



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | |
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| Awarding Institution | University of the West of England and Taylors University |
| Teaching Institution | University of the West of England and Taylors University |
| Delivery Location | Frenchay Campus, University of the West of England Taylor's University College, Taylor's Lakeside Campus No.1, Jalan Taylor's, 47500 Subang Jaya, Selangor, Malaysia |
| Faculty responsible for programme | ACE |
| Department responsible for programme | Creative Industries |
| Modular Scheme Title | |
| Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates | Malaysian Quality Assurance (MQA) http://apps.emoe.gov.my/qad/main.html |
| Highest Award Title | BA (Hons) Media and Journalism B Mass Communication (Broadcasting) B Mass Communication (Advertising) |
| Default Award Title | |
| Interim Award Titles (UWE only) | BA Media and Journalism DipHE Media and Journalism CertHE Media Journalism |
| UWE Progression Route | |
| Mode(s) of Delivery | F/T |
| Codes | UCAS: ISIS2: P521 (Taylors) P251 (UWE) JACS: HESA: |
| Relevant QAA Subject Benchmark Statements | |
| CAP Approval Date | 1 st June 2012 |
| Valid from Date | September 2012 |
| Valid until Date | September 2018 |
| Version | 2.1 |

Part 2: Educational Aims of the Programme

To develop knowledge and understanding of a range of media forms, industries and processes and their role within contemporary culture and society.

To introduce students to a range of concepts, debates, theories and approaches appropriate to the study of media, culture and society.

To develop skills in research, critical analysis and communication.

To develop media design, writing and production skills within a digital technical environment.

To enable acquisition of personal and transferable skills that will enhance students' readiness for graduate employment.

Part 3: Learning outcomes of the programme

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

Learning Outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and Understanding

A Knowledge and understanding of:

1. key aspects of the historical formation of contemporary forms of media and journalism;
2. the evaluation and use of theoretical and interpretative frameworks for the study of media and journalism in rigorous, systematic and imaginative ways;
3. the ways in which media communication and culture is produced and consumed in different professional and cultural contexts in everyday life;
4. approaches and methodologies for analysing and interpreting media texts in relation to diverse professional contexts and audiences;
5. the relationships between media, culture, and technology, and the role they play in citizenship, democracy and global systems of power;
6. media and journalism practice including cross-media forms of

Teaching/learning methods and strategies

Knowledge and understanding is acquired through compulsory and optional modules at levels 1, 2 and 3. Compulsory modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below but most modules make additional contributions which are identified separately in the module specifications. The primary contributions of the compulsory and optional modules are identified below.

Acquisition at UWE of 1 is through the compulsory modules at level 1 but is also taught throughout the programme.

Acquisition at TU of 1 is by the compulsory modules: Introduction to Mass Communication (BMC1114) & Visual Communication (BMC1324)

Acquisition at UWE of 2 is by the compulsory and optional modules: Web Media (UACPAR-30-2), Media Culture 2 (UACAFF-30-2), Screen Media (UACA9B-30-2), Work Placement & Experience (UACPMN-30-3), Independent Production (UACPCS-30-3), Visual Journalism (UACPRN-30-2) Journalism Futures (UACAH5-15-3)

Acquisition at TU of 2 is through the compulsory

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| <p>writing and production, within a critical and exploratory context;</p> <ol style="list-style-type: none"> 7. the design and realisation of sustained critical and creative research projects; 8. relevant work environments including entrepreneurial and freelance skills; 9. the ways in which systems of media production and consumption work to promote or inhibit the wider goals of sustainability | <p><i>modules:</i> Creative and Critical Thinking (BMC 1134) Intercultural Communication (BMC1124) Communication Research Fundamentals (BMC 2114) Audience Studies (BMC 2634)</p> <p><i>Acquisition at UWE of 3 is by the compulsory and optional modules</i> Contemporary Digital Practice (UACAKG-60-1) Media Law and Ethics (UACAHF-15-3) Web Media (UACPAR-30-2), Screen Media UACA9B-30-2) Media Culture 2 (UACAFF-30-2), Visual Journalism (UACPRN-30-2) Work Placement & Experience (UACPMN-30-3)</p> <p><i>Acquisition at TU of 3 is by the compulsory modules:</i> Broadcasting Principles (BMC 2614) Advertising Principles (BMC 2414), Advanced TV Production (BMC 3636), Broadcast Performance (BMC 3614), Creative Copywriting (BMC 2434)</p> <p><i>Acquisition at UWE of 4 is by the compulsory modules:</i> This is developed throughout all compulsory elements of the programme but specifically honed through Visual Journalism (UACPRN-30-2) PhotoMedia (UACPAU-30-2), Screen Media (UACA9B-30-2) Web Media (UACPAR-30-2),</p> <p><i>Acquisition at TU of 4 is by the compulsory modules:</i> This is developed throughout all compulsory elements of the programme but specifically honed through Communication Research Fundamentals (BMC 2114) Audience Studies (BMC 2634)</p> <p><i>Acquisition at UWE of 5 is through the compulsory modules:</i> Contemporary Digital Practice (UACAKG-60-1), Web Media (UACPAR-30-2), Photomedia (UACPAU-30-2) Media Law and Ethics (UACAHF-15-3) Visual Journalism (UACPRN-30-2), Journalism Futures (UACAH5-15-3)</p> <p><i>Acquisition at TU of 5 is through the compulsory and optional modules:</i> All level one compulsory modules and Interactive Media (BMC 2314), Broadcasting Principles (BMC 2614) Digital Storytelling and Production (BMC 3424) E-marketing (BMC 2155) Media Law and Ethics (BMC 3113)</p> <p><i>Acquisition at UWE of 6 is provided by the compulsory and optional modules:</i> Photomedia (UACPAU-30-2) Exploring Creative Advertising Processes (UADAH3-30-2) Visual Journalism (UACPRN-30-2)</p> |
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Independent Production (UACPCS-30-3) Work Placement and Experience (UACPMN-30-3) Production Project (UACAHT-30-3)

Acquisition at TU of 6 is provided by the compulsory and optional modules: Digital Storytelling and Production (BMC 3424) Professional Media Workshop (BMC 3925) Reporting for New Media (BMC 3734) Broadcast Performance (BMC 3614) Advanced TV Production (BMC 3636) Advertising Design and Execution (BMC 2444) Photojournalism (BMC 2714)

Acquisition at UWE of 7 is provided by the compulsory and optional modules: Media Culture 2 (UACAFF-30-2) Independent Production (UACPCS-30-3), Production Project (UACAHT-30-3), Creative Advertising Design (UADAJ7-30-3),

Acquisition at TU of 7 is provided by the compulsory modules: Audience Studies (BMC 2634) Communication Research Fundamentals (BMC 2114) Broadcast Performance (BMC 3614) Advanced TV Production (BMC 3636) Advertising Design and Execution (BMC 2444) Photojournalism (BMC 2714)

Acquisition at UWE of 8 is provided by the compulsory and optional modules: Independent Production (UACPCS-30-3) Work Placement and Experience (UACPMN-30-3) Production Project (UACAHT-30-3) Exploring Creative Advertising Processes (UADAH3-30-2)

Acquisition at TU of 8 is provided by the compulsory modules: Radio and TV Production (BMC 2644) Advanced TV Production (BMC 3614) Broadcast Performance (BMC 3614) Advertising Design and Execution (BMC 2444) Internship (BMC 3916) Professional Media Workshop (BMC 3925)

Acquisition at UWE of 9 is provided throughout the programme.

Acquisition at TU of 9 is provided throughout the programme

All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies, exercises and I.T. laboratory activities where appropriate. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden his or

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| | <i>her individual knowledge and understanding of the subject.</i> |
| | <p>Assessment</p> <p><i>Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1-9), oral presentation (learning outcomes 1-9), tasks undertaken under examination conditions (learning outcomes 1-9).</i></p> |

| B Intellectual Skills | |
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| <p>B. Intellectual Skills</p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. read academic and other texts carefully and critically; 2. analyse complex media products and cultural processes within their relevant contexts; 3. extract and present key ideas and significant content from complex material; 4. formulate research questions and, in the light of these, identify, organize diverse and complex discursive and numerical material ie. locate, select, synthesis, précis and evaluate; 5. present complex ideas with clarity in writing, verbally, diagrammatically and by using other media; 6. construct coherent arguments; 7. reflect upon and articulate their own cultural identity and positioning in relation to an increasingly cosmopolitan and global context. 8. develop critical and creative solutions in response to problems identified within their subject specialisms. | <p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed at levels 1, 2 and 3 through a range of learning approaches including lectures, seminars, workshops, group work, case studies, projects, exercises and I.T. based activities.</i></p> <p>UWE/TUC</p> <p>Outcome 1: The student is introduced to the skills required at level 1 in all modules and these skills are developed through feedback, independent learning and through further reading exercises and research in level two compulsory and optional modules and with greater complexity at level 3 in all modules.</p> <p>Outcome 2: The student is introduced to foundational analytical approaches within all modules at level 1. At level 2 and three these are honed in all compulsory and optional modules in relation to specific subject specialisms.</p> <p>Outcome 3: The student is introduced to this skill at level 1 where formative assignments, group discussions, seminars and workshops are designed to support the development of this skill. In level 2 formative and summative assignments in all compulsory and optional modules hone these skills in both written and oral form. At level 3 there is far greater independence expected and the students will also be identifying and situating much more complex intellectual debates and traditions.</p> <p>Outcome 4: At level 2 the student is given a greater degree of autonomy in the development of research proposals. These are assessed in compulsory and option modules through project briefs and case studies. At level 3 the students will design and implement independent research projects in all modules with an increasing degree of engagement with professional contexts and standards of academic and practical work.</p> <p>Outcome 5 & 6: Students are developing this</p> |

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| | <p>skill in all modules at all levels and assessed on this in a variety of modes – through oral presentations and through written assignments and digital media production.</p> <p>Outcome 7: Students are encouraged to develop this skill from level 1 through lectures, screenings, seminars and workshops facilitate discussion about representations of cultural identity and challenge these in relation to the students own 'lived experience'. They are provided with a range of examples and resources through which to begin to articulate this in discussion but also through their practical work at level 2 and increasingly in their practical and written work at Level 3.</p> <p>Outcome 8: at level 1 and 2 the students are presented with a range of briefs that increasingly require independent and creative thinking. They are particularly assessed on these in practical projects at level 1 and two. At level 3 these skills are particularly honed through larger scale more demanding practical and written projects where the student is expected to work independently alongside staff supervision.</p> |
| | <p>Assessment</p> <p><i>A variety of formative and summative assessment methods is employed to demonstrate the acquisition of intellectual skills. These include reflective essays, learning diaries, research reports, presentations, practical projects, case studies and examinations.</i></p> |

C Subject, Professional and Practical Skills

| C) Subject/Professional/Practical Skills | Teaching/learning methods and strategies |
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| <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> 1. A technical and creative confidence in the use of industry standard hardware and software in the production of one or more key digital media forms 2. A critical understanding of significant aspects of contemporary media culture, its institutions, economics, histories, geographies, politics, ethics, practices and lived experiences 3. The ability to initiate, plan and execute a substantial, innovative, project in cultural research or digital media production relevant to their chosen specialism 4. The understanding of, and ability to select and adapt, qualitative and quantitative research methods according to audience and context 5. The ability to work collaboratively in the production of cultural research and digital media production relevant to their chosen specialism 6. The ability to produce cultural criticism and research in written, oral, and audiovisual form, using languages and conventions appropriate to audience and context, including rigorous citation and referencing <p>Further Subject Specialist Skills: Through successful completion of specific advertising modules the students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. A solid grounding in the concepts and | <p>UWE/TUC</p> <p>Core competences in selection, editing and manipulation of information are extremely valuable in the new knowledge based economy. Media and Journalism students are encouraged to identify the core transferable skills they learned over the three years and to articulate those in their CVs</p> <p>These skills are acquired accumulatively through seminar discussion, tutorial guidance, workshops and feedback on assignments give to students across their programme of study. The acquisition of these skills will form the basis of level 1 and be elaborated primarily through practical project based modules at level 2 and specifically honed in more challenging modules at level 3.</p> <p>Students are encouraged to take work placements from the start of the programme. We use our own staff network to assist student placements across all areas of the Creative Industries. The Work Placement and Experience (UACPMN-30-3) module at UWE and the Internship (BMC 3916) and Professional Media Workshop (BMC 3925) at TUC provide further opportunities to enhance the development of these skills in more demanding and professional contexts.</p> <p>Advertising Skills are provided through:</p> <p>UWE:</p> |

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| <p>theories of advertising, leading on to strategic thinking and critical analyses of practices in the field.</p> <p>2. The skills and techniques of creating and designing advertising materials.</p> <p><u>Specific Communication skills</u></p> <p>Writing</p> <ul style="list-style-type: none"> with clarity to a brief in different styles (depending on audience) copy-editing and proof reading editing, sub-editing and proof-reading <p>Interviewing techniques (developing curiosity, competitiveness, social interaction)</p> <p>Blogging, tweeting and social networking</p> <p>Presentation</p> <p>Research skills (academic and journalistic)</p> <p>Analytical Criticism</p> <p><u>Specific Technical skills</u></p> <p>Multimedia software packages for editing, graphics and web media</p> <p>Lighting, sound recording, camera operation</p> <p>Data management and visualisation</p> <p>Ability to filter key information from complex reports</p> <p>Basic understanding of statistical analysis, data synthesis</p> | <p>Exploring Creative Advertising Processes (UADAH3-30-2), Creative Advertising Design (UADAJ7-30-3)</p> <p>TUC: Advertising Principles (BMC 2414), Creative Concept and Visualisation (BMC 2424), Creative Copywriting (BMC 2434), Advertising Design and Execution (BMC 2444), Brand Management (BMC3425) Advertising Campaign (BMC3436)</p> <p>Assessment:</p> <p><i>A variety of formative and summative assessment methods is employed to demonstrate the acquisition of subject and professional skills. These include learning diaries, research reports, presentations, practical projects and case studies.</i></p> |
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| D Transferable Skills and other attributes | |
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| <p>D) Transferable skills and other attributes</p> <p>On successful completion of the programme students will be able to :</p> <ol style="list-style-type: none"> 1. Communicate effectively in writing and verbally; 2. Engage with local and global issues both as citizens and apprentice professionals and so increase their intercultural awareness. 3. Engage with significant ethical issues raised by the changing nature of contemporary media and journalism. 4. Work independently on complex tasks; 5. Organise and self-direct substantial | <p>Teaching/learning methods and strategies</p> <p><i>Transferable skills are developed through an integrated programme of learning which is built into all compulsory modules at levels 1, 2 and 3. Additional support is given by the optional modules at levels 1, 2 and 3.</i></p> <p>UWE's Graduate Development Programme is embedded within key modules across all three levels. At Level One the focus is on study skills, so particular sessions on researching, referencing and other academic writing and presenting skills will be timed to link to particular assignments. At levels 2 and 3 the focus is still</p> |

- projects;
6. Access and evaluate bodies of information from diverse sources;
 7. Develop information literacy and numeracy skills
 8. Manage time and work effectively within given limits;
 9. Use appropriate information technology effectively for research, presentation, and media production;
 10. Work as a supportive member of a team or group.
 11. Demonstrate self reflexivity in their own work and that of others

Specific Life Skills

- Self-confidence
- Self-expression
- Self-criticism
- Networking - within industry/community
- Pitching ideas
- Project management – work individually and within teams
- Co-operation
- Time management
- Criticality
- Analytical skills
- Awareness of cultural diversity in global context

on embedded sessions linked to developing academic skills although these sessions are combined with sessions focussing on employability skills. At level 2, students receive advice and guidance on volunteering in order to gain key skills and experiences and relevant work experience. At level three, there are sessions specifically aimed at 'life after university' - such sessions typically include CV workshops, presentation skills and workshops to identify key skills and attributes, often run with both academic tutors and careers advisers. External speakers and alumni from a wide range of creative and cultural industries are invited to speak to students across all three years of the programme.

Taylor’s Graduate Capabilities framework guides the integration of a range of desired qualities within the teaching and learning philosophy of TU. It is intended that these capabilities encompass the knowledge, cognitive capabilities and soft skills of all Taylor’s graduates and is embedded into all aspects of programme delivery.

Assessment

Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, case studies, live briefs, practical projects, self-assessment, tests, presentations, and research essays.

Part 4: Programme structure:

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

| UWE | | | | Taylors | | |
|---|---|--------------------------------|--|--|-----------------------------|---|
| | Compulsory modules | Optional modules | Interim Awards: | Compulsory modules (7 x 4 credits) | Optional modules | Interim Awards: |
| L E V E L 1 | UACA KG-60-1 Contemporary Digital Practice UACA LG-30-1 Newsgathering UACA JK-15-1 Journalism and Society UACA KF-15-1 Introduction to Public Relations and Communications | No optional modules at level 1 | CertHE Credit requirements: 120 UWE credits at the appropriate level | BMC1114 Introduction to Mass Communication BMC 1124 Intercultural Communication BMC1134 Critical and Creative Thinking BMC1144 Communication Theory BMC1314 Innovative Media BMC1154 Media Writing BMC1324 Visual Communication | 4 credits Elective 1 | 40 TU credits 120 UWE credits at the appropriate level |

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| L E V E L 2 | Compulsory modules <i>(2 x 30 credits)</i> UACAFF-30-2 Media Culture 2 UACPAR-30-2 Web Media | Optional modules <i>(2 x 30 credits)</i> UACPRN-30-2 Visual Journalism <u>TU Broadcasting Major</u> Exploring Creative Advertising Processes <u>TU Advertising Major</u> UACPAU-30-2 Photomedia <u>TU Journalism Minor</u> UACAH4-30-2 Reputation Management <u>TU Public Relations Minor</u> UACA9B-30-2 Screen Media <u>TU Broadcasting Minor</u> | Interim Awards: DipHe Credit requirements: 240 UWE at the appropriate level | Compulsory modules <i>(6 x 4 credits)</i> BMC 2114 Communication Research Fundamentals BMC 2314 Interactive Media <u>Broadcasting Major Pathway</u> BMC 2614 Broadcasting Principles BMC 2624 Writing for Broadcast BMC 2634 Audience Studies BMC 2644 Radio and TV Production <u>Advertising Major Pathway</u> BMC2414 Advertising Principles BMC2434 Creative Copywriting BMC 2424 Creative Concept and Visualisation BMC 2444 Advertising Design and Execution | Optional modules <i>(2 x 4 credits)</i> Minor 1 and 2 Broadcasting Advertising Public Relations Journalism (see full listing of modules in Minor Pathways Chart) | Interim Awards: 40 TU credits Credit requirements: 240 UWE credits at the appropriate level |
| | | | | | | |

| | Compulsory modules | Optional modules <i>(90 credits UWE 60 credits TU)</i> | Pre-requisite requirements | Compulsory modules | Minor Pathways <i>(4 x 4 credits)</i> | Pre-requisite requirements |
|---|---|--|--|---|---|---|
| L E V E L 3 | <p><i>(2 x 15 credits UWE 2 x 15 + 30 credits TU)</i></p> <p>UACAHF-15-3 Media Law and Ethics</p> <p>UACAH5-15-3 Journalism Futures</p> <p>UACPMN-30-3 Work Placement & Experience <u>TU compulsory</u></p> | <p>UACPMN-30-3 Work Placement & Experience</p> <p>UACPCS-30-2 Independent Production <u>TU Broadcasting Major</u></p> <p>UADAJ7-30-3 Creative Advertising Design <u>TU Advertising Major & Minor</u></p> <p>UACPRN-30-2 Visual Journalism <u>TU Broadcasting Minor only</u></p> <p>UACAHT-30-3 Production Project (Journalism & PR) <u>TU Journalism Minor</u></p> <p>UACAHG-15-3 Media Campaigns and Activism <u>TU Public Relations Minor</u></p> <p>UACAHH-15-3 Copywriting <u>TU Public Relations Minor</u></p> | <p>200 UWE credits at the appropriate level</p> <p>Awards: <u>Target/highest title:</u> BA (Hons)</p> <p><u>Interim title:</u> BA</p> <p><i>Credit requirements:</i></p> <p>BA (Hons): 360 UWE credits at the appropriate levels</p> <p>BA: 300 - 340 credits at the appropriate levels</p> | <p>BMC3113 Media Law and Ethics (3 credits) BMC3916 Internship/Practical Training (6 credits) BMC Professional Media Workshop (5 credits)</p> <p><u>Broadcasting Major Pathway</u></p> <p>BMC3614 Broadcast Performance (4 credits) BMC3424 Digital Storytelling and Production (4 credits) BMC 3636 Advance TV Production (6 credits)</p> <p><u>Advertising Major Pathway</u></p> <p>BMC 3414 Media Strategy (4 credits) BMC3425 Brand Management (5 credits) BMC3436 Advertising Campaign (6 credits)</p> | <p>Minors 3,4,5,6,</p> <p>Broadcasting Advertising Public Relations Journalism</p> <p>(see full listing of modules in Minor Pathways Chart)</p> | <p>80 TU credits at the appropriate level</p> <p>Awards: <u>Target/highest title:</u> BA (Hons)</p> <p><i>Credit requirements:</i> BA (Hons): 360 UWE credits at the appropriate levels</p> <p>BA(Hons) 118 TUC credits at the appropriate levels</p> <p>BA: 300 - 340 UWE credits at the appropriate level</p> |

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Part 5: Entry Requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels

Tariff on entry is a minimum 320 tariff points. English minimum Grade B GCSE.

BTEC – Minimum of DDM (320 UCAS Tariff points)

Irish Highers – A minimum of 320 UCAS Tariff points from at least 3 Irish Highers at grade C3 or above

Access Courses – Achievement of the Access to HE Diploma; achievement of level 2 credits in English Language.

Baccalaureate – European : Minimum Overall average of 76%.

International Baccalaureate: Minimum of 27 points (326 UCAS Tariff points)

Entry at levels 2 and 3

The programme supports direct entry at level 2 and 3 using AL and AEL processes where appropriate.

If English is not your first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test, NEAB or Cambridge Proficiency grade C are required.

At Taylor's University (TU) in Malaysia, candidates must satisfy the entry requirements set by the University as specified below:

Successful completion of the Taylor's University Foundation in Communication; OR

Successful completion of the Taylor's Diploma in Communication; OR

Malaysian STPM – CGPA 2.0 (Minimum Grade C for each subject); OR

Cambridge 'A' Levels – 3Ds or 180 points (3 subjects); OR

South Australian Matriculation – Average 60% (5 subjects); OR

Canadian Pre-University – Average 60% (6 subjects); OR

International Baccalaureate Diploma – 24 points; OR

Unified Examination Certificate (UEC) – Minimum 5Bs; OR equivalent.

English Language Requirements:

IELTS – Overall band score of 6.0; OR

TOEFL – Computer-based 550 points or Paper-based 213 points; OR

MUET – Band 4; OR

UEC English – Minimum B3; OR equivalent.

TU will be responsible for admitting students to the programmes in accordance with the programme specification. The entry requirements must meet both UWE and TU requirements. The admissions process will be monitored by the ACE link coordinator in consultation with the International Development Office (IDO) at UWE.

TU will be responsible for providing UWE with data on students progressing from Level 1 to Level 3 where this is to be completed at TU. Students transferring to UWE to complete final year will be processed as students progressing into final year of the UWE programme.

Part 6: Assessment

All assessment is governed by the UWE/TU Dual Awards Academic Regulation Framework as approved by the Academic Board of UWE and the Academic Board of Taylors University.

Assessment Map

The programme encompasses a range of **assessment methods** including written assignments, reports, practical projects, and portfolios. These are detailed in the following assessment map:

Assessment Map for BA Media & Journalism

| | | Type of Assessment* | | | | | | | | | | |
|---------|---|---------------------|------------------------|-----------------------|------------|----------------|-----------------------------|-------------------------------------|-------------------------------|------------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Attendance | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment/Exposition | Report / Project | Dissertation | Portfolio |
| Level 1 | UACA KG-60-1 Contemporary Digital Practice | | | | | | | | A(40) | A(60) | | |
| | UACALG-30-1 Newsgathering | | | | B(10) | | | | | A (22.5) | | A (67.5) |
| | UACA JK-15-1 Journalism & Society | | | | A(10) | | | | A(90) | | | |
| | UACA KF-15-1 Introduction to PR & Communications | | | | B(10) | | | | A(90) | | | |
| Level 2 | UACPAR-30-2 Web Media | | | | | | | A(10) | A(15) | A(50) | | A(25) |
| | UACA FF-30-2 Media Culture 2 | | | | | | | | A (25) | A (75) | | |
| | UACA 9B-30-2 Screen Media | | | | | | | A(25) | B(25) | B(50) | | |
| | UACPAU-30-2 Photomedia | | | | | | | | A(33) | A(34) | | A(33) |
| | UACPRN-30-2 Visual Journalism | | | | | | | | B(30) | | | A(70) |
| | UADA H3-30-2 Exploring Creative Advertising Processes | | | | | | | | | A(100) | | |
| | UACA H4-30-2 Reputation Management | | | | | | | | B(40) | | | A(60) |

Part 6: Assessment

| | | | | | | | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|--------|------------------------|--------|--|--|--|
| Level 3 | UACAHF-15-3 Media Law & Ethics | | | | | | | | | 'case study' A(100) | | | | |
| | UACAH5-15-3 Journalism Futures | | | | | | | | A(100) | | | | | |
| | UACPCS-30-3 Independent Production | | | | | | | | A(40) | A(60) | | | | |
| | UACAJ7-30-3 Creative Advertising Design | | | | | | | | A(100) | | | | | |
| | UACPMN-30-3 Work Placement & Experience | | | | | | | | A(40) | A(20) | B(40) | | | |
| | UACAHT-30-3 Production Project | | | | | | | | A(30) | | A(70) | | | |
| | UACAHG-15-3 Media Campaigns & Activism | | | | | | | | | | A(100) | | | |
| | UACAHH-15-3 Copywriting | | | | | | | | A(100) | | | | | |

Part 7: Student Learning

UNDERGRADUATE PROFILE:

Our dual degree students understand that communications and media are at the heart of culture, politics, the economy and society in the 21st century. They fully appreciate the opportunities and wider implications that come with expanding their understanding in this field in a period of rapid change as the digital revolution accelerates, bringing with it new challenges that affect every aspect of our lives. They also recognize the value of having studied media communications in a global context and it is this breadth that will inform their future career choices.

In terms of their preferred future, our students see the value in a flexible degree that allows them to study a mix of general subjects alongside the opportunity to specialize in studying particular media sector.

Our students appeal to potential employers is that they could fit into a range of professional roles at entry level and also have the potential to develop more specialist skills as their career develops. Not only have they developed their functional knowledge that underpins a sound understanding of media and communications, they have also developed the strategic thinking, intercultural communication skills and other transferable skills that equip them to develop into an effective, confident, reflective manager in a range of occupations.

Our students may also go on to a graduate traineeship, or continue with more specialized postgraduate study to develop higher level skills in a particular field or profession.

The development of this dual degree programme has required some complex mapping of learning outcomes and modules to take into account the very different structures that characterize the two institutions modular schemes. Nevertheless it has been possible to demonstrate the compatibility of the two programmes even though Journalism exists only as a named Minor pathway at TU whereas it is part of the core degree at UWE. Care has been taken to show how this will affect the compulsory and optional choices available to students at the two universities whilst also allowing for students to study at either university in their third year (see programme structure maps).

UWE the BA (Hons) Media and Journalism is delivered within a modular scheme which allows credit accumulation and some flexibility in the student learning process. At UWE the ACE undergraduate provision is organized around 30 and 15 credit modules. Therefore, students study 4 modules each year unless they are taking some 15 credit modules in which case the number will be greater. The degree offers a coherent set of modules at each level and allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills. At TU the BA (Hons) Mass Communication is also delivered within a modular scheme, however, the undergraduate provision is largely organized around 4 credit modules, except at level 3 where some modules are 5 or 6 credits. Students study around 10 modules at each level allowing them to progress and develop knowledge and understanding, cognitive, subject-specific and study skills.

At both UWE and TU level one provides students with a general foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent years of study. At both UWE and TU level two is structured around a core set of skills in research and practical skills in interactive media alongside options and minor pathways that allow them to specialize. At level three students have more opportunity to direct their own learning in production projects and work based settings that allow them to integrate the academic knowledge gained in the first two years of study.

At UWE, in addition and supporting the student's progression from level 1 to level 3, all

students will have the opportunity to participate in the University's Graduate Development Programme (GDP) (for the generic UWE GDP specification see www.uwe.ac.uk/gdp). GDP lasts throughout the student's programme of study and each level focuses on different aspects of the student's overall development. For example, level 1 focuses on developing the students' learning styles and approaches to learning, whereas employability is the predominant focus at level 2.

At TU students undertake an e-portfolio project which continues throughout their academic studies. Students are introduced to the concept of a personal development plan (PDP) and web authoring tools in level one through a series of workshops. The overall purpose of the project is to provide an avenue for students to demonstrate their competency and integrate their learning experiences from academic, extra-curriculum activities, internship and community service as a coherent whole, so that students can showcase Taylor's Graduate Capabilities. This aims to enhance student employability upon graduation, which is aligned with the institution's aspiration to produce graduates that are employment ready in an emerging global economy. The project is designed to support students in continuing professional development and life-long learning.

Description of Distinctive Features and Support

Central engagement with the contemporary media and culture in its local, national and global contexts

Innovative approaches to critical and creative learning, including blended learning, student-led research and extensive field-work.

Comprehensive handbooks, readers, manuals, and online resources for all modules

Tutorials and online forums for student support and communication

Industry standard specialist media production facilities and resources.

Expert technical instructors

Strong links with the regional media, cultural and creative industries

Work placement and experience opportunities

A wide range of teaching and learning strategies and modes of assessment

A strong emphasis on the development of technical, critical and creative skills and aptitudes.

TEACHING, LEARNING AND ASSESSMENT

At UWE the teaching, learning and assessment strategy encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. TU has a teaching and learning philosophy that is student-centred and intentional-learning based. Student-centred learning focuses on the students' needs, interests and learning styles, with the teacher acting as a facilitator of learning. Intentional-learning helps students' develop an explicit understanding of their own approach to learning as well as confidence in their discipline-specific knowledge-base. This also facilitates students in gaining generic and meta-cognitive skills. Ultimately, the aim of this programme, whether studied at UWE or at TU, is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. Both the UWE and TU 'blend' consists of face to face learning in large and small groups (lectures, seminars, reading groups and workshops) supported by on-line learning through the

institutional Virtual Learning Environment and bespoke module websites, together with exposure to real life examples through case studies, field trips and guest lectures. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three. Workshops and field trips develop students understanding of the historical, social, cultural and political-economic contexts in which their immediate experiences are placed, through collaborative research practice, media practice, analysis and reflection. By level three these workshops and field trips are much more tightly focussed around specific student projects.

Reading groups start by introducing basic but influential concepts and frameworks which students can debate and discuss and start to correlate with their own findings. These centre around questions of how to define and identify media and culture. At level three these reading groups facilitate engagement with more complex materials and are more closely tailored to the students' own research interests and ongoing projects.

Lectures show by example various techniques of explanation, argument, close analysis and connective thinking, and help students to identify the range of issues and objects of study they can examine during the course of their degree. At level three these lectures (including guest speakers from a range of professions and industries) will increase in complexity and introduce more direct engagement with professional contexts and expectations both in terms of academic scholarship and practical projects.

Seminars provide opportunities for the students to engage directly with the lecture, reading and screening materials and to develop their skills in articulating their understanding and for the development of oral skills in debate and discussion.

Screenings expand students' knowledge of key moments in film and media history and offer exemplars for their own practice. They may also offer visual materials that enhance and diversify students understanding of broader cultural and historical forces and processes both locally and globally.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage critical creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways. Teaching is based on research literature, professional experience and significant use of debate and discussion. Through discussion and through written feedback students are challenged to defend their thinking.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts, theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- provide opportunities for formative assessment and feedback;
- expose them to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The Dual-Award specified supports the University Academic Regulations and Procedures and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, portfolios of small experimental practical and written assignments, self-evaluations, individual and group projects and supervised mini-projects, practical projects, critical diaries, dissertations and work-based learning reports.

LEARNING RESOURCES

Students benefit from an enriched taught curriculum through high level research and engaged knowledge exchange undertaken by the staff teaching on the programme. In addition, they are taught by an experienced, international staff of media practitioners. They are also taught by expert technical support staff. The library resources (physical and online) are excellent, having been in development since the early 1990s when UWE's media course sand continually updated to ensure that students have access to up to the minute academic and professional research publications relevant to their subject specialisms. Geographically students will benefit from learning in the centre of the South West's creative and cultural industries. In addition, students will benefit from work placement and knowledge exchange links with Bristol's local and regional media including the Bristol Evening Post (Northcliffe), BBC Bristol Television, BBC Bristol Radio, the Watershed and Arnolfini arts and media centres, the Pervasive Media Studios and the concentrated clustering of independent creative and media companies within the region.

Media production facilities at UWE have a phased programme of upgrading and co-location to meet contemporary professional standards and to replace the already extensive facilities at the St Matthias and Bower Ashton campuses. This includes industry standard studios and editing suites, potable camera, lighting and sound recording equipment, multimedia computer labs with industry standard software. TU have completed a programme of investment in their lakeside campus where 'high spec' technical facilities are available.

TU Lakeside Campus facilities

- Wifi (I-Xcess)
- 23 Computer Labs
- Video Conferencing

Software:

- MYOB 7
- Simply Accounting Pro
- MS Office, Visio, Project
- SPSS
- EviewsScreen Capture Software
- Snagit
- Visual Studio 6
- Visual Studio .Net

E-Learning Platform

- Blackboard 7
- Elluminate

These facilities are appropriate for this programme and support the dual award.

TU have a well established library which they are developing further for the dual awards. TU and UWE have been in discussion about any additional resources that will need to be available to run the dual awards effectively. Students whilst studying at TU will have access to the UWE library resources, except where there are licensing difficulties. It is those issues that have been subject to and are continuing to be discussed with the librarians at both universities to ensure that all students have access to the full range of materials.

STUDENT SUPPORT AND GUIDANCE

Student support is provided at UWE by all academic staff, and module leaders in particular for or all issues relating to the content and delivery of the module. Additional support and guidance is provided by Programme Managers and Year Tutors who are also responsible for ensuring both the collection of and response to student feedback using student representatives and Programme Management Committees. The University's Graduate Development Programme offers tailored student support focusing on academic study skills and employability. Further support is provided through the One University Administration, including the Programme Administrators, and Student Advisers. Where necessary, student advisers can provide timely, accurate and confidential advice on all aspects of the provision. This may include advice relating to fees, assessment arrangements, late work and extenuating circumstances procedures, option choice, timetabling, examination and progression counseling, as well as where and how to access the support provided by the University

The Global Student Support team provides information and advice as well as social events and activities to assist international students in adapting to life in the UK. These include a 'global guide' mentoring team, an additional induction week, and the provision of specific literature and language and academic writing programmes to assist with their study. Further support is provided by the Faculty's International Student Coordinator.

All students have a formal induction process to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. We offer students regularly updated guides to university policies and procedures as well as advice on where to find further online and face to face sources of support. There are a range of central services offered to all students. These include: Accommodation services, the Health and Wellbeing Centre, for support on emotional and well being issues, the Advice and Enquiry centre for queries relating to fees and funding, and central advice and information on careers, volunteering, and internship opportunities. The university has a range of sports facilities, and libraries on each campus with study zones and assistive technology for disabled users. The Living Centre offers inclusive, pastoral care to students of all faiths.

There are also opportunities to join the Centre for Performing Arts, and an active and inclusive Student Union, which runs its own student newspaper and radio station.

Students seeking employment opportunities during their studies have access to UWE Careers consultants and are also encouraged to develop valuable skills by volunteering within the Community.

The University's Disability Resource Service offers holistic support for disabled students and can provide specialist help and advice on funding and resources. The Disability Service works with teaching staff in order to provide effective support for individuals and offers a coordination service for support workers. The service also coordinates staff development on disability issues and provides information and advice to academic, administrative and support staff, and to students.

At Taylor's University (TU), students during their study duration have access to the **Learning and Academic Skills Centre (LASC)**:

The Learning and Academic Skills Centre provides practical assistance and support to students at TU in order to empower students to become intentional and autonomous learners. The LASC conducts study skills, information literacy, PDP, and academic integrity workshops; guest speaker series; language support classes and one-to-one consultation sessions tailored to the needs of both the programme and students. The following are the key areas in which TU provides help for its students:

1. Learning Advising & Consultation

Students who encounter problems in study skills areas can consult TU's Learning Advisers for assistance on areas like university survival skills, referencing, writing research papers, and

feedback on written assignments. In addition, students who experience challenges with transitioning to tertiary education such as managing pressure and coping with deadlines; getting the most out of lectures, etc. can obtain guidance and support from the Learning Advisers.

2. Supporting Students with Individual and Group Presentations

Students who need help with their oral communication and interview skills can also receive help in these areas. Students can get input on how to improve their group or individual presentations. Moreover, guided (mock) interviews are also conducted to help develop confidence and skills to succeed during actual job/internship interviews.

3. Resources

The Centre at TU has useful language learning resources in TU's mini, self-access language learning lab. Resources include listening and reading resources as well various language-building games and online links to grammar, vocabulary building, referencing, personality profiling and other learning-related sites. Further, contests, puzzles and activities are organized throughout the year to help students inculcate creative and critical thinking skills.

4. Induction Programmes and Academic Literacy Workshops

Student support begins from the onset of orientation programmes for new students, and continues based on TU First Year Experience (FYE) framework, which is customized according to the various programme needs.

The FYE workshops are offered on a continual basis covering various aspects of academic literacy skills and student development as follows:

- Study Skills workshops
- Time & Project Management
- Note-Taking and Listening Skills
- Reading Strategies
- Research and Library Skills
- Referencing & Plagiarism
- Case Study Analysis
- Learning Shape and Approaches
- Mind Mapping /Left-Right Brain Dominance
- Reflective Logs & Learning Journals

5. Personal Development Planning (PDP)

The TU Centre facilitates and organizes training sessions for students to plan their personal development; record their learning and track their progress via student learning logs and portfolios. As part of TU's PDP initiative, students are exposed to goal setting methods, team dynamics, SWOT analysis, tools for understanding themselves and unlocking their potential. Help is also provided for career planning, reflecting on experiences and showcasing their achievements.

As such, the dual award students at Levels 1 and 2 receive an excellent array of student support activities which have been matched against the requirements of GDP. It is our view that they offer a greater range of support to their students than we are able to offer at UWE and as such the students are extremely well equipped to study their final year either at UWE or at TU.

Through the collaborative programme, BA (Hons) Accounting and Finance, TU are used to working with UWE in relation to ICT and their VLE. The following facilities will be available at the Taylor's Lakeside Campus to support teaching and learning:

The Teaching and Learning Centre (TLC) manages the professional development of TU academic staff in pedagogical and lab-based instructional technology trainings. In addition to

providing induction courses for all new academic staff, it also organises annual teaching and learning conferences and forums to promote scholarship in teaching and learning among TU academic staff. TU works with selected academic staff to take on the role of trainers to further develop their own professional expertise in pedagogical and disciplinary training. The core function of the centre is to provide knowledge about teaching and learning issues and best practices that allow academic staff to pursue the development of their own teaching and learning skills.

TU have developed a staff training plan which can be provided at the event for further detail. This details priorities, the training budget, in-house training available (for teaching and learning, research and development, and general training) and the process for registration on TU training. It is worth noting here that the purpose of the training framework is to support the following strategies of:

- Growth
- University Status
- Teaching Excellence and Learning Outcomes
- Building Management Capabilities
- Employer of Choice.

There is an initial new staff induction course, and regular continuous professional development training. After two years of service specialist training and the opportunity to undertake a diploma in education is available for all staff.

At TU, the role of research is to complement and invigorate teaching, ensuring that teaching and consultancy carried out by TU is conducted by those engaged in relevant research. The role of research at TU remains subject, by virtue of its license to operate, to TU's role as a teaching university college and a potential teaching university. With the ambition to shortly gain full university status research has become a far greater focus of TU's mission. Available at the validation event will be copies of the TU (Taylor's University) Annual report on research, 2008, and developing research at TUC: a Five Year Strategic Plan 2009-2013 which was done prior to the achievement of university status on September 2010. The key performance indicators which TU are using to measure their success are publications, grants awarded, postgraduate research programmes, higher degree completions by research, seminars, conferences and talks. However, it is important to note that this is also supplemented by a strong recruitment drive and increasing recognition of research contributions made by staff. The plan details TU's desire towards research intensification over the next 5 years, to support and underpin TU's strength in teaching and learning.

Section 8: Reference points and Benchmarks

UWE

University Mission and Vision The university strategy guiding developments at Faculty level are at this link

<http://www1.uwe.ac.uk/aboutus/visionandmission/strategy/strategydocuments.aspx>

Subject benchmarks Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations for Communication, Media, Film and Cultural Studies. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices.

SEEC Southern England Consortium for Credit Accumulation and Transfer Credit - Level Descriptors have been consulted in the design of the learning outcomes. These can be found at www.seec.org.uk/.../seec-credit-level-descriptors-2010-revised-2004

UWE teaching and learning policies: A full description of the regulations and policies governing student learning and teaching can be found at <http://acreg.uwe.ac.uk/>

Staff research and professional expertise: All members of the Media and Journalism teaching team are engaged in research or professional practice and engage with a wide range of professional contacts and published work to inform the academic content of this programme.

Employer interaction/feedback: Staff are actively involved in their own practice and knowledge exchange activities with partnerships across a broad range of commercial and non-commercial organisations within the fields of journalism, media and the creative industries. We have also drawn on advice from our industry contacts in the development of this programme

Taylors University

University Teaching and Learning Policies

Taylor's Graduate Capabilities and Teaching and Learning Framework are a reference point for the BA (Hons) Mass Communications learning outcomes. This policy substantiates the following clauses in our Mission Statement: "... the distinctive qualities of its graduates" and aim to be "...Renowned for its teaching excellence"

The diagram below illustrates how the Taylor's Graduate Capabilities and Teaching & Learning Framework both support our Mission Statement, which in turn supports our Purpose. All academic and research policies and procedures at Taylor's are to be in accordance with the focus provided by these policies.

| | |
|-----------------------|-------------------------------|
| Purpose | |
| Mission | |
| Graduate Capabilities | Teaching & Learning Framework |

Taylor's Graduate Capabilities

The teaching and learning approach at Taylor's University College is focused on developing the Taylor's Graduate Capabilities in its students, capabilities that encompass the knowledge, cognitive capabilities and soft skills of our graduates.

A Taylor's graduate has proven ability and is capable in the following areas

Discipline-specific knowledge

- Sound understanding of foundational concepts and theories in subject area
- Cognitive capabilities
 - Foundation and skills for lifelong learning
 - Learns autonomously
 - Able to acquire and manage information'
 - Ability to comprehend a wide variety of literature
 - Awareness of contemporary global issues
 - Problem solving skills
 - Defines issues of problems well
 - Analyses problems comprehensively
 - Allies knowledge effectively and applies theory to practice
 - Able to arrive at workable and effective solutions
- Soft Skills
 - Communication skills
 - Ability to speak and write well
 - Able to organize, synthesize and present information effectively
 - Interpersonal skills
 - Understands team dynamics, power of teams and team work
 - Works with others in a team
 - Able to assume leadership in small and/or big groups
 - Intrapersonal skills
 - Ability to manage time effectively
 - Understands the role of personal image and professionalism at work
 - Works independently in context of tasks to be completed
 - Cosmopolitan thinking and intercultural competence
 - Forms opinions and articulates views from a global perspective
 - Awareness of and sensitivity to cross-cultural differences
 - Technology savvy
 - Executive keyboarding
 - Effective use of ICT and related technologies

The learning environment at Taylor's is further geared towards nurturing the Taylor's Core Values; the personal attributes of excellence, integrity, passion for work, interpersonal respect and care, openness in communication and a healthy balance between professional and personal life.

Through participation in various optional electives, including co-curricular activities, Taylor's students may also develop additional knowledge, cognitive capabilities and soft skills other than those listed. These, as well as the Taylor's graduate capabilities above, are recorded by students in the form of individual student portfolios and verified by Taylor's University College against the set of expectations for each subject, program and co-curricular activity.

At Taylor's University the UWE programmes were subject to the usual external reference points and benchmarks when validated and these have been incorporated into the dual awards. However, the key point to note here is that Malaysian awards are also subject to approval through the MQA <http://www.mqa.gov.my/eng/coppaeng.cfm>

Statutory Requirements

The benchmarking Policy of TU is to clearly identify national and international standards as well as Taylor's policy documents with which the Taylor's Quality Manual (TQM) is in compliance, with the objective of quality assurance at all levels. The benchmark documents define the scope of the quality assurance documentation delineate in the TQM. Statutory Requirements are those with which TU comply as per government regulations, while International Standards reflect international best practices in terms of quality assurance in higher education in the major global education markets from which Taylor's draws its foreign university partners. Statutory requirements are guided by the following instruments:

- (i) Malaysian Qualifications Framework (MQF)
- (ii) Code of Practice or Programme Accreditation (COPPA)

(iii) Code of Practice for Institutional Audit (COPIA)

It is worth noting that all five of the TU awards have been through this accreditation and the MQA have approved the running of dual awards with UWE. These are outlined in the Appendices below.

International Standards

For the purpose of international benchmarking, we integrate best practices in quality assurance in higher education from the regions from which Taylor's partner universities are drawn.

To implement the policy of compliance with the benchmark documents identified in this section, collating the information from all sources the scope of the TQM is categorized into 10 distinctive areas.

| Scope | | Identified from |
|-------|------------------------|--|
| 1 | Overview and goals | MQF, COPPA, European Standard |
| 2 | Curriculum | MQF, COPPA, COPIA, professional bodies requirements; European, Australian and US Standards |
| 3 | Intake | COPPA |
| 4 | Assessment | COPPA, European and Australian Standards |
| 5 | Faculty | COPPA, European, Australian and US Standards |
| 6 | Resources | COPPA, European, Australian and US Standards |
| 7 | Review | COPPA, COPIA, European, Australian and US Standards |
| 8 | Public Transparency | European Standard |
| 9 | External QA mechanisms | COPPA, COPIA, professional bodies requirements; European, Australian and US Standards |
| 10 | Improved mechanisms | COPPA, professional bodies requirements; European, Australian and US Standards |

Appendices

- | |
|--|
| 1. Summary of MQF requirements contextualized for TQM (TU) |
| 2. Summary of COPPA requirements contextualized for TQM (TU) |
| 3. Summary of COPIA requirements contextualized for TQM |
| 4. Structure Map of the Dual Awards |

Appendix 1

Summary of MQF¹ requirements contextualized for TQM

1. Identification of programme learning outcomes, developed by TU based on learning outcomes of particular fields of study, covering all components that form the programme leading to its qualification nomenclature².

¹ Malaysian Qualifications Agency (MQA). 2007. *Malaysian Qualifications Framework: Point of Reference and Joint Understanding of Higher Education Qualifications in Malaysia*. Petaling Jaya: MQA, Ministry of Higher Education Malaysia

² Table showing MQF Programme Nomenclature

| Programme with: | Nomenclature | Example |
|--|--------------------------------------|---|
| One main area only | Named according to its area | Bachelor of Nursing |
| At least 25% specialization in main field | Specialisation indicated in brackets | Bachelor of Computer Science (Programming) |
| Fundamentals of two main fields in 50:50 percentage (double major) | Named using the connector AND | Bachelor of Economics and Political Science |
| At least 25% component in other than main field of study (major-minor) | Named using WITH | Bachelor of Economics with Mathematics |

| | |
|---|--|
| <p>2. Learning outcomes for each field of study must be developed by a committee comprising representatives from all relevant parties for that field of study.</p> <p>3. Three levels of degrees are Bachelors, Masters and Doctoral. Additionally, TUC offers Diploma and Foundation programmes. At Bachelor level learning outcomes must show that its graduates are able to:</p> | |
| <ol style="list-style-type: none"> 1. Demonstrate knowledge and comprehension on fundamental principles of a field of study, acquired from advanced text books. 2. Use the knowledge and comprehension through methods that indicate professionalism in employment 3. Argue and solve problems in their field of study 4. Show techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues 5. Communicate effectively and convey information, ideas, problems and solution to experts and non-experts 6. Apply team and interpersonal skills which are suitable to employment 7. Possess independent study skills to continue further study with a high degree of autonomy | <p>Bachelors degree holders</p> |
| <p>4. One credit is equal to 40 hours of notional students learning time. This includes lectures, tutorials, seminars, practicals, self-study, information retrieval, research, fieldwork, and preparing for as well as sitting for examinations. The minimum credit requirement for a Bachelors degree is 120 credits.</p> <p>5. MQF emphasizes eight domains of learning outcomes. TU curricula are focused on developing the Taylor's Graduate Capabilities. TU's programme learning outcomes are therefore in harmony with the eight MQF areas, as shown in the table below.</p> | |
| <i>MQF learning outcome domain</i> | <i>TGC-focused TUC curriculum learning outcomes</i> |
| 1. Knowledge | Discipline-specific knowledge Sound understanding of foundational concepts and theories in subject area |
| 2. Practical skills | Technology savvy Executive keyboarding Effective use of ICT and related technologies |
| 3. Social skills and responsibilities | Foundations and skills for lifelong learning Awareness of contemporary global issues Cosmopolitan thinking and intercultural competence Awareness of and sensitivity to cross-cultural differences |
| 4. Values, attitudes and professionalism | Intrapersonal skills Ability to manage time effectively Understands the role of personal image and professionalism at work The learning environment at Taylor's is further geared towards nurturing the Taylor's Core Values; the personal attributes of excellence, integrity, passion for work, interpersonal respect and care, openness in communication and a healthy balance between professional and personal life. |
| 5. Communication, leadership and team skills | Communication skills Ability to speak and write well Able to organize, synthesize and present information effectively Interpersonal skills Understands team dynamics, power of teams and teamwork Works with others in a team Able to assume leadership in small and/or big groups |
| 6. Problem solving and scientific skills | Problem-solving skills Defines issues or problems well Analyses problems comprehensively Applies knowledge effectively and applies theory to practice Able to arrive at workable and effective solutions |
| 7. Information management and lifelong learning skills | Foundations and skills for lifelong learning Learns autonomously |

| | |
|--|--|
| | Able to acquire and manage information Ability to comprehend a wide variety of literature |
| 8. Management and entrepreneurial skills | Interpersonal skills Understands team dynamics, power of teams and teamwork Works with others in a team Able to assume leadership in small and/or big groups Intrapersonal skills Works independently in context of tasks to be completed Cosmopolitan thinking and intercultural competence Forms opinions and articulates views from a global perspective Foundations and skills for lifelong learning Able to acquire and manage information |

Appendix 2

Summary of COPPA³ requirements contextualized for TQM

1. All qualifications offered in Malaysia must establish their level vis-à-vis the MQF.
2. Quality assurance is via accreditation of programmes and qualifications and audit of institutions. COPPA refers specifically to description, content and delivery of a particular programme.
3. Provisional accreditation means the programme has fulfilled minimum requirements to be offered and is seeking approval by MOHE. Full accreditation denotes that a programme has met all the criteria and standards set for that purpose and in compliance with the MQF. The quality evaluation process covers the nine areas listed below, each with its own quality standards and two levels of criteria: benchmarked standards and enhanced standards.
 1. Vision, mission, educational goals and learning outcomes;
 2. Curriculum design and delivery;
 3. Assessment of students;
 4. Student selection and support services;
 5. Academic staff;
 6. Educational resources;
 7. Programme monitoring and review;
 8. Leadership, governance and administration; and
 9. Continual quality improvement.
4. Evaluation for Provisional Accreditation is conducted by MQA's Panel of Assessors (POA) who assess the nine areas above and may conduct an optional site visit. Their report is used by the Higher Education Provider (in our case TUC) to seek approval from the MOHE to offer the programme, and, on obtaining it, to commence the programme.
5. Evaluation for Full Accreditation is by MQA's POA through external and independent assessment of the Programme Information and Self-Review Report submitted by TUC, and includes a site visit to validate and verify the information provided. 3-yearly Programme Maintenance Audits ensure the maintenance and enhancement of programmes that have been accredited.
6. Programmes are accredited when they are fully compliant with MQA's benchmarked standards. Enhanced standards are provided for continual improvement. (COPPA, p12-37). The documentation required is described in COPPA, p39ff and relevant process flowcharts are in COPPA p134-140.

³ Malaysian Qualifications Agency (MQA). 2008. *Code of Practice for Programme Accreditation*. Petaling Jaya: MQA, Ministry of Higher Education Malaysia

Appendix 3

Summary of COPIA⁴ requirements contextualized for TQM

1. COPIA utilises the same nine areas of evaluation for quality assurance as COPPA, but from the perspective of institutional policies, processes and practices across the institution. Its benchmarked and enhanced standards are given in COPIA p8-27.
2. Institutions are required to conduct their own internal quality audit, known as self-review. Guidelines for this are given in COPIA p29-44.
3. The MQA will conduct an external institutional audit. Guidelines are in COPIA p45-54.
4. All relevant process flowcharts are in COPIA p80-84.

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

Appendix 4: Structure diagram for Dual Degree:

⁴ Malaysian Qualifications Agency (MQA). 2008. *Code of Practice for Institutional Audit*. Petaling Jaya: MQA, Ministry of Higher Education Malaysia

BA (Hons) Media and Journalism
Taylor's University (TU) B Mass Communication
(Broadcasting and Advertising)

LEVEL 1/SEMESTERS 1 & 2

| UWE: BA (HONS) MEDIA & JOURNALISM/ TU: B MASS COMMUNICATION (Broadcasting, Advertising) | | | | | |
|---|--|---|--|---|---|
| | Compulsory | Compulsory | Compulsory | Compulsory | Compulsory |
| UWE | Contemporary Digital Practice UACA KG-60-1 | | Newsgathering UACALG -30-1 | Introduction to PR & Communication UACA KF-15-1 | Journalism and Society UACA JK-15-1 |
| TU | Intro to Mass Communication BMC 1114 Intercultural Communication BMC 1124 | Innovative Media BMC 1314 Illustration and Visual Narrative CDD 1414 Critical and Creative Thinking BMC 1134 Photography BMC1164 | Visual Communication BMC 1324 Media Writing BMC 1154 Critical and Creative Thinking BMC 1134 Intercultural communication BMC 1124 Photography BMC1164 | PR Principles BMC 2514 Communication Theory BMC1144 Principles of Marketing BUF2304 Introduction to International Business BUS2514 Promotional Writing BMC 2524 | Intro to Mass Communication BMC 1114 Communication Theory BMC1144 Visual Communication BMC 1324 Critical and Creative Thinking BMC 1134 Intercultural communication BMC 1124 |

LEVEL 2/SEMESTERS 3 & 4

| UWE:BA (HONS) MEDIA AND JOURNALISM TU: B MASS COMMUNICATION (Broadcasting) | | | | | |
|---|--|---|---|---|---------------------------|
| | Compulsory | Compulsory | Optional UWE Compulsory TU | Options UWE | Minor Pathways TU |
| UWE | Media Culture 2 UACAFF-30-2 | Webmedia UACPAR-30-2 | Visual Journalism UACPRN-30-2 | Reputation Management UACAH4-30-2 | Public Relations Minor |
| TU | Communication Research Fundamentals BMC 2114 Audience Studies BMC2634 | Interactive Media BMC 2314 E-marketing BMC 2155 | Broadcasting Principles BMC 2614 | Exploring Creative Advertising Processes UADAH3-30-2 | Advertising Minor |
| | | | Writing for Broadcast BMC 2624 | Photomedia UACPAU-30-2 | Journalism Minor |
| | | | Radio and TV Production BMC 2644 Audience Studies BMC2634 | See Minors Chart for details | |

OR

| UWE: BA (HONS) MEDIA AND JOURNALISM TU: B MASS COMMUNICATION (Advertising) | | | | | |
|---|--|--|--|--|---------------------------|
| | Compulsory | Compulsory | Optional UWE Compulsory TU | Options UWE | Minor Pathways TU |
| UWE | Media Culture 2 UACAFF-30-2 | Webmedia UACPAR-30-2 | Exploring Creative Advertising Processes UADAH3-30-2 | Screen Media UACA9B-30-2 | Broadcasting Minor |
| TU | Communication Research Fundamentals BMC 2114 Audience Studies BMC2634 | Interactive Media BMC 2314 E-marketing BMC2155 | Advertising Principles BMC 2414 | Reputation Management UACAH4-30-2 | Public Relations Minor |
| | | | Creative concept & Visualisation BMC 2424 | Photomedia UACPAU-30-2 | Journalism Minor |
| | | | Creative Copywriting BMC2434 Advertising Design & Execution BMC 2444 | See Minors Chart for details | |

LEVEL 3/SEMESTERS 5 & 6 & 7

| UWE: BA (HONS) MEDIA AND JOURNALISM B MASS COMMUNICATION (BROADCASTING) | | | | | | |
|--|---|---|---|---|---|------------------------------|
| | Optional UWE Compulsory TU | Optional UWE Compulsory TU | Compulsory | Compulsory | Optional UWE | Minor Pathways TU |
| UWE | Independent Production UACPCS-30-3 | Work Placement & Experience UACPMN-30-3 | Media Law & Ethics UACAHF-15-3 | Journalism Futures UACAH5-15-3 | Production Project (Journalism & PR) UACAHT-30-3 | Journalism Minor |
| TU | Digital Storytelling and Production BMC 3424 | Internship BMC 3916 Professional Media Workshop BMC 3925 | Media Law & Ethics BMC 3113 | Reporting for New Media BMC3734 | Creative Advertising Design UADAJ7-30-3 | Advertising Minor |
| | Advanced TV Production BMC 3636 | | | | Media Campaigns and Activism UACAHG-15-3 | Public Relations Minor |
| | Broadcast Performance BMC 3614 | | | | Copywriting UACAHH-15-3 | |
| | See Minors Chart for details | | | | | |

OR

| UWE: BA (HONS) MEDIA AND JOURNALISM TU: B MASS COMMUNICATION (ADVERTISING) | | | | | | |
|---|--|---|---|---|--|------------------------------|
| | Optional UWE Compulsory TU | Optional UWE Compulsory TU | Compulsory | Compulsory | Optional UWE | Minor Pathways TU |
| UWE | Creative Advertising Design UADAJ7-30-3 | Work Placement & Experience UACPMN-30-3 | Media Law & Ethics UACAHF-15-3 | Journalism Futures UACAH5-15-3 | Production Project (Journalism) UACA97-40-3 | Journalism Minor |
| TU | Advertising Principles, BMC 2414 | Internship BMC 3916 Professional Media Workshop BMC 3925 | Media Law & Ethics BMC 3113 | Reporting for New Media BMC3734 | Media Campaigns and Activism UACAHG-15-3 | Public Relations Minor |
| | Creative Copywriting, BMC 2434 | | | | Copywriting UACAHH-15-3 | |
| | Creative Concept and Visualisation, BMC 2424 | | | | Visual Journalism UACPRN-30-2 (TU only) | Broadcasting Minor |
| | Advertising Des ign and Execution BMC 2444 | | | | See Minors Chart for details | |

TU MINORS

Minor: Journalism

| UWE | Photomedia UACPAU-30-2 | Production Project (Journalism and Public Relations) UACAHT-30-3 |
|-----|-----------------------------------|---|
| TU | Photo Journalism BMC 2714 | Digital Storytelling & Production BMC 3424 Print News Reporting BMC 3714 Creative Writing BMC 3724 Newspaper & Magazine Production BMC 3744 Reporting for New Media BMC 3734 |

Minor: Broadcasting

| UWE | Screen Media UACA9B-30-2 | Visual Journalism UACPRN-30-2 |
|-----|---|--|
| TU | Broadcasting Principles BMC 2614 Audience Studies BMC 2634 Film Studies BMC 2654 | Broadcasting Principles BMC2614 Writing for Broadcast BMC 2624 Radio and TV Production BMC 2644 |

Minor: Advertising

| UWE | Exploring Creative Advertising Processes UADAH3-30-2 | Creative Advertising Design UADAJ7-30-2 |
|-----|---|---|
| TU | Promotional Writing BMC 2524 Consumer Behaviour BUS 2344 Media Strategy BMC 3414 Brand Management BMC 3425 Advertising Campaign BMC 3436 | Advertising Principles, BMC 2414 Creative Copywriting, BMC 2434 Creative Concept and Visualisation, BMC 2424 Advertising Design and Execution BMC 2444 |

Minor: Public Relations

| UWE | Reputation Management UACA4-30-2 | Media Campaigns and Activism UACA4G-15-3 | Copywriting UACA4H-15-3 |
|-----|--|---|--|
| TU | PR Principles BMC2514 Publicity and Media Relations BMC2534 Crisis Management BMC2544 Financial PR BMC3514 International Public Relations BMC3524 | Publicity and Media Relations BMC2534 Public Relations Consultancy BMC3536 | Promotional Writing BMC2524 Public Relations Consultancy BMC3536 |