



University of the  
West of England

## CORPORATE AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

| Part 1: Basic Data   |  |
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| <b>Awarding Institution</b>  | UWE and Taylors University   |
| <b>Teaching Institution</b>  | UWE and Taylors University   |
| <b>Delivery Location</b>   | Frenchay Campus<br>Taylor's University College; Taylor's Lakeside Campus; No 1;<br>Jalan Taylor's; 47500 Subang Jaya; Selangor; Malaysia                 |
| <b>Faculty responsible for programme</b>   | ACE  |
| <b>Department responsible for programme</b>  | Creative Industries  |
| <b>Modular Scheme Title</b>  | Humanities Undergraduate Modular Scheme  |
| <b>Professional Statutory or Regulatory Body Links</b><br><i>Name of PSRB</i><br><i>Type of approval</i><br><b>Dates</b> | Malaysian Quality Assurance (MQA)<br><a href="http://apps.emoe.gov.my/qad/main.html">http://apps.emoe.gov.my/qad/main.html</a>                           |
| <b>Highest Award Title</b>   | BA(Hons) Journalism and Public Relations B Mass Communication (Public Relations, Public Relations and Marketing, Public Relations and Events Management) |
| <b>Default Award Title</b>   | NA   |
| <b>Interim Award Titles</b>  | BA Journalism and Public Relations<br>DipHE Journalism and Public Relations<br>CertHE Journalism and Public Relations                                    |
| <b>UWE Progression Route</b>   |  |
| <b>Mode(s) of Delivery</b>   | F/T  |
| <b>Codes</b>   | <b>UCAS:</b><br><b>ISIS2: PP52, PP5A</b>   |
|  | <b>JACS:</b><br><b>HESA:</b>   |
| <b>Relevant QAA Subject Benchmark Statements</b>   |  |
| <b>CAP Approval Date</b>   | 1 <sup>st</sup> June 2012  |
| <b>Valid from Date</b>   | September 2012   |
| <b>Valid until Date</b>  | September 2018   |
| <b>Version</b>   | 2  |

## Part 2: Educational Aims of the Programme

### Overall Aim

The overall aim is to enable students to develop skills, knowledge and understanding in digital journalism across all multi-media platforms, alongside an understanding of the local and global political, economic and media contexts in which journalists and public relations professionals work. In addition the programme aims to prepare students for work in the public relations field in consultancy firms or corporations. Strategic thinking and critical analyses is emphasised throughout the programme along with on-going exposure and interaction with professionals. Its utility to students will stem from a fully immersed engagement with digital production technologies combined with writing and project management skills ensuring graduates of this programme are employable across a range of communication and publicity industries in the public and private sector.

### Specific Educational Aims

1. To ground students in the concepts and theories of Journalism, contemporaneously, historically and with a critical understanding of standard frameworks established in law, industry regulation, professional guidelines and ethical concerns in different national and international contexts.
2. To ground students in the concepts and theories of Public Relations, leading to strategic thinking and critical analyses of practices in the field.
3. To prepare students for future careers which require a high level of analytical and communication skills.
4. To develop students' understanding of the political economy and organisation of journalistic and PR practice within the broader context of the media industries.
5. To equip students with practical journalistic and public relations production skills including knowledge of a range professional and journalistic writing across platforms.
6. To create practitioners who are proficient in new multi-platform technologies employed in the field now and in the future through extensive hands-on training with state-of-the-art equipment and software.
7. To prepare practitioners who are versatile in the acquiring of information, effective problem solvers and able to work with different groups of people in a global environment.

## 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  |
|--|---|
| <b>A Knowledge and Understanding</b>   |   |
| <p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. conceptual frameworks employed in the study of journalism and public relations in an interactive digital media sphere.</li> <li>2. forms of communication studies: public relations / advertising / journalism / broadcasting.</li> <li>3. the importance of historical and national contexts in the study of journalism and public relations</li> </ol> | <p><i>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.</i></p> <p><i>Acquisition at UWE of 1 is by the compulsory and optional modules: Introduction to PR and Communication (UACAKF-15-1); Professional Craft Skills (UACAJJ-30-1); Newsgathering (UACALG-30-</i></p> |

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| <ol style="list-style-type: none"> <li>4. approaches and methodologies for analysing and interpreting genres of news, public relations and media discourses in relation to their production, reception and consumption;</li> <li>5. the evaluation and use of theoretical and interpretative frameworks in rigorous, systematic and imaginative ways;</li> <li>6. knowledge and understanding of related work environments including entrepreneurial and freelance skills.</li> <li>7. multimedia forms of writing and production such as script writing, video shooting and editing, sound production, event managing, and product campaigning and marketing.</li> <li>8. a thorough knowledge and ability to operate within the context both of the British, European legal and international legal regimes as this affects newsgathering and press work, and of contemporary ethical and regulatory constraints conditioning the performance of journalists and PR professionals</li> <li>9. international media accountability systems and their role in the relationship between state, citizen and journalist.</li> <li>10. an understanding of how different social systems underpinning the production and consumption of media work to promote or inhibit the wider goals of sustainability.</li> <li>11. the professional and ethical responsibilities of the communicator, wherever he/she may practice.</li> </ol> | <p>1) Journalism Fieldwork (UACAKA-30-1) and Journalism and Society (UACAKJ-15-1) but is also taught throughout the programme.</p> <p><i>Acquisition at TU of 1 is by the compulsory and optional modules:</i> PR Principles (BMC 2514) Communication Theory (BMC1144) Principles of Marketing (BUF2304) Introduction to International Business (BUS2514) Promotional Writing (BMC 2524)</p> <p><i>Acquisition at UWE of 2 is taught throughout the programme.</i></p> <p><i>Acquisition at TU of 2 is taught throughout the programme</i></p> <p><i>Acquisition at UWE of 3 is by the compulsory and optional modules</i> Introduction to Public Relations and Communications (UACAKF-15-1) Visual Journalism (UACPRN-30-2) Web Media (UACPAR-30-2) Journalism Futures (UACAH5-15-3) Media, Law and Ethics (UACAHF-15-3) Media Campaign and Activism (UACAHG-15-3)</p> <p><i>Acquisition at TU of 3 is by the compulsory modules:</i> PR Principles (BMC 2514) Communication Theory (BMC1144) Principles of Marketing (BUF2304) Introduction to International Business (BUS2514) Communication Research Fundamentals (BMC 2114) Broadcasting Principles (BMC2614) Media Law &amp; Ethics (BMC 3113) Publicity and Media Relations (BMC2534) International Public Relations (BMC3524)</p> <p><i>Acquisition at UWE of 4 is by the compulsory and optional modules:</i> This is introduced at level one in Journalism and Society (UACAKJ-15-1) and Introduction to Public Relations and Communications (UACAKF-15-1); Exploring Creative Advertising Practices (UADAH3-30-3) but is also taught throughout the programme.</p> <p><i>Acquisition at TU of 4 is taught throughout the programme:</i></p> <p><i>Acquisition at UWE of 5 is through the compulsory and optional modules</i> Journalism and Society (UACAKJ-15-1) Introduction to Public Relations and Communications (UACAKF-15-1) Visual Journalism (UACPRN-30-2) Reputation Management (UACAH4-30-2) Exploring Creative Advertising and Processes (UADAH3-30-3) Media, Law and Ethics (UACAHF-15-3) Media Campaigns and Activism (UACAHG-15-3)</p> <p><i>Acquisition at TU of 5 is through the compulsory and optional modules</i> PR Principles (BMC 2514) Communication Theory (BMC1144) Principles of Marketing (BUF2304) Introduction to International Business (BUS2514) Communication Research</p> |
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Fundamentals (BMC 2114) Broadcasting Principles (BMC2614) Audience Studies (BMC2634) Publicity and Media Relations (BMC2534) Crisis Management (MC2544) Financial PR (BMC3514) International Public Relations (BMC3524) Media Law & Ethics (BMC 3113) Public Relations Consultancy (BMC3536)

*Acquisition at UWE of 6 is introduced by the compulsory modules:* Introduction to PR and Communication (UACAKF-15-1); Professional Craft Skills (UACAJJ-30-1); Newsgathering (UACALG-30-1) Journalism Fieldwork (UACAKA-30-1) and then taught throughout the programme

*Acquisition at TU of 6 is taught throughout the programme:*

*Acquisition at UWE of 7 is provided by the compulsory and optional modules:* Professional Craft Skills (UACAJJ-30-1); Newsgathering (UACALG-30-1) Journalism Fieldwork (UACAKA-30-1) Visual Journalism (UACPRN-30-2) Web Media (UACPAR-30-2) PR Practices and Strategies (UACAHN-30-3) Production Project (Journalism and Public Relations) UACAHT-30-3, Creative Advertising Design UADAJ7-30-3, Work Placement and Experience UACPMN-30-3; Copy Writing (UACAHH-15-3)

*Acquisition at TU of 7 is taught throughout the programme*

*Acquisition at UWE of 8 is provided by the compulsory and optional modules:* Newsgathering (UACALG-30-1) Journalism Fieldwork (UACAKA-30-1) and Media, Law and Ethics (UACAHF-15-3) Work Placement and Experience (UACPMN-30-3); Production Project (UACAHT-30-3)

*Acquisition at TU of 8 is provided by the compulsory modules:* PR Principles BMC2514 Publicity and Media Relations BMC2534 Crisis Management MC2544 Financial PR BMC3514 International Public Relations BMC3524 Media Law & Ethics, BMC 3113 Broadcasting Principles (BMC2614)

*Acquisition at UWE of 9 is provided by the compulsory and optional modules:* Introduction to PR and Communication (UACAKF-15-1); Professional Craft Skills (UACAJJ-30-1); Newsgathering (UACALG-30-1) Journalism Fieldwork (UACAKA-30-1) Journalism Futures (UACAH5-15-3) Media Law and Ethics (UACAHF-15-3)

*Acquisition at TU of 9 is provided throughout the programme* Introduction to Mass Communication (BMC1114) Intercultural Communication (BMC1124) Financial PR (BMC3514) International Public Relations (BMC3524) Media Law & Ethics (BMC2614)

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|  | <p><i>Acquisition at UWE of 10 is provided throughout the programme.</i></p> <p><i>Acquisition at TU of 10 is provided throughout the programme</i></p> <p><i>Acquisition at UWE of 11 is provided throughout the programme.</i></p> <p><i>Acquisition at TU of 11 is provided throughout the programme</i></p> <p><b>Additional support is provided through</b> regular industry guest speaker series, formal work placement relationships with the region’s journalism and media industries and employability seminars for all years.</p> <p><i>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 her individual knowledge and understanding of the subject.</i></p> <p><b>Assessment:</b><br/>Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1-11), oral presentation (learning outcomes 1-11), tasks undertaken under examination conditions (learning outcomes 1-11).</p> <p>Assessment is primarily through course work, which takes the form of written seminar papers, essays, items of journalistic and PR writing and production projects. Other elements may include seminar presentations and written examinations under controlled conditions.</p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject</i></p> |
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| <b>B Intellectual Skills</b>   |   |
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| <p><b>B. Intellectual Skills</b></p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. read academic and other texts carefully and critically;</li> <li>2. analyse complex media products and cultural processes within their</li> </ol> | <p><b>Teaching/learning methods and strategies</b></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><br/>UWE/TUC</p> <p><b>Outcome 1:</b> 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</p> |

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| <p>relevant contexts;</p> <ol style="list-style-type: none"> <li>3. extract and present key ideas and significant content from complex material;</li> <li>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;</li> <li>5. present complex ideas with clarity in writing, verbally, numerically, diagrammatically and by using other media;</li> <li>6. construct coherent arguments;</li> <li>7. reflect upon and articulate their own cultural identity and positioning in relation to an increasingly cosmopolitan and global context.</li> <li>8. develop critical and creative solutions in response to problems identified within their subject specialisms.</li> </ol> | <p>greater complexity at level 3 in all modules.</p> <p><b>Outcome 2:</b> 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><b>Outcome 3:</b> 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><b>Outcome 4:</b> 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><b>Outcome 5 &amp; 6:</b> Students are developing this 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><b>Outcome 7:</b> 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><b>Outcome 7:</b> 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><b>Assessment:</b></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> |
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## C Subject, Professional and Practical Skills

### C) Subject/Professional/Practical Skills

On successful completion of this award students will be able to demonstrate the following skills:

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 communications and 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 or pursue a live case study brief in public relations or digital media production.
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

#### **Further Subject Specialist Skills:**

Through successful completion of specific advertising modules the students will be able to demonstrate:

1. A solid grounding in the concepts and theories of public relations and journalism, leading on to

### Teaching/learning methods and strategies

UWE/TU

Core competences in selection, editing and manipulation of information are extremely valuable in the new knowledge based economy. Journalism and Public Relations students are encouraged to identify the core transferable skills they learned over the three years and to articulate those in their CVs

These skills are acquired accumulatively through seminar discussion, tutorial guidance, workshops, live briefs and feedback on assignments given 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.

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 Public Relations Consultancy (BMC 3536) and Internship Practical Training (BMC 3116) at TU provide further opportunities to enhance the development of these skills in more demanding and professional contexts.

#### **Public Relations and Marketing Skills are primarily provided through:**

UWE:

Introduction to PR and Communication UACAKF-15-1  
 Reputation Management UADAH3-30-2  
 Media Campaign and Activism UACAHG-15-3  
 Copywriting UACAHH-15-3  
 PR Practice and Strategies UACAHN-30-3  
 amongst others

TU:

Public Relations Consultancy BMC 3536  
 Internship BMC 3116  
 Financial Public Relations BMC 3514  
 Crisis Management BMC 2544  
 Publicity and Media Relations BMC 2534  
 Promotional Writing BMC2524  
 Amongst others

#### **Journalism Skills are primarily provided through:**

UWE

Professional Craft Skills (UACAJJ-30-1);  
 Newsgathering (UACALG-30-1) Journalism Fieldwork

strategic thinking and critical analyses of practices in the field.

2. Additional skills are developed as options or at TU through Minor Pathways in Advertising, Journalism or Broadcasting or joint honours awards with Marketing and Events Management.

### **Specific Communication skills**

Writing

- with clarity
- to a brief in different styles (depending on audience)
- copy-editing and proof reading
- editing, sub-editing and proof-reading

Interviewing techniques (developing curiosity, competitiveness, social interaction)

Blogging, tweeting and social networking  
Presentation

Research skills (academic and journalistic  
Analytical Criticism

### **Specific Technical skills**

Multimedia software packages for editing, graphics and web media

Lighting, sound recording, camera operation

Data management and visualisation

Ability to filter key information from complex reports

Basic understanding of statistical analysis, data synthesis

(UACA-30-1) Visual Journalism UACPRN-30-2  
Media Ethics and Law UACA-15-3  
Production Project UACAHT-30-3  
Work Placement and Experience UACPMN-30-3 amongst others.

**Events Management Skills are primarily provided through:**

UWE: Cultural Production: Exhibitions and Events UACA-30-2, and Exhibitions and Events Production UACA-30-3

TU: Introduction to Events and Meetings HTM 1933, Events Operations HTM2723, Design for Events HTM1973, Entertainment Management HTM 2703, Exhibition Management HTM 2703, Special Events and festivals HTM3702, Live Event project HTM3713, Event Management Risk and Safety BMC3825, PR Events Consultancy BMC3534

**Advertising Skills are primarily provided through:**

UWE:

Exploring Creative Advertising Processes (UADA-30-2), Creative Advertising Design (UADA-30-3)

TU: 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) amongst others

**Broadcasting Skills are primarily provided through:**

UWE: Screen Media UACA-30-2 and Visual Journalism UACPRN-30-2

TU: Broadcasting Principles BMC2614, Audience Studies 2634, Film Studies BMC2654, Writing for Broadcast BMC2624, Radio and TV production BMC2644

### **Assessment:**

*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.*



## D Transferable Skills and other attributes

On successful completion of the programme students will be able to :

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 public relations and journalism.
4. Work independently on complex tasks;
5. Organise and self-direct substantial 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

### **Teaching/learning methods and strategies**

*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.*

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 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: BA (Hons) Journalism and Public Relations |                    |  |                                | B Public Relations, Public Relations and Marketing, Public Relations and Event Management     |   |                        |
|--|--------------------|--|--------------------------------|---|---|------------------------|
| University of the West of England                                      |                    |  |                                | Taylors University  |   |                        |
| E<br>N<br>T<br>R<br>Y<br><br>↓   | Compulsory modules | Optional modules   | Interim Awards:                | Compulsory modules<br><i>7x4 credit modules</i>   | Optional modules  | Interim Award          |
|  | 1                  | UACAKF-15-1<br>Introduction to Public Relations and Communication<br><br>UACAJJ-30-1<br>Professional Craft Skills<br><br>UACALG-30-1<br>News gathering<br><br>UACAKA-30-1<br>Journalism Fieldwork<br><br>UACAKJ-15-1<br>Journalism and Society | No optional modules at level 1 | CertHE Journalism and PR<br><br>Credit requirements: 120 UWE credits at the appropriate level | BMC1114 Introduction to Mass Communication<br><br>BMC 1124 Intercultural Communication<br><br>BMC1134 Critical and Creative Thinking<br><br>BMC1144 Communication Theory<br><br>BMC1314 Innovative Media<br><br>BMC1154 Media Writing<br><br>BMC1324 Visual Communication | Elective 1 (3 credits) |

|  | <b>Compulsory modules</b>  | <b>Optional modules</b>  | <b>Interim Awards:</b>                                | <b>Compulsory modules (all 4-credit modules)</b>   | <b>Optional modules</b>  | <b>Interim Award</b>  |
|--|--|--|---|--|--|---|
| <b>L<br/>E<br/>V<br/>E<br/>L<br/><br/>2</b>                                    | 90 credits UWE and TU PR<br>120 Credits TU PR & Events, and PR & Marketing     | 30 credit option UWE   | DipHe   | BMC 2114<br>Communication Research Fundamentals<br>BMC 2314 Interactive Media<br>BMC 2514 Public Relations Principles<br>BMC 2524 Promotional Writing  | Minor 1 & 2 (TU PR)  | 40 TU credits   |
|  | UACPRY-30-1<br>Visual Journalism   | UADAH3-30-2 Exploring Creative Advertising Processes TU Advertising Minor    | Credit requirements: 240 UWE at the appropriate level | PR Major<br>BMC 2534 Publicity and Media Relations<br>BMC 2544 Crisis Management   | Advertising Broadcasting Journalism<br><br>(see full listing of modules in Minor Pathways Chart) | Credit requirements: 240 UWE credits at the appropriate level |
|  | UACPAR-30-2<br>Web Media   |  |   |  |  |   |
|  | UACAH4-30-2<br>Reputation Management UWE, TU PR and PR & Events                | UACA9B-30-2 Screen Media TU Broadcasting Minor (Not available as UWE option) |   | PR and Marketing Major<br>BMC2524 Promotional Management<br>BUS 2344 Consumer Behaviour<br>BUS 2514 Introduction to International Business   | Elective 2   |   |
|  | UACAHG-15-3<br>Media Campaigns and Activism TU PR & Marketing only             | UACPAU-30-2<br>Photomedia TU Journalism Minor                                |   | PR and Events Major<br>HTM 1933 Introduction to Events and Meetings<br>HTM 2712 Exhibition Management<br>HTM 1973 Design for Events<br>HTM 2703 Entertainment Management<br>HTM 2723 Events Operation<br>HTM 3702 Special Events and Festivals |  |   |
|  | UACAHH-15-3<br>Copywriting TU PR & Marketing only                              |  |   |  |  |   |
|  | UADAH3-30-2<br>Exploring Creative Advertising Processes TU PR & Marketing only |  |   |  |  |   |
| UACAJF-30-2<br>Cultural Production: Exhibitions & Events TU PR and Events Only |  |  |   |  |  |   |

|   | <b>Compulsory modules</b>   | <b>Optional modules</b>   | <b>Pre-requisite requirements</b>  | <b>Compulsory modules</b>   | <b>Optional modules</b>  | <b>Pre-requisite requirements</b>  |
|---|---|---|--|---|--|--|
| <b>L<br/>E<br/>V<br/>E<br/>L<br/><br/>3</b> | <p>60 credits UWE<br/>90 credits PR<br/>TU<br/>120 credits PR<br/>and Marketing,<br/>PR and Events<br/>Management TU</p> <p>UACAHN-30-3<br/>PR Practices<br/>and Strategies</p> <p>UACAHF-15-3<br/>Media Law and<br/>Ethics</p> <p>UACPMN-30-3<br/>Work Placement<br/>and Experience<br/>TU compulsory</p> <p>UACAH5-15-3<br/>Journalism<br/>Futures<br/>Not available to<br/>PR and Events<br/>Major</p> <p>UACAHG-15-3<br/>Media<br/>Campaigns and<br/>Activism<br/>TU PR and<br/>Events Major<br/>and UWE<br/>Optional</p> <p>UACAH4-30-2<br/>Reputation<br/>Management<br/>TU PR and<br/>Marketing Major<br/>only</p> | <p>60 credits<br/>UWE<br/>30 credits PR<br/>TU</p> <p>UACPMN-<br/>30-3 Work<br/>Placement<br/>and<br/>Experience</p> <p>UACAHH-15-<br/>3<br/>Copywriting<br/>UWE option<br/>only</p> <p>UADAJ7-30-<br/>3 Creative<br/>Advertising<br/>Design<br/>TU<br/>Advertising<br/>Minor</p> <p>UACAHT-30-<br/>3 Production<br/>Project<br/>TU<br/>Journalism<br/>Minor</p> <p>UACPRN-30-<br/>2 Visual<br/>Journalism<br/>TU<br/>Broadcasting<br/>Minor only</p> | <p>200 UWE<br/>credits at the<br/>appropriate<br/>level</p> <p>Awards:<br/>Target/highest<br/>title:<br/>BA (Hons)<br/>Journalism<br/>and PR</p> <p>Interim title:<br/>BA Journalism<br/>and PR</p> <p>Credit<br/>requirements:</p> <p>BA (Hons):<br/>360 UWE<br/>credits at the<br/>appropriate<br/>levels</p> <p>BA: 300 - 340<br/>credits at the<br/>appropriate<br/>levels</p> | <p>BMC3113 Media Law<br/>and Ethics<br/>BMC3916<br/>Internship/Practical<br/>Training<br/>BMC3925 Professional<br/>Media Workshop<br/>PR Major<br/>BMC3514 Financial<br/>Public Relations<br/>BMC3524 International<br/>Public Relations<br/>BMC3536 Public<br/>Relations Consultancy<br/>PR and Marketing<br/>Major<br/>BMC2534 Publicity<br/>and Media Relations<br/>BMC2544 Crisis<br/>Management<br/>BMC2923 Relationship<br/>Marketing<br/>BMC3425 Brand<br/>Management<br/>BMC3536 Public<br/>Relations Consultancy<br/>BUS2314 Services<br/>Marketing<br/>BUS2334 Direct<br/>Marketing<br/>BMC3934 Issues in<br/>Marketing<br/>PR and Events Major<br/>HTM3713 Live Event<br/>Project<br/>BMC2534 Publicity<br/>and Media Relations<br/>BMC 2544 Crisis<br/>Management<br/>BMC3815 Event<br/>Marketing<br/>BMC3534 PR Events<br/>Consultancy<br/>BMC 3825 Event Risk<br/>Management and<br/>Safety<br/>BMC3934 Issues in<br/>Marketing</p> | <p>Minors<br/>3,4,5,6,<br/><br/>Broadcasting<br/>Advertising<br/>Journalism</p> <p>(see full<br/>listing of<br/>modules in<br/>Minor<br/>Pathways<br/>Chart)</p> | <p>80 TUC credits<br/>at the<br/>appropriate<br/>level</p> <p>Awards:<br/>Target/highest<br/>title:<br/>BA (Hons)<br/>Mass<br/>Communicatio<br/>n</p> <p>Credit<br/>requirements:<br/>BA (Hons):<br/>360 UWE<br/>credits at the<br/>appropriate<br/>levels</p> <p>BA (Hons) 118<br/>TU credits at<br/>the<br/>appropriate<br/>levels</p> <p>BA: 300 - 340<br/>UWE credits at<br/>the<br/>appropriate<br/>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

Delete one of the following statements as appropriate  
A: Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including; ..... (*eg essays, posters, presentations, written examinations*). These are detailed in the following assessment map:

#### Assessment Map for BA(Hons) Journalism and Public Relations

|                            |                           | Type of Assessment* |            |           |                                     |       |            |                  |              |                          |  |
|----------------------------|---------------------------|---------------------|------------|-----------|-------------------------------------|-------|------------|------------------|--------------|--------------------------|--|
|                            |                           | Unseen Written Exam | Attendance | Portfolio | Oral assessment and/or presentation | Essay | Case study | Report / Project | Dissertation | Critical Appraisal/Diary |  |
| Compulsory Modules Level 1 | UACALG-30-1               |                     | B 10       | A 65      |                                     |       |            | B 25             |              |                          |  |
|                            | UACAKA-30-1               |                     | A 10       |           |                                     | B 90  |            |                  |              |                          |  |
|                            | UACAKJ-15-1               |                     | A 10       |           |                                     | B 90  |            |                  |              |                          |  |
|                            | UACAKF-15-1               | A 30                | B 10       | A 60      |                                     |       |            |                  |              |                          |  |
|                            | UACAJJ-30-1               |                     | A 10       | A 90      |                                     |       |            |                  |              |                          |  |
| Compulsory Modules Level 2 | UACPRN-30-2               |                     |            | A 70      |                                     | B 30  |            |                  |              |                          |  |
|                            | UACAH4-30-2               |                     |            | A 60      |                                     | B 40  |            |                  |              |                          |  |
|                            | UACPAR-30-2)              |                     |            | A 25      | A 10                                | A 15  |            | A 50             |              |                          |  |
|                            | UACAH3-30-2               |                     |            | A 100     |                                     |       |            |                  |              |                          |  |
|                            | UACPAU-30-2 Taylor's only |                     |            | A 100     |                                     |       |            |                  |              |                          |  |
| Compulsory Modules Level 3 | UACAH5-15-3               |                     |            |           |                                     | A 100 |            |                  |              |                          |  |
|                            | UACAHN-30-3               |                     |            | B 25      | A 75                                |       |            |                  |              |                          |  |
|                            | UACAHF-15-3               |                     |            |           |                                     |       | A 100      |                  |              |                          |  |
|                            |                           |                     |            |           |                                     |       |            |                  |              |                          |  |
|                            | UACPMN-30-3               |                     |            |           |                                     | A 40  |            | A 40             |              | A 20                     |  |

|                                 |             |  |  |          |          |  |  |          |  |  |  |
|---------------------------------|-------------|--|--|----------|----------|--|--|----------|--|--|--|
| <b>Optional Modules Level 3</b> | UACAHG-15-3 |  |  |          |          |  |  | A<br>100 |  |  |  |
|                                 | UACAHH-15-3 |  |  |          | A<br>100 |  |  |          |  |  |  |
|                                 | UACAJ7-30-3 |  |  |          | A<br>100 |  |  |          |  |  |  |
|                                 | UACAHT-30-3 |  |  |          | A<br>30  |  |  | A<br>70  |  |  |  |
|                                 | UADAH3-30-3 |  |  | A<br>100 |          |  |  |          |  |  |  |

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## 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 21<sup>st</sup> 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](http://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.

#### **DISTINCTIVE FEATURES:**

- 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 public relations, 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](http://www.seec.org.uk/.../seec-credit-level-descriptors-2010-revised-2004)

*University 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.

#### *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)

*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

### Appendix 1

Summary of MQF<sup>1</sup> 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<sup>2</sup>.
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:

|   |                          |
|---|--------------------------|
| <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and comprehension on fundamental principles of a field of study, acquired from advanced text books.</li> <li>2. Use the knowledge and comprehension through methods that indicate professionalism in employment</li> <li>3. Argue and solve problems in their field of study</li> <li>4. Show techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues</li> <li>5. Communicate effectively and convey information, ideas, problems and solution to experts and non-experts</li> <li>6. Apply team and interpersonal skills which are suitable to employment</li> <li>7. Possess independent study skills to continue further study with a high degree of autonomy</li> </ol> | Bachelors degree holders |
|---|--------------------------|

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.

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.

| <i>MQF learning outcome domain</i> | <i>TGC-focused TUC curriculum learning outcomes</i> |
|------------------------------------|---|
| 1. Knowledge                       | Discipline-specific knowledge                       |

<sup>1</sup> 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

<sup>2</sup> 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      |



|  |  |
|--|--|
|  | Sound understanding of foundational concepts and theories in subject area  |
| 2. Practical skills                                    | Technology savvy<br>Executive keyboarding<br>Effective use of ICT and related technologies   |
| 3. Social skills and responsibilities                  | Foundations and skills for lifelong learning<br>Awareness of contemporary global issues<br>Cosmopolitan thinking and intercultural competence<br>Awareness of and sensitivity to cross-cultural differences  |
| 4. Values, attitudes and professionalism               | Intrapersonal skills<br>Ability to manage time effectively<br>Understands the role of personal image and professionalism at work<br>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<br>Ability to speak and write well<br>Able to organize, synthesize and present information effectively<br>Interpersonal skills<br>Understands team dynamics, power of teams and teamwork<br>Works with others in a team<br>Able to assume leadership in small and/or big groups   |
| 6. Problem solving and scientific skills               | Problem-solving skills<br>Defines issues or problems well<br>Analyses problems comprehensively<br>Applies knowledge effectively and applies theory to practice<br>Able to arrive at workable and effective solutions   |
| 7. Information management and lifelong learning skills | Foundations and skills for lifelong learning<br>Learns autonomously<br>Able to acquire and manage information<br>Ability to comprehend a wide variety of literature  |
| 8. Management and entrepreneurial skills               | Interpersonal skills<br>Understands team dynamics, power of teams and teamwork<br>Works with others in a team<br>Able to assume leadership in small and/or big groups<br>Intrapersonal skills<br>Works independently in context of tasks to be completed<br>Cosmopolitan thinking and intercultural competence<br>Forms opinions and articulates views from a global perspective<br>Foundations and skills for lifelong learning<br>Able to acquire and manage information |

## Appendix 2

### Summary of COPPA<sup>3</sup> 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.

## Appendix 3

### Summary of COPIA<sup>4</sup> 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.

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

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

**Appendix 4: Structure diagram for Dual Degree:**

**BA (Hons) Journalism and Public Relations Taylor’s University (TU) B Mass Communication  
(Public Relations, Public Relations and Marketing, Public Relations and Events Management)  
Level 1/Semesters 1&2**

| UWE: BA (HONS) JOURNALISM AND PUBLIC RELATIONS<br>TU: B PUBLIC RELATIONS, PUBLIC RELATIONS AND MARKETINGR, PUBLIC RELATIONS AND EVENTS MANAGEMENT. |  |   |  |   |  |
|--|--|---|--|---|--|
| UWE  | Introduction to PR & Communication<br>UACAUF-15-1  | Professional Craft Skills<br>UACAJJ-30-1  | Newsgathering<br>UACALG-30-1   | Journalism Fieldwork<br>UACAUA-30-1   | Journalism and Society<br>UACAUK-15-1  |
| TU   | PR Principles<br>BMC 2514<br><br>Communication Theory<br>BMC1144<br><br>Principles of Marketing<br>BUF2304<br><br>Introduction to International Business<br>BUS2514<br><br>Promotional Writing<br>BMC 2524 | Innovative Media<br>BMC 1314<br><br>Illustration and Visual Narrative<br>CDD 1414<br><br>Critical and Creative Thinking<br>BMC 1134 | Media Writing<br>BMC 1154<br><br>Critical and Creative Thinking<br>BMC 1134<br><br>Intercultural communication<br>BMC 1124<br><br>Photography<br>BMC1164 | Intercultural communication<br>BMC 1124<br><br>Media Writing<br>BMC 1154<br><br>Critical and Creative Thinking<br>BMC 1134<br><br>Intercultural communication<br>BMC 1124<br><br>Photography<br>BMC1164 | Intro to Mass Communication<br>BMC 1114<br>Communication Theory<br>BMC1144<br><br>Visual Communication<br>BMC 1324<br><br>Media Writing<br>BMC 1154<br><br>Critical and Creative Thinking<br>BMC 1134<br><br>Intercultural communication<br>BMC 1124 |

**LEVEL-2/SEMESTERS 3&4**

| <b>UWE BA (HONS) JOURNALISM + PUBLIC RELATIONS<br/>TU B MASS COMMUNICATION (PR )</b> |   |   |  |   |                    |
|--|---|---|--|---|--------------------|
|  | Compulsory  | Compulsory  | Compulsory   | Options UWE   | Minor Pathways TU  |
| UWE  | <b>Visual Journalism<br/>UACPRN-30-2</b>  | <b>Reputation<br/>Management<br/>UACAH4-30-2</b>  | <b>Web Media<br/>UACPAR-30-2</b>                               | <b>Exploring Creative<br/>Advertising<br/>Processes<br/>UADAH3-30-2</b> | Advertising Minor  |
| TU   | Communication<br>Research<br>Fundamentals<br>BMC 2114<br><br>Broadcasting<br>Principles<br>BMC2614<br><br>Audience Studies<br>BMC2634 | PR Principles<br>BMC2514  | Interactive<br>Media<br>BMC 2314<br><br>E-marketing<br>BMC2155 | <b>Photomedia<br/>UACPAU-30-2</b>                                       | Journalism Minor   |
|  |   | Publicity and<br>Media Relations<br>BMC2534   |  | <b>Screen Media<br/>UACA9B-30-2</b>                                     | Broadcasting Minor |
|  |   | Crisis Management<br>BMC2544<br><br>Financial PR<br>BMC3514<br><br>International<br>Public Relations<br>BMC3524 |  | See Minors Chart for details  |                    |

**OR**

| <b>UWE BA (HONS) JOURNALISM + PUBLIC RELATIONS<br/>TU B MASS COMMUNICATION (PR AND MARKETING)</b> |   |  |  |   |                                    |   |
|---|---|--|--|---|------------------------------------|---|
|   | Compulsory  | Compulsory<br>UWE only   | Compulsory   | Compulsory<br>TU only   | Compulsory<br>TU only              | Options UWE<br>Compulsory TU  |
| UWE   | <b>Visual<br/>Journalism<br/>UACPRN-30-2</b>  | <b>Reputation<br/>Management<br/>UACA4-30-2</b>  | <b>Web Media<br/>UACPAR-30-2</b>                               | <b>Media<br/>Campaigns and<br/>Activism<br/>UACAHG-15-3</b>                             | <b>Copywriting<br/>UACAHH-15-3</b> | <b>Exploring<br/>Creative<br/>Advertising<br/>Processes<br/>UADAH3-30-2</b> |
| TU  | Communicatio<br>n Research<br>Fundamentals<br>BMC 2114<br><br>Broadcasting<br>Principles<br>BMC2614<br><br>Audience<br>Studies<br>BMC2634 | PR Principles<br>BMC2514<br><br>Crisis<br>Management<br>BMC2544<br><br>Financial PR<br>BMC3514<br><br>International<br>Public Relations<br>BMC3524 | Interactive<br>Media<br>BMC 2314<br><br>E-marketing<br>BMC2155 | Publicity and<br>Media Relations<br>BMC2534<br><br>Promotional<br>Management<br>BMC2914 | Promotional<br>Writing<br>BMC 2524 | Consumer<br>Behaviour<br>BUS2344  |

OR

**UWE BA (HONS) JOURNALISM + PUBLIC RELATIONS  
TU B MASS COMMUNICATION (PR AND EVENTS MANAGEMENT)**

|     | Compulsory   | Compulsory   | Compulsory   | Compulsory TU  | Optional UWE  | Optional UWE                      |
|-----|--|--|--|--|---|-----------------------------------|
| UWE | <b>Visual Journalism<br/>UACPRN-30-2</b>   | <b>Reputation<br/>Management<br/>UACAH4-30-2</b>   | <b>Web Media<br/>UACPAR-30-2</b>   | <b>Cultural<br/>Production:<br/>Exhibitions and<br/>Events<br/>UACAJF-30-2</b>   | <b>Exploring<br/>Creative<br/>Advertising<br/>Processes<br/>UADAH3-30-2</b> | <b>Photomedia<br/>UACPAU-30-2</b> |
| TU  | <p>Communication<br/>Research<br/>Fundamentals<br/>BMC 2114</p> <p>Broadcasting<br/>Principles<br/>BMC2614</p> <p>Audience Studies<br/>BMC2634</p> | <p>PR Principles<br/>BMC2514</p> <p>Publicity and<br/>Media Relations<br/>BMC2534</p> <p>Crisis<br/>Management<br/>BMC2544</p> <p>Financial PR<br/>BMC3514</p> <p>International<br/>Public Relations<br/>BMC3524</p> | <p>Interactive<br/>Media<br/>BMC 2314</p> <p>E-marketing<br/>BMC2155</p> | <p>Introduction to<br/>Events and<br/>Meetings<br/>HTM1933</p> <p>Events Operation<br/>HTM2723</p> <p>Design for Events<br/>HTM1973</p> <p>Entertainment<br/>Management<br/>HTM2703</p> <p>Exhibition<br/>Management<br/>HTM2712</p> <p>Special Events and<br/>Festivals<br/>HTM3702</p> |   |                                   |

**LEVEL 3/ SEMESTERS 5&6**

| <b>UWE BA (HONS) JOURNALISM + PUBLIC RELATIONS<br/>TU B MASS COMMUNICATION (PR )</b> |  |   |   |   |   |  |   |                    |
|--|--|---|---|---|---|--|---|--------------------|
|  | Compulsory   | Compulsory                                    | Compulsory                                | Optional UWE<br>Compulsory TU           | Optional UWE  | Optional UWE   | Options UWE   | Minor Pathways TU  |
| UWE  | <b>PR Practices and Strategies<br/>UACAHN-30-3</b> | <b>Media Law &amp; Ethics<br/>UACAHF-15-3</b> | <b>Journalism Futures<br/>UACAH5-15-3</b> | <b>Work Experience<br/>UACPMN-30-3</b>  | <b>Media Campaigns and Activism<br/>UACAHG-15-3</b>                                     | <b>Copywriting<br/>UACAHH-15-3</b>   | <b>Production Project (Journalism &amp; PR)<br/>UACAHT-30-3</b> | Journalism Minor   |
| TU   | Services Marketing<br>BUS2314                      | Media Law & Ethics<br>BMC 3113                | Reporting for New Media<br>BMC3734        | Internship<br>BMC 3916                  | Publicity and Media Relations<br>BMC2534<br><br>Public Relations Consultancy<br>BMC3536 | Promotional Writing<br>BMC 2524<br><br>Public Relations Consultancy<br>BMC3536 | <b>Creative Advertising Design<br/>UADAJ7-30-2</b>              | Advertising Minor  |
|  | Direct Marketing<br>BUS2334                        |   |   | Professional Media Workshop<br>BMC 3925 |   |  | <b>Visual Journalism<br/>UACPRN-30-2 (TU only)</b>              | Broadcasting Minor |
|  | Issues in Marketing<br>BMC3934                     |   |   | Public Relations Consultancy<br>BMC3536 |   |  |   |                    |
|  | Relationship Marketing<br>BMC2923                  |   |   |   |   |  |   |                    |
| E-Marketing<br>BMC2155   |  |   |   |   |   |  | See Minor Pathway Chart for details                             |                    |

**OR**

**UWE BA (HONS) JOURNALISM + PUBLIC RELATIONS  
TU B MASS COMMUNICATION (PR AND MARKETING)**

|     | Compulsory  | Compulsory                                    | Compulsory                                | Option UWE<br>Compulsory TU   | Compulsory<br>TU only  | Optional UWE  | Optional UWE   |
|-----|---|---|---|---|--|---|--|
| UWE | <b>PR Practices and Strategies<br/>UACAHN-30-3</b>  | <b>Media Law &amp; Ethics<br/>UACAHF-15-3</b> | <b>Journalism Futures<br/>UACAH5-15-3</b> | <b>Work Experience<br/>UACPMN-30-3</b>                                | <b>Reputation Management<br/>UACAH4-30-2</b>   | <b>Media Campaigns and Activism<br/>UACAHG-15-3</b> | <b>Copywriting<br/>UACAHH-15-3</b>   |
| TU  | Services Marketing<br>BUS2314<br><br>Direct Marketing<br>BUS2334<br><br>Issues in Marketing<br>BMC3934<br><br>Relationship Marketing<br>BMC2923<br><br>E-Marketing<br>BMC2155 | Media Law & Ethics<br>BMC 3113                | Reporting for New Media<br>BMC3734        | Internship<br>BMC 3916<br><br>Professional Media Workshop<br>BMC 3925 | PR Principles<br>BMC2514<br><br>Publicity and Media Relations<br>BMC2534<br><br>Crisis Management<br>BMC2544<br><br>Financial PR<br>BMC3514<br><br>International Public Relations<br>BMC3524 | Publicity and Media Relations<br>BMC2534            | Promotional Writing<br>BMC 2524<br><br>Public Relations Consultancy<br>BMC3536 |

OR



## TU MINORS

### Minor: Journalism

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

### Minor: Broadcasting

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

**Minor: Advertising**

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

**Minor: Public Relations**

| UWE | Reputation Management<br>UACAH4-30-2   | Media Campaigns and Activism<br>UACAHG-15-3   | Copywriting<br>UACAHH-15-3  |
|-----|--|---|---|
| TU  | PR Principles<br>BMC2514<br>Publicity and Media Relations<br>BMC2534<br>Crisis Management<br>BMC2544<br>Financial PR<br>BMC3514<br>International Public Relations<br>BMC3524 | Publicity and Media Relations<br>BMC2534<br>Public Relations Consultancy<br>BMC3536 | Promotional Writing<br>BMC2524<br>Public Relations Consultancy<br>BMC3536 |