirmed or disproved. By analysing a hypothetical story, a reporter can more easily see which information he or she needs to seek.

Every week there will be a plenary editorial meeting, a research tutorial and coaching sessions (often in smaller teams). In the coaching sessions you will get individual and peer feedback on your research, your reporting plans and -upon return from your reporting trip- feedback on your productions.

Country and topic for the cross-media production is to be discussed with your coach. The costs involved in your reporting trip are your own responsibility, the School does not supply an allowance. Please consider these costs, as well as other difficulties such as language barriers and safety regulations, when planning your reporting trip. You will discuss options with your coach.



Competencies and Learning outcomes

Your final portfolio will be assessed on the learning outcomes below. Intercultural competencies are part of your newsroom participation.

Competence	Learning outcomes
News gathering and Research	Master content in an international context
	Select and describe complex topics
	Assess relevant and reliable information from diverse sources and your own observation
	Choose focus for an audience and medium
	Use complex research methods and datasets
	Account for your choices and conduct in research
Production	Produce cross media productions for an audience
	Use storytelling techniques for a cross media production
	Account for cross media conduct and choices
	Professional conduct and team work
	Reflect on professional role and conduct and implement improvements

<i>Intercultural Competence</i>	<i>Knowledge of foreign languages Knowledge of communication styles General and Specific knowledge of cultures Interest in different perspectives Engagement with other people and topics</i>
<i>International orientation</i>	<i>Orientation towards society and world Orientation towards the profession – making use of international information sources and resources from different countries.</i>
<i>Personal qualities</i>	<i>Critical attitude – Responsibility – Independence – Drive – Perseverance – Adaptability – Flexibility – Creativity – Curiosity - Tolerance to stress Problem solving skills</i>

Feedback and assessment

You will make a portfolio consisting of multimedia productions for an online publication platform with stories related to the themes in the other courses and aimed at an international audience. Criteria are linked to requirements of journalism genres and cross-media elements (use of different journalism skills in your productions) and based on your entry level. See detailed assignment and assessment rubric on Canvas.

Participation in workshops and newsroom meetings is mandatory, just like journalistic deadlines, and giving feedback is assessed as professional conduct and teamwork.

At the end of the semester you hand in the newsroom portfolio consisting of:

- The results of a written assignment/exam on Europe in Transition and Europe in the World (individual exam). The exam will have open questions on Europe in Transition (part 1) and on Europe in the World (part 2) within a given time slot
- Four productions and underlying materials (building blocks) such as research dossiers, pitches, production plans and story boards.

Resit/Improve:

If you fail the portfolio assessment you can sign up for a resit in the next block, via Osiris.

Note: the exams on Europe in Transition and Europe in the World are scheduled in the first part of the semester: a pass on one of the parts will remain a pass, only the part that is insufficient needs to be passed to be added to the final portfolio.

Productions: You can improve productions in the portfolio based on the feedback and hand in the new portfolio when you have signed up for a resit the next block via Osiris. A second resit is only possible in the next academic year.

Literature and recommended/supportive readings

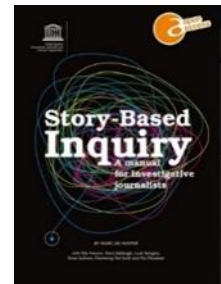
Stark, Alexandra and Oswald, Martin (2021), *Perfect Digital Storytelling in just nine steps*, Licenced under Creative Commons, [distributed by EJTA](#) and available via Canvas (pdf).



Hunter, M.L. (2011). *Story Based Inquiry*. Unesco Licenced under Creative Commons.

Carroll, B. *Writing and editing for digital media*, Routledge-Taylor&Francis

Gandon, M. and Purdey, H. (ed.) (2013) *English for International Journalists*, Routledge-Taylor&Francis



[Reuters Handbook of Journalism](#)

Additional software will be required for editing (Adobe).

Your trainers and coaches in the Newsroom are:

Bram Peeters: bram.peeters@hu.nl

Toon Brouwers: toon.brouwers@hu.nl

Imke van Hoorn: imke.vanhoorn@hu.nl

Course description: MEDIA LAB (JJO-CBJLAB-24)

In a rapidly changing world and media landscape outlets are searching for new possibilities to tell stories and connect to their audience. Ways in which we consume news shift rapidly, and so do the needs of our audiences. Stakeholders are searching for ways to collaborate with journalists to create meaningful stories to reach an audience that is increasingly struggling with digesting information, concentration, ever growing competition, developments such as 'fake-news' and trust issues, and taking their role as informed citizens in open democracies.

In this Media Lab you will learn how to analyse questions, problems and opportunities in a global media landscape; to define solutions and create new concepts for media stakeholders, clients. You will learn to use the method of Design Thinking and apply theory and methodologies from practice based and design oriented research. In the Media Lab you will work together in teams on projects from media clients and experiment with new story ideas in the context of 'future cities'.

The '**body of knowledge**' in the Media Lab consists of theory and methodologies from journalism and media studies (Media Lab 1) and design thinking (Media Lab 3). We will also present different topics that are related to the future of European cities and offer a methodology for effective team work and reflection skills (Media Lab 2).

In the first weeks you will get to know the work field of Global Journalism and journalism theory underlying international and intercultural reporting. You will use practice based research to gather information on the media landscape related to the client that you and your team will be working for. At the same time you will get acquainted with design thinking theory and methodology and work towards a design statement to pitch to your client.

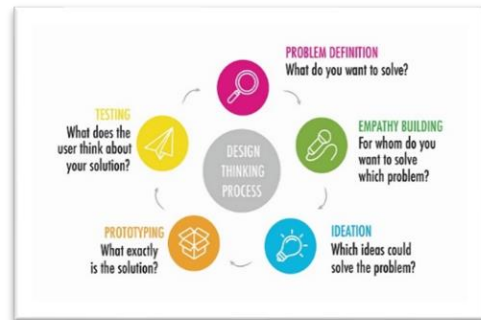
Global Journalism (lecturer: Carien Touwen)

The **body of knowledge** of the course focusses on research and analysis of the international media landscape, the role of journalists in society and diversity and inclusivity in reporting. You will study several chapters from relevant literature on global journalism. Especially with regard to the role of a journalist working in a globalised world and the professional task to include people and voices from diverse backgrounds in your stories. Knowledge of an insight in the international media landscape will help you to look deeper into the context of your client, using **practice based research** as a methodology for evidence based information.

Design Thinking and Media Innovation (lecturers: Felix Kalkman and Sara Plat)

In the 'media innovation'-part of this course (Media Lab 3) you will learn how to use the **method of Design Thinking** to define and analyse a 'problem or opportunity' in global journalism, offered to you by a client (=stakeholder/media party in the work field). Design Thinking is a methodology, borrowed from marketing, but used in all sorts of areas of society nowadays to investigate and tackle complex problems. This includes the area of journalism, where professionals use design thinking to come up with innovations, but also to improve existing media. Journalists face a lot of challenges: it is harder to reach an audience than ever, due to ever growing competition, multi-platform use, social media, fake-news, concentration and trust-issues and of course funding.

You will start with the first two steps of the Design Thinking cycle: *empathise* and *define*, and use these steps to extensively research and map out the needs of your target audience. In this way, you will create an innovation for your client that actually has substantiated relevance for your audience. Weekly lectures will be supported with online coaching. In smaller teams you will **analyse the needs of your audience** by conducting both literature and field research and conducting interviews with members of your target audience. You will develop personas and design statements that will help you to formulate an innovative solution based on your findings. After eight weeks you will pitch your design statement to your client and continue to develop your plans, using the next steps in the Design Thinking cycle: *ideate*, *prototype* and *test*. In the *ideate* phase you will sharpen both your personas and design statement created in the first part. Based on this design statement you will conduct some brainstorms to develop your innovative idea into a *prototype/concept* or a development and implementation plan. You will *test* your prototype with the target audience.



The Innovation part continues with weekly tutorials and guided seminars. You will learn how to implement various techniques for visualising innovative ideas. Prototyping tools and techniques will be discussed. Considerable time will be spent on testing (with the target audience) and improving your prototype. You will **work in a team** and receive feedback and coaching by the lecturer.

Your final portfolio includes a prototype of your product/concept and your product/concept will contain (at least) 3 journalistic productions made during the semester, that give your prototype substance and relevance. These 3 productions can vary since assignments and clients are very different. Each assignment has its own specifications. As a team you will pitch your final product to the team of lecturers and the client.

Future Cities (lecturers: Jaco Boer and Carien Touwen)

After a couple of weeks you and your team will also start on a **project** in a ‘future city’ in Europe (Media Lab 2). “Cities are seen as both the source of and solution to today's economic, environmental and social challenges. Europe's urban areas are home to over two-thirds of the EU's population, they account for about 80 % of energy use and generate up to 85 % of Europe's GDP” (source: European Commission). City governments and citizens struggle with persistent problems, such as unemployment, segregation and poverty, but cities are also the melting pots of knowledge, creativity and development. Cities in Europe and world-wide are striving to become ‘future proof’. Urban policies therefore have wider *cross-border significance*. The world becomes increasingly global and regional/local at the same time. This in itself is an interesting development for journalists to analyse. Local storytelling is becoming the major aspect of the work of European reporters.

In this project you will work in a **cross-border team of journalists**, unravelling (researching) all aspects of economic, ecological and social developments in a European city that wants to be ready for the future. You will look into policies and plans that are at play –ranging from a local to a European scale. This means that the ‘body of knowledge’ from your Newsroom also feeds into this project. Together you will put all the pieces of the puzzle in place and look for new

angles and creative story concepts, to reach urban audiences with interesting stories about their living environment and its future.

The project 'Future Cities' starts with an introduction to the topic and the start-up of the assignment. We will also visit Rotterdam, where the lecturer team will show you different aspects of a sustainable and creative harbour city that strives to be ready for the future and hold on to its major role as the biggest port in Europe. After this introduction, your group will start to collect information about a given project in your 'future city', resulting in presentations of the city and its future project to the rest. While you are researching your city, two masterclasses will offer more insight into major perspectives on future cities:

- Being Creative and Inclusive
- Being Smart and Resilient

With this firm basis you will dive deeper into your city and continue with in-depth investigation of a given project that shows how this European city tries to be future proof in an economic, ecological and inclusive way. You will discover how official bodies, public parties and citizens are liaising and negotiating all aspects of the project.

After your in-depth investigation you will look into possible story ideas and creative angles to communicate about the project with your audience. Your research dossier and creative story concepts will be part of the Media Lab portfolio at the end of the semester.



Competencies and Learning outcomes

Your final portfolio will be assessed on the learning outcomes below. Intercultural competencies are part of your team work assessment.

Competency	Learning outcomes
Newsgathering & Research	Select and describe complex topics Assess relevant and reliable information from diverse sources Choose focus for an audience and medium
Production	Use storytelling techniques for a production Professional communication and teamwork Reflect on professional role and conduct and implement improvements
Accountability & the Public	Analyse the audience/target group using relevant methods. Reach the audience/target group and interact actively
	Reach the audience/target group and interact actively Be accountable for ethical dilemmas in your professional conduct
Entrepreneurship & Innovation	Know the medial landscape and take a professional stance Recognize developments in the media landscape and make relevant choices Pitch a journalism story/concept to colleagues and experts.
	Design and create an innovative concept, product or service
Research & Reflection	Set up practice based research Research and analyse the societal role of journalism Explain developments and issues in the professional field of journalism.

<i>International competence</i>	<i>Interest in different perspectives Knowledge of identities, stereotypes Interest in different perspectives Intercultural relations-building and networking skills</i>
<i>International orientation</i>	<i>Orientation towards society and the world Orientation towards the profession</i>
<i>Personal qualities</i>	<i>Problem solving skills Creativity Entrepreneurial skills</i>

Feedback and assessment

Your final assessment in the Media Lab is based on a portfolio consisting of:

- a project report for the media innovation part with supportive materials and productions, such as your media analysis, theory and background of your design statement and the pitch to the 'stakeholder/client', a prototype of your product/concept and (at least) 3 journalistic productions and a reflection report (group and individual).
- a project report for the future cities project with supportive materials and concepts, such as a research report, analysis, reflection and story ideas.

More detailed criteria will be on Canvas when the programme starts.

Resit/Improve:

In the course of the semester you will have several opportunities to improve materials after feedback from the lecturers. The first resit of the final portfolio consists of improving materials and rewriting the report and/or reflection. When improvement is not possible due to lack of participation or a second fail, you are required to participate in a new group project, next semester of academic year.

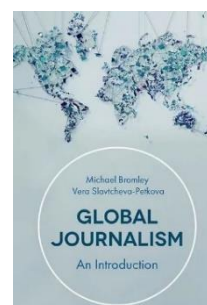
Literature and recommended/supportive readings

Recommended literature: Verhoeven, N. (2019). *Doing Research*. Boom
Several articles/chapters available on Canvas such as:

Bromley, M. and Slavtcheva-Petkova, V. (2019). *Global Journalism*.
Palgrave MacMillan International Kim Bui, P. (April 26, 2018).

Articles on design thinking on Canvas.

Articles on future cities on Canvas.



Your lecturers in the Media Lab are:

Carien Touwen (carien.touwen@hu.nl)

Felix Kalkman (felix.kalkman@hu.nl)

Jaco Boer (jaco.boer@hu.nl)

Sara Plat (sara.plat@hu.nl)

Style guide

The School of Journalism follows APA for source notation and in text referencing in non-journalistic productions.

In Journalism productions genre specific requirements apply.

A more detailed style guide will be published on Canvas prior to the start of the programme.

Rules and Regulations

The European Culture and European Journalism Programme is part of the curriculum of the Institute for Media – School of Journalism, so all courses, assignments and exams are covered under the [Education and Examination Regulation \(EER\)](#), in Dutch called *OER HU*.

General rules and more specific regulations for the CBJ-programme are:

General:

1. Student's final grades are not merely based on the results of their assignments and exams. Also considered are their attendance at lectures and field trips, preparation of the lectures, class participation and respect for deadlines. Students are expected to attend all classes. If you are unable to attend, you should notify the lecturer by email.
2. Lecturers use the national grading scale according to the comparative table of grading systems.
3. The International Office translates national grades to ECTS grades.
4. All written assignments have to be submitted both digitally via email and on paper in the lecturer's post box or pigeonhole. The exact procedure will be explained during the introduction.
5. Each student has two chances to obtain a passing mark. If a student fails an assignment they may be offered one (1) re-sit on that assignment.
6. No student who has received a passing mark for an assignment will be permitted to resubmit in order to gain a better result. The first result stands.
7. All courses have to be graded at least with a 'pass' to graduate.
8. Results will be available within three weeks after the deadline or exam.
9. Students may request a consultation with the lecturer within ten working days after results are available.

Deadlines:

10. Deadlines for the submission of set work are important and must be met.
11. If students fail to submit work before deadline the work will not be accepted and the result will be a fail.
12. If students don't turn up at exams, the result will be a fail and re-sit is required.
13. All students are automatically registered for the first exam. For re-sits students have to register in Osiris. If not registered, the grade cannot be entered into the system and a new re-sit at the earliest possibility is required (often next academic year).
14. If a student has requested and has been granted permission for an extension on a deadline, the assignment counts as the first chance and will be graded normally.
15. Permission for an extension on a deadline can only be given by the lecturer of a specific course and the course coordinator.

16. A written request for permission of an extension should be submitted prior to the set deadline or exam, together with documents to support your request. In certain circumstances you can only submit afterwards. In this case, requests have to be submitted within ten days after the deadline or exam.
17. It is only possible to request for an extension or an extra re-sit for a written exam with the examination board.

Plagiarism

18. Plagiarism is defined as passing off the ideas or words of someone else as though they were your own. It applies equally to the work of other students and to published sources and the use of artificial intelligence. All work is assessed on the assumption that it is the work of the student: the words, ideas and arguments should be their own. However, much coursework will be based on what students have read and heard. It is therefore important that students show where, and how, their work is indebted to their sources. Students should list the sources used in a bibliography or reference section at the end of each piece of work or in text when relevant.
19. Plagiarism is a very serious offence. In each case of plagiarism, the Exam Committee will be informed and decide on repercussions.

AI Rules and Regulations

20. The use of AI is allowed for research and testing purposes but not for the creation of journalism produce or concepts that you present as your own. This includes plagiarism (18) and the use of AI. As a journalist you will always follow the IFJ [Global Charter of Ethics for Journalists](#).
21. When you use AI you have to indicate how and where, using reference and screenshots. In the above mentioned charter it is also clearly described that your information should be fact-based and verified/traceable, you have to be transparent and work in an open manner, unless 'under cover journalism' is necessary and unavoidable to serve the public interest.
22. The mis-use of AI and violation of journalism ethics is a serious offence. In each case the Exam Committee will be informed and decide on repercussions.

Additional Information for incoming students

Work load and Credits

For each passed course, you receive 15 EC credits. EC(TS) stands for European Credit (Transfer System). One (1) ECTS credit point equalises 28 hours. These 28 hours (or their multiples) constitute the total hours of time spent on each course. This includes scheduled course hours and excursions, as well as hours of self-study, teamwork and production.

In the scheduled tutorials (including excursions and fieldtrips), attendance is by nature mandatory. You are obligated not merely to attend, but also to participate in each class session. You must have prepared or completing all of the assigned readings and assignments and think critically about each of those readings and assignments in order to contribute to class discussions.

Accurate use of English is important. But perfect English is not a major criterion of assessment, lecturers focus on the learning outcomes, consisting of criteria related to content and journalistic standards. Proof reading is mandatory as part of the newsroom.

Your final grades are based on the results of the assignments and exams and also on participation and presentation in class: after all a newsroom is a professional working environment and so is a project team in a media lab.

Lectures use the national Dutch grading scale. Results are graded on a scale from 0 to 10. A score of 5.5 or higher is a pass. The HU International Office translates national grades into international grades and sends transcripts to home universities of incoming students.

Comparative Table of Grading Systems

HU	ECTS		%**	USA
9.0-10	A	Excellent: outstanding performance with only minor errors	10	A+
8.0-8.9	B	Very good: above the average standard but with some errors	25	A
7.0-7.9	C	Good: generally sound work with a number of notable errors	30	B
6.0-6.9	D	Satisfactory: fair but with significant shortcomings	25	C
5.5-5.9	E	Pass, sufficient: performance meets the minimum criteria	10	D
5.0-5.4	FX	Fail: some more work required before the credit can be awarded	-	E
<5.0	F	Fail: considerable further work is required	-	F

*ECTS: European Credit Transfer System** % of successful students normally achieving the grade.

Practical Information - Utrecht

Utrecht has a mix of a rich past and a dynamic present. The city, with its central location in the heart of the Netherlands, is known for its Dom church and Tower, museums and especially for its romantic canals. Thanks to its central position, Utrecht is one of the most important cities in the Netherlands. Here all rail, road and water transport systems come together. Utrecht houses 370,000 inhabitants and is the 4th largest city in the Netherlands. Since Utrecht has a population of approximately 70,000 students, there are many cafés, restaurants, shops and sports facilities at low budget prices.

Sports facilities

Sports facilities are open to all students at the Sport Centre Olympus, situated near the School of Journalism. The center has tennis courts, playing fields, squash courts, a fitness room and three sport halls where you can follow a course from fencing and tai-ki-ken-po to salsa and street dance. Of course, Utrecht has many more sports facilities for soccer, swimming, ice-skating, bowling, sailing etc. There is plenty of water to be found around Utrecht. There are two lakes close to Utrecht, the Haarrijnse Plas and Maarsseveense Plassen where you can swim and get a tan in summer. At the Maarsseveens Plassen is also a huge wellness complex/sauna. To explore Utrecht from a different angle, rent a canoe or water bike.

Cultural activities

[Parnassos Cultuurcentrum](#) is the International and Cultural Centre. They offer a number of music, theatre and dance courses for students at very reasonable prices. There are many cinemas in Utrecht showing movies in the original language with Dutch subtitles.

Erasmus Student Network

The School is a member of the Erasmus Student Network (ESN). Its bi-monthly magazine will be distributed in your mail folder. ESN organizes a range of activities, parties and sight-seeing trips for international students. They have a weekly gathering on Tuesday night at Maria where you can meet other students. You can find more about their activities at their website. www.esn-utrecht.nl

Dutch courses and cultural activities at HU

Hogeschool Utrecht offers different courses to learn Dutch, for example “Dutch for foreigners” (NT2). You will receive more information from the International Office after your arrival in the Netherlands.

Hogeschool Utrecht has an active student community called Podium. They also have an international programme offer: [Podium | Cultural Student Platform \(hu.nl\)](#)

The Utrecht School of Journalism

The Utrecht School of Journalism (SvJ) is the oldest school for higher education in journalism in the Netherlands. Having been around for over fifty years, we have educated a large number of journalists.

Since 1966 the study programme of the School has combined a sound understanding of society with intense practical training and internships in journalism. International education has always been at the heart of our school.

Classrooms

Most courses are scheduled at the Heidelberglaan 15 (online via Teams if not scheduled on campus). The building is co-inhabited by the Institutes for Media, Communications, ICT, Business and a number of university services and research departments.

Opening hours (*preliminary due to corona*)

Monday-Thursday: 07:30-22:00

Friday: 07:30-18:00

Saturday: some HU buildings are open from 08.:30-17:00

During school holidays: 08:30-17:00

National holidays: closed

For internet facilities and study rooms during the weekend and after school hours we advise you to go to the University library at the Uithof, Heidelberglaan 3.

Computers, camera's, recorders, phones

We strongly suggest you bring your own laptop, cell phone, camera and recorder.

With an eduroam account you can easily get access the Wifi of the Faculty. If you do not have such an account, we get you one. We also provide you with an inlog account for the Faculty's intranet and online library facilities.

Bring your own cell phone and buy a Dutch SIM-card and a prepaid card upon arrival. The SIM-card costs about 15 Euro but you will receive the same amount back on the prepaid card.

Library

The library (or *mediatheek*) is located at Padualaan 99. You will be issued a library card the first time you wish to take out books. Often 'study spots' need to be booked in advance.

The complete catalogue can be found online <https://www.catalogus.hogeschoolutrecht.nl>.

Website of the University library: <http://www.uu.nl/EN/library>

Contact and information

The Cross-border Journalism programme has its own page in our study portal Canvas. Official information, latest news and changes in schedule will be posted on this page. Due to corona your study schedule will also be available via the Calendar on the Canvas page. Online classes will have a link to the meeting in Teams. If you don't have Teams on your computer please install it via: <https://sway.office.com/jAFa2Atz8bFLC3F7?ref=Link>

In addition students often set up their own Facebook page for informal communication, which serves as an alumni-group afterwards. The group can ask lecturers to join and share informal information, such as interesting articles or events.

Students can contact lecturers via their email addresses or school mobile phones.

Contact details

School of Journalism

Programme coordinator	:	Carien Touwen
E-mail	:	carien.touwen@hu.nl
Ass. Coordinator(back office)	:	Hanneke Leenders
E-mail	:	hanneke.leenders@hu.nl
Correspondence address	:	Hogeschool Utrecht School of Journalism, P.O. Box 8611 3503 RP CJ Utrecht The Netherlands
Visiting address	:	Heidelberglaan 15 3584 CS Utrecht (De Uithof) <i>second floor</i>

HU International Office

Assistance	:	Team student exchange
Phone	:	+31 (0)88 481 8181
E-mail	:	exchange@hu.nl
web	:	www.hu.nl
Correspondence address	:	Hogeschool Utrecht International Office, Incoming Students P.O. Box 13102 3507 LC Utrecht The Netherlands
Visiting address	:	Padualaan 101 3484 CH Utrecht

APPENDIX: Competencies and learning outcomes

Journalism Competencies (BA Journalism, NL, 2015)

1. News gathering and research

Selecting topics and contextualising journalistic topics on global, international and/or national level, based on your own journalism research, including the use and analyses of data (qualitative and quantitative).

2. Journalism Production

Producing a complex, cross media production.

3. Accountability and the public

Building relationships with the public and diverse target groups. Accounting for journalistic practice in the public and professional sphere.

4. Entrepreneurship and Innovation

Developing a journalism concept on the basis of practice based and design-oriented research. Devising a business plan for the production and sale of a journalism production/story.

5. Practice based research and Reflection

Conducting a research into a media/journalism related issue or trend by means of practice-based research.

International Journalism Competencies (BA Journalism, Tartu Declaration, 2020)

*The Dutch competences required for bachelor level follow the Tartu Qualification Profile 2020 published by the European Journalism Training Association.
(see <https://www.ejta.eu/tartu-declaration-2020>).*

1. The competence to reflect on journalism's role in society

Reflect on the societal role of and developments within journalism, the role of journalism in democratic societies and the legal and ethical issues related to the profession;

2. The competence to find relevant issues and angles

Find relevant issues and angles, given the public and production aims of a certain medium or different media, conduct in-depth research and understand the needs of audiences;

3. The competence to organise journalistic work

Produce a quality work plan based on (international) topics, relevant content, medium, target group, length and deadline, ability, to work under deadline, deal with challenges;

4. The competence to gather information swiftly

Work in an international context of news gathering and use sources from various cultures in an efficient way through relevant research methods and by contacting oral sources and including the audience, showing knowledge on general and specialized topics;

5. The competence to select the essential information

Select the essential information from your research and literature, applying research methods and tools. Basic understanding of various relevant subject areas. Ability to reflect on the information and perspectives, analyse and explain issues in a journalistic manner, assessing relevance and reliability;

6. The competence to present information in an effective journalistic form

Organize journalistic work in a professional way, while planning accurately and communicating effectively with other participants and the audience, applying linguistic skills. Structure information in a journalistic manner. Present information based on research in a journalistic product, in several genres, and on different platforms;

7. The competence to account for journalistic work

Reflect on the quality of your work by evaluating own work and the work of fellow students. Reflect on ethical aspects of the work and of the role of journalism in society, and understand the rights and responsibilities of the journalist;

8. The competence to cooperate in a team

Understand the basic requirements needed to cooperate in a team, understand roles and experience specific editorial settings, applying skills for pitching ideas, research and co-creating content;

9. The competence to act as an entrepreneurial journalist

Work as a freelance reporter, showing ability to produce and publish items in a professional context, understanding the challenges and requirements of working as a reporter, for local and international platforms, understanding business models and economic challenges. Ability to develop new ideas and contribute to innovation;

10. The competence to contribute to the renewal of the profession

Define a complex practical/professional situation in the context of the international work field, and provide workable solutions in the scope of the future of journalism and media. Ability to use research methods and tools to analyse and explain complex professional problems, evidence based, using reliable information and data.

Intercultural Competencies (Nuffic, 2019)

Learning and working in an intercultural and interdisciplinary classrooms offers opportunities to develop and strengthen personal and professional qualities in an international context. The [Nuffic model for intercultural competence](#) has been the basis for a teaching and learning environment which support this. Elements of this model are integrated in courses and are part of our regular competencies and assessment.



Honours competencies (HU, 2015)

Competences for the honours level follow the profile characteristics of the Excellent Professional as defined by the HU University of Applied Sciences, applied for Journalism and Media Studies. In general, honours level is defined by a higher level of complexity, a broader scope (interdisciplinary) and autonomous professional conduct, in line with the [Dublin Descriptors](#), level 6+ (bachelor with honours).



Reflective Practice/ learning practitioner

- ✓ Shows to systematically understand the discipline and master skills and methodologies
- ✓ Assesses his own professional conduct critically and systematically adjusts his actions accordingly
- ✓ Acts in a realistic professional context

International Perspective/ global professional

- ✓ Is able to position his professional practice in an international context
- ✓ Considers cultural diversity
- ✓ Can make an internationally oriented contribution to the professional development

Leadership Qualities / inspiring leader

- ✓ Can analyse problem situations, generate possible solutions and make decisions.
- ✓ Acts proactively and inspires and stimulates others
- ✓ Reflects on his actions and adjusts his practice accordingly (learning ability). Is aware of his own personal abilities and perceptions.
- ✓ Acts from vision
- ✓ Can work within a team, is able to plan, execute, and delegate.
- ✓ Can communicate effectively within a team and individually, focusing on the successful completion of a task and /or process of cooperation.

Professional Drive / entrepreneur

- ✓ Has a clear vision on the profession and his own professional development.
- ✓ Dares to set challenging goals and takes initiative to achieve them.
- ✓ Learns from setbacks, continues to achieve goals and shows creativity in problem solution.
- ✓ Can work purposefully and self-directed. Masters skills such as goal setting, monitoring and process evaluation. Can thus successfully complete tasks within the stipulated time.

Innovation and dissemination/ digital creative

- ✓ Is able to think divergently by developing innovations and convert them into a useful product or service.
- ✓ Recognizes opportunities to implement new innovations.
- ✓ Is able to develop and share products and services for the needs and benefits of society.

Note that bachelor level is the basic level of the programme and should be achieved to successfully complete the programme and acquire 30 ECTS.

At HU University of Applied Sciences, honours is offered as an elective in several courses and projects throughout the bachelor programme. Honours is rewarded with 'honours stars' instead of regular credits. One star is comparable to 5EC study load. In CBJ a student can acquire 1-2 honours stars, in addition to the 30EC credits for the programme. At the start of the programme you can make your own personal development plan with the honours coaches.