University of the West of England
BRISTOL

PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE (and Taylors University, Malaysia – Dual)
Teaching Institution	UWE
Delivery Location	UWE , City Campus
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Department responsible for programme	Film and Journalism
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) Media and Journalism *Taylors Dual - B Mass Communication (Broadcasting)* *B Mass Communication (Advertising)*
Default Award Title	*N/A*
Interim Award Titles	BA Media and Journalism DipHE Media and Journalism CertHE Media Journalism
UWE Progression Route	.
Mode of Delivery	FT/PT
ISIS code/s	**ISIS2: P521** P251 (FT/PT), P512 (Dual)
For implementation from	September 2016

Part 2: Description

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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students on the programme develop the high level communication skills required to produce material for a variety of audiences and in a range of formats. They hone their individual voice in a range of testing modules to become accomplished media producers. They are also challenged to achieve academic skills in the critical analysis of texts and research methodologies. They gain an understanding of ideas about the role of media in society, its history and potential future pathways. The modules ensure a breadth of knowledge to support students in their future career aspirations.

Regulations

Approved to University Regulations and Procedures

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UABALG-30-1	UABAKA-30-1	UABN66-30-1	UABN6A-30-1	UABPRN-30-2	UABN4T-30-2	UABAH4-30-2	UPCPAR-30-2	UABASW-30-2	UPCPAU-30-2	UABN65-30-2	UPCAFC-30-3	UABN5Y-30-3	UABN69-30-3	UABN6B-30-3	UABPMG-30-3	UABN63-30-3	UABN68-30-3	UABN64-30-3	UPCAGW-30-3
A) Knowledge and understanding of:																				
key aspects of the historical formation of contemporary forms of media and journalism				X		X	X			X	X			X	X	X				X
the evaluation and use of theoretical and interpretative frameworks for the study of media and journalism in rigorous, systematic and imaginative ways				X	X	X	X		X	X		x	X	X	X	X				X
the ways in which media communication and culture is produced and consumed in different professional and cultural contexts in everyday life			X	X	X	X	X	X	X	X	X	X	X	X	x	X	X	X	X	X
approaches and methodologies for analysing and interpreting media texts in relation to diverse professional contexts and audiences			X	x	X	X	X	X	X	X	X	X	X			X				X
the relationships between media, culture, and technology, and the role they play in citizenship, democracy and global systems of power	X		X	X	X	X	X	X	X	X	x	x	X	x	X	X			X	X
media and journalism practice including cross-media forms of writing and production, within a critical and exploratory context			X	X	X	X	X	X	X	X	x	X		X	X	X	X			X
the design and realisation of sustained critical and creative research projects			X		X	X		X	X	X	x	X	X	x	X		X			X
relevant work environments including entrepreneurial and freelance skills							X		X		X				X		X	X	X	
the ways in which systems of media production and consumption work to promote or inhibit the wider goals of sustainability			X	X	X	X	X	X	X	X	X	x	x	X	X	X	X	X	X	X

3

Part 3: Learning Outcomes of the Programme

	UABALG-30-1	UABAKA-30-1	UABN66-30-1	UABN6A-30-1	UABPRN-30-2	UABN4T-30-2	UABAH4-30-2	UPCPAR-30-2	UABASW-30-2	UPCPAU-30-2	UABN65-30-2	UPCAFC-30-3	UABN5Y-30-3	UABN69-30-3	UABN6B-30-3	UABPMG-30-3	UABN63-30-3	UABN68-30-3	UABN64-30-3	UPCAGW-30-3
(B) Intellectual Skills																				
read academic and other texts carefully and critically		X	X	X	X	X	X	X	X	X	X	x	X	X	X	X			X	X
analyse complex media products and cultural processes within their relevant contexts			x	x	x	x	x	x	x	x	x	x	x	x	x	x				x
extract and present key ideas and significant content from complex material			X		X	X	X	X	X	X	X	X	x	X	X	X	X	X	X	X
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					X	X	X	X					x	x		X	X			X
present complex ideas with clarity in writing, verbally, diagrammatically and by using other media	X	X	X	X	X	X	X	X	X	X	X	x	X	X	x	X	X	X	X	X
construct coherent arguments	x	x	X	X	X	X	X	X	X	X	X	x	X	x	X	X	X	X	X	X
reflect upon and articulate their own cultural identity and positioning in relation to an increasingly cosmopolitan and global context			X	X	X	X	X			X				x	X	X	X	X	X	X
develop critical and creative solutions in response to problems identified within their subject specialisms			X	X	X	X	X	X	X	X	X	x	X	x	x	X	X	X		X
(C) Subject/Professional/Practical Skills																				
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	X	X	X		X			X	X		X	X	x		X		X			
A critical understanding of significant aspects of contemporary media culture, its institutions, economics, histories, geographies, politics, ethics, practices and lived experiences		X	X	X	X	X	X			X				X	X	X	X	X		X
The ability to initiate, plan and execute a substantial, innovative, project in cultural research or digital media production relevant to their chosen specialism						X		X		X	X	x	X		x	X			X	X
The understanding of, and ability to select and adapt, qualitative and quantitative research methods according to audience and context				X		X						X	x		X	X				X

4

Part 3: Learning Outcomes of the Programme

	UABALG-30-1	UABAKA-30-1	UABN66-30-1	UABN6A-30-1	UABPRN-30-2	UABN4T-30-2	UABAH4-30-2	UPCPAR-30-2	UABASW-30-2	UPCPAU-30-2	UABN65-30-2	UPCAFC-30-3	UABN5Y-30-3	UABN69-30-3	UABN6B-30-3	UABPMG-30-3	UABN63-30-3	UABN68-30-3	UABN64-30-3	UPCAGW-30-3
The ability to work collaboratively in the production of cultural research and digital media production relevant to their chosen specialism			X		X		X	X	X	X	X				X		X			X
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			X	X	X	X	X			X		x	x	x	x	X				X
(D) Transferable skills and other attributes																				
Communicate effectively in writing and verbally	X	X	x	X	X	X	X	X	X	X		X	x	x	x	X	X	X	X	X
Engage with local and global issues both as citizens and apprentice professionals and so increase their intercultural awareness	X	X		X	X	X	X			X	X	x	X	x	X	X	X	X	X	X
Engage with significant ethical issues raised by the changing nature of contemporary media and journalism	X	X	X	X	X	X	X	X	X	X	X	X	x	x	X	X	X	X	X	X
Work independently on complex tasks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	x	X	X	X	X	X
Organise and self-direct substantial projects												X	x		X	X		X		X
Access and evaluate bodies of information from diverse sources	X	X	X	X	X	X	X	x	X	X	X	x	X	X	x	X	X	X	X	X
Develop information literacy and numeracy skills	x	X	X	X	X	X	X	X	X	X	X	X	X	x	X	X	X	X	X	X
Manage time and work effectively within given limits	X	X	X	X	X	X	X	X	X	X	X	X	X	x	X	X	X	X	X	X
Use appropriate information technology effectively for research, presentation, and media production	X	x	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X
Work as a supportive member of a team or group			X		X		X	X	X	X	X		x	X		X		X	X	
Demonstrate self reflexivity in their own work and that of others	X	X	X	X	X	X	X	x	X	X	X	x	X	x	x	X	X	X	X	X

Part 4: Programme Structure

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Level 1	UABALG-30-1 Newsgathering UABAKA-30-1 Civic Journalism UABN66-30-1 Introduction to Digital Media UABN6A-30-1 Introduction to Journalism and Public Communication		CertHE Media Journalism :
	Level 2	UABPRN-30-2 Visual Journalism UABN4T-30-2 Researching Journalism and Public Communication UABASW-30-2 Digital Communication Management UABN65-30-2 Advanced Digital Media	None	Diploma in Higher Education Media and Journalism

	Compulsory Modules	Optional Modules	Interim Awards
Level 3		UPCAGW-30-3 Video Games and Digital Culture UABN6B-30-3 Journalism Innovations UABN69-30-3 Activism and the Media UABN68-30-3 Advanced Feature Writing UABN63-30-3 Newsroom Practice UABPMG-30-3 Journalism Dissertation *Excluded from being taken with Independent Project* UABN64-30-3 Work Experience UABN5Y-30-3 Independent Project *Excluded from being taken with Journalism Dissertation*	BA Media and Journalism *300 credits at L2 and above* BA(Hons) Media and Journalism *360 credits at L2 and above*

GRADUATION

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**

Y 1
UPCNA7-30-0 Academic Skills for Arts and Humanities
UPCNA8-30-0 Bristol, Arts and Culture

Y2
UPCNA9-30-0 Thoughts, ideas and myths: past, present and future
UPCNAE-30-0 Extended Project

Y3
UABALG-30-1 Newsgathering
UABAKA-30-1 Civic Journalism

Y4
UABN6A-30-1 Introduction to Journalism and Public Communication
UABN66-30-1 Introduction to Digital Media

Interim Awards: Credit requirements 120 – Certificate in Higher Education

Y5
UABPRN-30-2 Visual Journalism
UABN4T-30-2 Researching Journalism and Public Communication

Y6
UABN4T-30-2 Researching Journalism and Public Communication
UABASW-30-2 Digital Communication Management

Interim Awards: Credit requirements 240 – Diploma in Higher Education

Y7

Optional Modules:
UABN6B-30-3 Journalism Innovations
UABN63-30-3 Newsroom Practice
UPCAGW-30-3 Video Games and Digital Culture

Y8
Optional Modules:
UABN69-30-3Activism and the Media
UABN64-30-3 Work Experience
UABPMG-30-3 Journalism Dissertation/ UABN5Y-30-3 Independent Project

Interim Awards: Target/Highest BA(Hons) Default title: BA

Credit requirements BA (Hons) – 360 BA – 300

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply

Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database.

Part 6: Reference Points and Benchmarks

QAA UK Quality Code for HE
      -Framework for higher education qualifications (FHEQ)
      -Subject benchmark statements
      -Qualification characteristics for Foundation degrees
Strategy 2020
University policies

The English and English Language programme has been rewritten to align with university strategy for programmes to be industry-facing and practice-based. As this is an open market programme offering no specific vocational training it is oriented towards a number of career paths which our students have traditionally followed or aspire to. In addition, the module Language, Research and the Workplace requires students to identify and prepare for a particular career alongside developing job application skills of wider relevance.

The QAA subject benchmark statements (Linguistics and English) and to a lesser extent the HEA English Language Benchmark Statement were used to inform the academic content of the programme. The employability slant to the programme, embedded within different modules, has been introduced more explicitly to address the university and faculty strategy to improve students' employment prospects. Added to this, thought has been given to the student experience on this programme, with assessment forming part of a supportive and developmental framework for our students. This addresses elements of the National Student Survey. Staff research feeds into

modules at various levels, and in particular at level three, where modules are created in line with staff expertise as well as what will develop and be of practical use to our students in the workplace. We have consulted closely our Careers colleagues, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team

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 MQF[1] 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 nomenclature[2].
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.
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:

I.	*Demonstrate knowledge and comprehension on fundamental principles of a field of study, acquired from advanced text books.*	Bachelors degree holders
II.	*Use the knowledge and comprehension through methods that indicate professionalism in employment*	
III.	*Argue and solve problems in their field of study*	
IV.	*Show techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues*	
V.	*Communicate effectively and convey information, ideas, problems and solution to experts and non-experts*	
VI.	*Apply team and interpersonal skills which are suitable to employment*	
VII.	*Possess independent study skills to continue further study with a high degree of autonomy*	

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.

---

[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 connecter 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

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.

MQF learning outcome domain	TGC-focused TUC curriculum learning outcomes
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 COPPA[3] 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 progammes 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 coversthe 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 Accrediation.* Petaling Jaya: MQA, Ministry of Higher Education Malaysia

Appendix 3

Summary of COPIA[4] 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.

All relevant process flowcharts are in COPIA p80-84.

---

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

Appendix 4

With Effect from September 2016
Level 1/ Year 1 TU/UWE module Mapping

TU/SOC BMC – Advt; Broad	UWE Media & Journalism	BMC – PR; PREM	UWE Journalism & PR
Introduction to Mass Communication BMC1114	Introduction to PR & Communication UACAKF-15-1	Introduction to Mass Communication BMC1114	Introduction to PR & Communication UACAKF-15-1
Intercultural Communication BMC1124	Journalism & Society UACAJK-15-1	Intercultural Communication BMC1124	Journalism & Society UACAJK-15-1
Media Writing BMC1154 Innovative media BMC1314	News Gathering UACAAV-30-1	Media Writing BMC1154 Innovative media BMC1314	News Gathering UACAAV-30-1
Creative & Critical Thinking BMC1134 Communication Theory BMC1144 Visual Communication BMC1324 Elective 1	Contemporary Digital Practice UACAKG-60-1	Creative & Critical Thinking BMC1134 Elective 1	Civic Journalism UACAKA-30-1
		Communication Theory BMC1144 Visual Communication BMC1324	Multi Media Journalism UACAJJ-30-1
BMC – PR & Marketing			**Journalism & PR**
Introduction to Mass Communication BMC1114			Introduction to PR & Communication UACAKF-15-1
Intercultural Communication BMC1124			Journalism & Society UACAJK-15-1
Media Writing BMC1154 Innovative media BMC1314			News Gathering UACAAV-30-1
Creative & Critical Thinking Principles of Marketing Code tbc Elective 1			Civic Journalism UACAKA-30-1
Communication Theory			Multi Media Journalism UACAJJ-30-1

Elective 1 modules.
Performing Arts
Intro to Management
Illustration & Visual Narrative

Level 2/ Year 2 TU/UWE module Mapping

TU/SOC BMC – Advertising	UWE Media & Journalism
Communication Research Fundamentals BMC2314 Advertising Principles BMC2414	Media Culture II UACAFF-30-2
Interactive Media BMC2314 Elective 2	Digital Communication Management UACASW-30-2
Creative Concept & Visualisation Creative Copywriting BMC2434 Advertising Design & Execution BMC2444	Exploring Creative Advertising & Processes UADAH3-30-2
2 minor modules *PR: Social Psychology & Org communication* *Or* *Broadcasting: Film Studies & Audience Studies* *Or* *Journalism: Social Psychology & Photojournalism*	Broadcast Journalism UACAJL-30-2
TU/SOC BMC – Broadcasting	UWE Media & Journalism
Communication Research Fundamentals BMC2114 Broadcasting Principles BMC2614	Media Culture II UACAFF-30-2
Interactive Media BMC2314 Elective 2	Digital Communication Management UACASW-30-2
Writing for Broadcast BMC2624 Audience Studies BMC2634 Radio & TV Production BMC2644	Broadcast Journalism UACAJL-30-2
2 minor modules *PR: Social Psychology & Org communication* *Or* *Advertising: Advertising Principles &Consumer Behavior* *Or* *Journalism: Social Psychology & Photojournalism*	Reputation Management UACAH4-30-2

Level 3/ Year 3 TU/UWE module Mapping

TU/SOC BMC – Advertising	UWE Media & Journalism
Media Law & Ethics BMC3113	Activism and Media UABN69-30-3
Professional Media Workshop BMC3125 Media Strategy BMC3414 Advertising Campaign BMC3436	Journalism Innovations UABN6B-30-3
Brand Management BMC3425	Brand Management (FBL module) UMKDCA-15-3
Internship BMC3916	Work Experience UABN64-30-3
Broadcasting Minor: Digital Story telling & production; Writing for broadcast; Radio & TV Production; Broadcast principles *Or* *Journalism Minor: Newspaper & Magazine*	Journalism Futures UACAH5-15-3 Run for Taylor's students only

TU/SOC	UWE
Production, Print news reporting; Creative Writing; Reporting for New Media ***Or*** ***PR Minor:** Promotional Writing; Publicity & Media relations; Crisis Management; PR Principles*	
TU/SOC **BMC – Broadcasting**	**UWE** **Media & Journalism**
Media Law & Ethics BMC3113	Activism and Media UABN69-30-3
Professional Media Workshop BMC3125	Journalism Innovations UABN6B-30-3
Broadcast Performance BMC3614 Digital Story Telling & Production BMC3424 Advanced TV Production BMC3636	Journalism Production Project UABA97-30-3
Internship BMC3916	Work Experience UABN64-30-3
Journalism Minor:** Newspaper & Magazine Production, Print news reporting; Creative Writing; Reporting for New Media* ***Or ***PR Minor:** Promotional Writing; Publicity & Media relations; Crisis Management; PR Principles* ***Or*** ***Advertising Minor:** Media strategy; Advertising Design & Execution; Creative Concept & Visualizing; Creative Copywriting*	Journalism Innovations UABN6B-30-3

Level 2/ Year 2 TU/UWE module Mapping

TU/SOC BMC – Public Relations	UWE Journalism & PR
Communication Research Fundamentals BMC2114 Elective 2	Digital Communication Management UACASW-30-2
Interactive Media BMC2314 Promotional Writing BMC2524	Broadcast Journalism UACAJL-30-2
PR Principles BMC2514 Publicity & Media Relations BMC2534 Crisis Management BMC2544	Reputation Management UACAH4-30-2
2 minor modules ***Advertising**: Consumer Behavior; Advertising principles* ***Or*** ***Broadcasting**: Film Studies & Audience Studies* ***Or*** ***Journalism**: Social Psychology & Photojournalism*	Exploring Creative Advertising & Processes UADAH3-30-2

Level 3/ Year 3 TU/UWE module Mapping

TU/SOC BMC – Public Relations	UWE Journalism & PR
Media Law & Ethics BMC3113 Professional Media Workshop BMC3925	Activism and Media UABN69-30-3
Financial PR BMC3514 International PR BMC3524 PR Consultancy BMC3536	PR Consultancy Skills UABN5W-30-3
Internship	Work Placement & Experience UACPMN-30-3
Broadcasting Minor: *Digital Story telling & production; Writing for broadcast; Radio & TV Production; Broadcast principles* ***Or*** ***Journalism Minor:*** *Newspaper & Magazine Production; Print news reporting; Creative Writing; Reporting for New Media* ***Advertising Minor:*** *Creative Concept & Visualizing; Creative Copywriting; Media strategy; Advertising Design & Execution*	Journalism Innovations UABN6B-30-3

Level 2/ Year 2 TU/UWE module Mapping

TU/SOC BMC – Public Relations & Marketing	UWE Journalism & PR
Communication Research Fundamentals BMC2114 Elective 2	Digital Communication Management UACASW-30-2
Interactive Media BMC2314 Promotional Writing BMC2524	Broadcast Journalism UACAJL-30-2
PR Principles BMC2514 Consumer Behavior BUS2344	Reputation Management UACAH4-30-2
Promotional Management BMC2524 E-Marketing TBC Intro to International Business BUS2514	Exploring Creative Advertising Processes UADAH3-30-2

Level 3/ Year 3 TU/UWE module Mapping

TU/SOC BMC – Public Relations & Marketing	UWE Journalism & PR
Media Law & Ethics BMC3113 Professional Media Workshop BMC3925	Activism and Media UABN69-30-3
PR Consultancy BMC3536 Publicity & Media Relations BMC2534 Crisis Management BMC2544	PR Consultancy Skills UABN5W-30-3
Relationship Marketing BMC2923 Direct Marketing BUS2334 Services Marketing BUS2314 Issues In Marketing (Marketing Seminar BMC3934)	Marketing Services (FBL module) UMKD6R-15-3

Brand Management BMC3425	Brand Management (FBL module UMKDCA-15-3
Internship	Work Experience UABN64-30-3

Level 2/ Year 2 TU/UWE module Mapping

TU/SOC BMC – Public Relations & Event Management	UWE Journalism & PR
Communication Research Fundamentals BMC2114 Elective 2	Digital Communication Management UACASW-30-2
Interactive Media BMC2314 Promotional Writing BMC2524 Design for Events HTM1973	Broadcast Journalism UACAJL-30-2
PR Principles BMC2514 Exhibition Mgt HTM2712 Entertainment Mgt HTM2703	Reputation Management UACAH4-30-2
Intro to Events & Meetings HTM1933 Events Operations HTM2723 Special Events & Festivals HTM3702	Exploring Creative Advertising Processes UADAH3-30-2

Level 3/ Year 3 TU/UWE module Mapping

TU/SOC BMC – Public Relations & Event Management	UWE Journalism & PR
Media Law & Ethics BMC3113 Professional Media Workshop BMC3925	Activism and Media UABN69-30-3
PR Event Consultancy BMC3536 Publicity & Media Relations BMC2534 Financial PR BMC3514 Crisis Management BMC2544	PR Consultancy Skills UABN5W-30-3
Event Marketing BMC3815 Issues In Marketing (Marketing Seminar) BMC3934	Marketing Services (FBL module – taught at Frenchay) UMKD6R-15-3
Event Risk Management & Safety BMC3825	Staging and Evaluating Events (FBL module – taught at Frenchay) UMKDC7-15-3
Internship	Work Experience UABN64-30-3

FOR OFFICE USE ONLY

First CAP Approval Date	1 June 2012			
Revision CAP Approval Date *Update this row each time a change goes to CAP*	4 February 2016	Version	*4*	*Link to RIA*
Next Periodic Curriculum Review due date	September 2018			
Date of last Periodic Curriculum Review				