



PROGRAMME STANDARDS: MEDIA AND COMMUNICATION STUDIES

Media and Communication Studies evolved from the disciplines within the Arts, Humanities and Social Sciences. It marks the emergence of different fields of specialisation and, arose numerous exciting opportunities and challenging professions.

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ISBN:

All the Agency's publications are available on our website: www.mqa.gov.my

Printed copies are available from:
The Standards Division
Malaysian Qualifications Agency

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PREFACE

Malaysia is a fertile ground for media and communication studies. Many universities and university colleges, both in the public and private sectors, now offer a wide array of programmes from first degree up to the doctor of philosophy degree levels. However, there are also programmes being offered by other Higher Education Providers (HEP) at the certificate and diploma levels to meet the demand of the media and communications industry and other related fields.

This is in contrast to the late 1960s or early 1970s when journalism, a programme under media and communication studies, was first mooted to be taught at university level. It was not readily accepted as it was thought then that journalism was not suitable as a university level course. However, other HEPs took up the challenge to introduce this new field of study and other media and communications programmes.

Since then, many HEPs seek to provide media and communication studies as part of their education programmes. Hence, the programme standards will assist and guide HEPs in formulating their offering of media and communication studies. This programme standards rightly places media and communication studies under the arts, humanities and social sciences disciplines. This is because the roots of media and communication studies come from these disciplines. Therefore, it is imperative to have some of the courses from the disciplines such as history, philosophy, economics, political science, psychology, literary studies, languages and gender studies, among others as part of the curriculum.

Apart from normal offering of advertising, journalism, public relations, film, other new programmes are being formulated and introduced such as corporate communications, cultural studies, new and social media, religion and communication, etc. It is conceivable that newer programmes will be offered in future as the field of media and communication studies and other aspects of human life continue to evolve.

This document provides detailed guidance on criteria that should be met according to the following levels of study; Certificate (Malaysian Qualifications Framework, MQF Level 3), Diploma (MQF Level 4), Bachelor's Degree (MQF Level 6), Master's Degree

(MQF Level 7) and PhD (MQF Level 8). More comprehensively, modes of study at both undergraduate and postgraduate levels are outlined. These include coursework, coursework and project paper, coursework and academic exercise, coursework and dissertation and thesis.

In preparing this programme standards, panel members have been cognisant of the changing environment of higher education in Malaysia. One such change is the setting up of several foreign universities' campuses here. Some good practices from these foreign universities were incorporated in the programme standards, such as continuous assessment of the PhD degree. HEPs now have at their disposal whether to use the viva voce, as is the conventional practice, at the end of study or as a continuous assessment.

I wish to acknowledge and thank the panel members, panel of assessors, stakeholders, and the three HEPs involved in the pilot evaluation for their hard and dedicated work in successfully producing this Programme Standards: Media and Communication Studies.

Dato' Dr. Syed Ahmad Hussein
Chief Executive Officer
Malaysian Qualifications Agency (MQA)
2013

GLOSSARY

- 1) Continuous Assessment
The assessment of student progress is done throughout a course, through a series of assignments which may include, but are not limited to, essays, quizzes, mid-term tests, oral presentations, individual/group projects and a final examination.
- 2) Common Core
Required modules to all disciplines related to Media and Communication Studies programmes.
- 3) Discipline Core
Required modules for a specific discipline related to Media and Communication Studies programmes.
- 4) Dissertation
Documentation of the original research prepared and submitted by the candidate for the award of the degree for the master's programme by research, and mixed mode.
- 5) Entrepreneurial Skill
At the undergraduate level, this means the ability of graduates to locate themselves creatively and successfully in the industry.

At the postgraduate level, this means the graduates would have attained the necessary attributes such as the ability to take risks in terms of pioneering new knowledge, be a good team player and visionary manager.

This can be demonstrated through organising and presenting at seminars, workshops and

conferences, and publishing.

- 6) Final Assessment
The assessment of student progress is done at the end of the course in the form of a formal written examination.
- 7) Formative Assessment
The assessment of student progress throughout a course, in which the feedback from the learning activities is used to improve student performance.
- 8) Internship/
Industrial Training
A period of time within the programme when students are placed conventionally in the industry to experience the real work environment.

However, with proper supervision by the HEP concerned, students maybe placed unconventionally outside the industry by exploring creative frontiers utilising new media.
- 9) Learning Outcomes
Statements on what a learner should know, understand and do upon the completion of a period of study.
- 10) Modules
Components of a programme. The term 'modules' is used interchangeably with subjects, units or courses.
- 11) Programme
An arrangement of modules that are structured for a specified duration with a specified learning volume to achieve the stated learning outcomes. This usually leads to an award of a qualification.

- | | |
|--------------------------|--|
| 12) Programme Aims | Overarching statements on the purpose, philosophy and rationale in offering the programme. |
| 13) Programme Objectives | Specific statements on what a learner is expected to learn to achieve the programme aims. |
| 14) Quality Assurance | Comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, scholarship and research as well as student-learning experience. |
| 15) Research Project | Documentation of the research component prepared and submitted by the candidate for the award of the master's degree by coursework. |
| 16) Stakeholders | These include industry partners, civil society (Non Governmental Organisations, NGOs), external evaluators, alumni, students, parents, academic staff and employers. |
| 17) Summative Assessment | The assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner a course grade. |
| 18) Thesis | Documentation of the original research prepared and submitted by the candidate for the award of the degree for the PhD by research, and mixed mode. |

19) Viva Voce

An oral examination on a student's communication skills and knowledge of relevant facts from their thesis or dissertation in stages or at the end of the candidature.

ABBREVIATIONS

CGPA	Cumulative Grade Point Average
COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
CPD	Continuous Professional Development
IELTS	International English Language Testing System
GGP	Guidelines to Good Practices
GP	Grade Point
HEP	Higher Education Providers
MOE	Ministry of Education Malaysia
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
MQR	Malaysian Qualifications Register
NGO	Non Governmental Organisation
PS	Programme Standards
SKM	Sijil Kemahiran Malaysia
STAM	Sijil Tinggi Agama Malaysia
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Persekolahan Malaysia
TOEFL	Test of English as a Foreign Language

1. INTRODUCTION

The study of media and communications in a formal, structured and academic manner has expanded greatly worldwide over the past 60 years or so. From the early concerns with the negative effects of mass media and mass culture by elitist, high culture theorists like F.R. Leavis and Matthew Arnold, and the fears expressed by the Frankfurt School about the spread of Fascism, studies on – and the teaching of – media and communications have now expanded to analysing structures and policies, production and processes, professions, artifacts, and, of course, the impact of media and communications, especially in developing countries.

This study of what is now often called the ‘Creative Industries’ has broadly taken on two, often divergent and opposing, strands – the vocational and the theoretical. The former is concerned with constructing (films, television programmes, print material, etc.), while the latter is more concerned with deconstructing.

Within the former, often associated with a decidedly functionalist, utilitarian approach to education, the main – if not the sole – aim of media and communications education is to prepare human resource for the state and the market. Emerging hence, is the desire to provide technical training through formal programmes and institutions, such as schools and programmes of Journalism, Film, Advertising, Public Relations, Print and Broadcasting.

On the other hand, the latter – again to apply broad strokes, since there are theoretical approaches that aim to maintain the status quo – attempts to look at links between media and communications with wider ideological, cultural and economic circumstances and also query the legitimacy of the state, the market and these creative industries. And from this tradition has emerged and expanded what is now widely and, often, separately called Media Studies, Communication Studies and even Cultural Studies.

Since media and communication studies was introduced in Malaysian higher institutions of learning in the 1970s, the field has invariably been influenced by these seemingly divergent strands. The need to make such studies relevant to the workplace was at the time crucial, of course, given that the 1970s was a period of

rebuilding in Malaysia and a particular conception of the media's role in development was the dominant orthodoxy.

The idea of setting up media and communication studies as a formal field of study was initially mooted in the early 1970s, at a time when there was virtually only two Malaysian universities in existence – Universiti Malaya (UM) and the fledgling Universiti Sains Malaysia (USM). The idea was initially rejected precisely because of the limited number of universities then and, perhaps more significantly, because they did not have the facilities to undertake the task of what was then widely-believed to be the introduction of a practical-oriented 'discipline'. Nonetheless, USM did take up the challenge in 1971, incorporating communications courses within its School of Humanities. This was soon followed, a year later in 1972, by the then Institut Teknologi MARA (ITM, now Universiti Teknologi MARA, UiTM) when it introduced a full-blown Diploma in Mass Communication programme under its newly-established Faculty of Communication at its new campus in Shah Alam, Selangor.

Needless to say, as with many emerging, post-colonial countries, the courses at both institutions were not only duplicates of courses established elsewhere – in this case the USA – but were also largely conducted by expatriates from the good ol' US of A. Indeed, the University of Ohio at Athens not only provided the 'template' for the Diploma at ITM, but also had the personnel, such as Prof. Ralph Kliesch, to start off the programme. And many of the early staff in ITM then went on to get their higher degrees from Ohio. Through them, mainly practical courses, curricular and specialisations, such as Journalism, Public Relations, Advertising and, later, Film and Broadcasting, were introduced. It was the same with the other institutions, of course, with virtually all the staff from universities such as USM and, later, Universiti Kebangsaan Malaysia (UKM), going to the USA to get their postgraduate degrees and, clearly, being affected, indeed influenced, by the ideologies imparted. This was, after all, the period of the Cold War.

Throughout the late 1980s up until the present, there has been some ferment in Malaysian media and communication studies, again influenced greatly by wider developments in the field internationally and the emergence of a new generation of Malaysian communication scholars, small in number but increasingly vocal, who had

different, often oppositional perspectives to what constitutes 'Media and Communication Studies'. And this has continued to the present day.

As evident in **Appendix 2**, Media and Communication Studies have essentially evolved from more established disciplines within the Arts, Humanities and Social Sciences. From this continuously evolving situation have emerged different fields of specialisation such as Media Studies, Broadcasting, Journalism, Advertising and Social Media. From this have arisen numerous exciting opportunities and challenges for those who wish to immerse themselves in the various related professions as Online Journalists, Creative Directors, Media Planners, Broadcast Journalists, Film Makers, Creative Writers, e-Publishers and Brand/Communication Strategist.

The recent and rapid developments in new and social media, the rise of transnational and digital media, and, of course, the expansion of media and communications programmes in Malaysia, as elsewhere, which are attempting to take stock of issues such as digitisation and convergence, thus makes this exercise of establishing programme standards necessary and important.

This document provides detailed guidance to what should constitute the following levels of study; Certificate (MQF Level 3), Diploma (MQF Level 4), Bachelor's Degree (MQF Level 6), Master's Degree (MQF Level 7) and PhD (MQF Level 8).

More comprehensively, modes of study at both undergraduate and postgraduate levels are outlined. These include coursework, coursework and project paper, coursework and academic exercise, coursework and dissertation, and thesis.

In Malaysian HEPs, there are essentially five approaches in which programmes are offered. These are:

- 1) Single Major
E.g. Certificate in Advertising, Diploma in Communication and Bachelor of Mass Communication
- 2) Major-minor
E.g. Bachelor of Arts in Global Communication WITH English

- 3) Specialisation
E.g. Bachelor of Media and Communication Studies (Advertising)
- 4) Double Major
E.g. Bachelor of Mass Communication AND Public Relations
- 5) Double Degree
E.g. Bachelor of Business Administration and Bachelor of Mass Communication

For details, please refer the “Guidelines to Good Practices: Curriculum Design and Delivery”, MQA, 2012. Samples of recommended nomenclatures are provided in **Appendix 3**.

This Programme Standards is provided as a guideline for Media and Communications programmes. Thus it is of paramount importance that this document be read with other quality assurance documents and policies by the Malaysian Qualifications Agency and related agencies. These include but are not limited to:

1. The Malaysian Qualifications Framework (MQF)
2. The Code of Practice for Programme Accreditation (COPPA)
3. The Code of Practice for Institutional Audit (COPIA)
4. Relevant Guidelines to Good Practices (GGP)
5. Relevant Standards

2. PROGRAMME AIMS

Aims are described in a broad and general statement of learning and teaching intention, encapsulating the general contents and direction of a programme.

“A programme’s stated aims reflect what it wants the learner to achieve. It is crucial for these aims to be expressed explicitly and be made known to learners and other stakeholders alike” (COPPA, 2008, pp.10).

CERTIFICATE (Malaysian Qualifications Framework, MQF Level 3)

The programme aims at the Certificate level are to provide students with the introductory knowledge, skills and basic competencies which are primarily non-academic to enable them to be employed in the media and communications industries.

DIPLOMA (MQF Level 4)

The programme aims at the Diploma level are to equip students with foundational knowledge and vocational skills that will prepare them to be employed in the middle level in the media and communications industries and to continue their studies at a higher level.

BACHELOR’S DEGREE (MQF Level 6)

The programme aims at the Bachelor’s degree level are to provide students with knowledge, competencies and skills that will prepare them to be professionals and enable them to analyse and improve on the media and communications industries locally and globally, and to lead and be responsible for the development of these industries. Additionally, the aim would be to provide opportunities for students to continue their studies at a higher level.

MASTER’S DEGREE (MQF Level 7)

The programme aims at the Master’s degree level are to provide graduates with advanced knowledge to equip them with leadership skills and the ability to communicate critically, objectively and creatively as required by the contemporary society, while continuing lifelong learning.

Note:

Three modes of programme offerings at Master's degree level are via coursework, mixed mode and research. Thus, the programme provides graduates with advanced knowledge, skills in being able to conduct research on and solve problems effectively in the media and communications industries.

PhD (MQF Level 8)

The programme aims at the Doctoral degree level are to provide graduates with in-depth knowledge and scholarly leadership qualities and the ability to communicate critically, objectively and creatively as required in academia, identify and solve problems, conduct cutting edge research and contribute to the advancement of knowledge and ethics, while advancing lifelong learning.

3. LEARNING OUTCOMES

Learning Outcomes are detailed statements described in explicit terms of learners' achievement and are achievable and assessable upon completion of a period of study.

"The quality of a programme is ultimately assessed by the ability of the learner to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the learning outcomes to be achieved by the learner" (COPPA, 2008, pp.11).

These learning outcomes should **cumulatively reflect the eight domains of learning outcomes**, which are significant for Malaysia (MQF, 2007, Para 15, pp.4) and are related to the various levels of taxonomy accordingly, in line with national and global developments.

The eight domains of learning outcomes are:

- i. knowledge;
- ii. practical skills;
- iii. social skills and responsibilities;
- iv. values, attitudes and professionalism;
- v. communication, leadership and team skills;
- vi. problem solving and scientific skills;
- vii. information management and lifelong learning skills; and
- viii. managerial and entrepreneurial skills.

CERTIFICATE

Upon completion of the programme, graduates should be able to:

- i. demonstrate basic understanding in media and communications;
- ii. recognise social, legal and ethical issues facing the media and communications professions;
- iii. show the linkage between professionalism and human values in the media field;
- iv. demonstrate the ability to use media hardware and software;
- v. communicate effectively individually and/or as part of a team;
- vi. assist in gathering media research data for resolving problems;
- vii. demonstrate basic analytical skills to prepare themselves for lifelong learning; and
- viii. use basic vocational and entrepreneurial skills in their daily activities.

DIPLOMA

Upon completion of the programme, graduates should be able to:

- i. demonstrate professional and vocational skills in media and communications;
- ii. apply communications models to understand the impact of change on society;
- iii. identify the social, cultural, global, environmental responsibilities, legal and ethical issues facing media and communications practitioners in their areas of professional activity;
- iv. identify the linkage between professionalism and human values in the media field through a variety of practical applications and theoretical frameworks;
- v. communicate effectively individually and/or as part of a team;
- vi. demonstrate the ability to use media hardware and software related to digital media, journalism, advertising, broadcasting, public relations, graphic design, multimedia and photography;
- vii. conduct media and communication research and identify solutions for the decisions to be taken in the various communications specialisations;
- viii. develop appropriate analytical and critical thinking skills to prepare themselves for lifelong learning;
- ix. demonstrate an understanding of the impact of changing media and communications technologies, policies and structures on society; and

- x. apply basic business and real world perspectives and demonstrate entrepreneurial skills.

BACHELOR'S DEGREE

Upon completion of the programme, graduates should be able to:

- i. demonstrate professional, vocational and research skills in media and communications;
- ii. apply media and communications models and theories through an understanding of the impact of change on society;
- iii. interpret the social, cultural, global, environmental responsibilities, legal and ethical issues facing media and communications practitioners in their areas of professional activity;
- iv. identify the linkage between professionalism and human values in the media field through a variety of practical applications and theoretical frameworks, research methods and techniques;
- v. communicate effectively individually and/or as part of a team;
- vi. demonstrate the ability to use media hardware and software related to digital media, journalism, advertising, broadcasting, public relations, graphic design, multimedia and photography;
- vii. analyse and interpret media and communications research data, propose solutions and justify the reasons for the decisions to be taken in the various communications specialisations;
- viii. develop appropriate analytical and critical thinking skills to prepare themselves for lifelong learning;
- ix. demonstrate an understanding of the impact of changing media and communications technologies, policies and structures on the social, cultural, economic and political environments;
- x. apply broad business activities and real world perspectives daily; and
- xi. demonstrate social and entrepreneurial skills and inculcate a spirit of innovation.

MASTER'S DEGREE BY COURSEWORK, MIXED MODE AND RESEARCH

Upon completion of the programme, graduates should be able to:

- i. demonstrate mastery of knowledge in the field of media and communications locally and globally;

- ii. apply practical skills in the field of media and communications;
- iii. relate ideas to societal issues in the field of media and communications;
- iv. conduct research with appropriate supervision and adhere to legal, ethical and professional codes of practice;
- v. demonstrate leadership qualities;
- vi. demonstrate an understanding of the impact of changing media and communications technologies, policies and structures on the social, cultural, economic and political environments;
- vii. communicate and work effectively with academic peers and stakeholders to generate solutions to problems using scientific, analytical and critical thinking skills;
- viii. manage information for lifelong learning; and
- ix. demonstrate social and entrepreneurial skills and inculcate a spirit of innovation.

PHD BY MIXED MODE AND RESEARCH

Upon completion of the programme, graduates should be able to:

- i. synthesise and evaluate knowledge and contribute to original research that broadens the frontier of knowledge and forecast new trends in the field of media and communications locally and globally;
- ii. adapt practical skills leading to innovative ideas in the field of media and communications;
- iii. provide learned advice to society in the field of media and communications;
- iv. conduct research independently and adhere to legal, ethical and professional codes of practice;
- v. display leadership qualities;
- vi. communicate and work effectively with academic peers and stakeholders to generate solutions to problems using scientific, analytical and critical thinking skills;
- vii. appraise problems in the field of media and communication critically using scientific skills;
- viii. integrate information for lifelong learning; and
- ix. demonstrate social and entrepreneurial skills and inculcate a spirit of innovation.

4. CURRICULUM DESIGN AND DELIVERY

“The term ‘curriculum design and delivery’ is used interchangeably with the term ‘programme design and delivery’. ‘Programme’ means an arrangement of courses that are structured for a specified duration and the learning volume to achieve the stated learning outcomes to lead to an award of a qualification” (COPPA, 2008, pp.12).

This section contains statements pertaining to the structure and delivery of programmes within the field of Media and Communication Studies. The matrices below represent the minimum requirements for all levels of qualifications. Specific requirement as to the corpus of knowledge for the different disciplines are provided in **Appendix 4**.

Higher Education Providers (HEP) are encouraged to develop the programme to reflect current best practices and achieve higher standards.

Industrial training is crucial in the development of students’ maturity and experience. Hence, HEPs need to allocate a minimum number of units for this purpose according to the formula of 1 credit = 2 weeks’ training. The training ideally should be within the industry but may be provided internally, with proper supervision, by the HEP concerned through engagement with the industry. Aside from conventional industrial training, HEPs may explore creative frontiers utilising new media.

CERTIFICATE		
Minimum Graduating Credits – 60		
Components	Percentage (%)	Credits
Compulsory Modules (General* and HEP modules)	12 – 23	7 – 14
Core Modules (Common & Discipline)	70 – 88	42 – 53
Industrial Training	0 – 7	0 – 4
Total	100	60

*7 – 9 credits as prescribed by the Ministry of Education.

Recommended delivery methods:

- Lecture
- Tutorial
- Practical class
- Laboratory work

DIPLOMA		
Minimum Graduating Credits – 90		
Components	Percentage (%)	Credits
Compulsory Modules (General* and HEP modules)	10 – 17	9 – 15
Core Modules (Common & Discipline)	71 – 77	64 – 69
Elective Modules	3 – 10	3 – 9
Industrial Training	2 – 10	2 – 9
Total	100	90

*9 – 11 credits as prescribed by the Ministry of Education.

Recommended delivery methods:

- Lecture
- Tutorial
- Practical class

- Laboratory work
- Field visit
- Blended learning
- Open and Distance Learning (ODL)

BACHELOR'S DEGREE		
Minimum Graduating Credits – 120		
Components	Percentage (%)	Credits
Compulsory Modules (General* and HEP modules)	10 – 17	12 – 20
Core Modules (Common & Discipline)	63 – 80	76 – 96
Elective Modules	5 – 10	6 – 12
Industrial Training	5 – 10	6 – 12
Total	100	120

*12 – 14 credits as prescribed by the Ministry of Education.

Recommended delivery methods:

- Lecture
- Tutorial
- Practical class
- Laboratory work
- Field visit/Field work
- Role play/Simulation
- Case study
- Blended learning
- Open and Distance Learning (ODL)

MASTER'S DEGREE BY COURSEWORK		
Minimum Graduating Credits – 40		
Components	Percentage (%)	Credits
Core Modules (Common & Discipline)	55 – 70	22 – 28
Elective Modules	15 – 30	6 – 12
Research Project	0 – 30	0 – 12
Total	100	40

Note:

1. Coursework component must include courses in theory and research methodology.
2. The recommended length of project report should not exceed 15,000 words.

Recommended delivery methods:

- Lecture
- Tutorial (for students who are auditing theory and research methodology classes)
- Seminar
- Practical class
- Laboratory work
- Field visit
- Case study
- Problem-based learning
- Blended learning
- Open and Distance Learning (ODL)

MASTER'S DEGREE BY MIXED MODE		
Minimum Graduating Credits – 40		
Components	Percentage (%)	Credits
Core Modules (Common & Discipline)	30 – 50	12 – 20
Elective Modules		
Dissertation	50 – 70	20 – 28
Total	100	40

Note:

1. Coursework component must include courses in theory and research methodology.
2. Ratio of coursework to dissertation is 50:50 or 40:60 or 30:70.
3. The recommended lengths of dissertations are 20,000, 30,000 and 40,000 words, based on 50:50, 40:60 and 30:70 ratios respectively.

Recommended delivery methods:

- Lecture
- Tutorial (for students who are auditing theory and research methodology classes)
- Seminar
- Practical class
- Laboratory work
- Field visit
- Case study
- Problem-based learning
- Blended learning
- Open and Distance Learning (ODL)

MASTER'S DEGREE BY RESEARCH		
Components	Percentage (%)	Credits
Dissertation	100	No credit value given

Note:

1. Candidates must have followed a research methodology course.
2. The following requirements must be decided by the HEP:
 - a) Relevant prerequisite courses
 - b) Maximum period of candidature
 - c) Format of the dissertation
3. The recommended length of dissertation should not exceed 60,000 words.

Recommended delivery methods:

- Lecture
- Tutorial (for students who are auditing theory and research methodology classes)

- Consultation/Supervision
- Seminar/Colloquium

PhD BY MIXED MODE		
Minimum Graduating Credits – 80		
Components	Percentage (%)	Credits
Core Modules (Common & Discipline)	30 – 50	24 –40
Elective Modules		
Thesis	50 – 70	40– 56
Total	100	80

Note:

1. Coursework component must include courses in theory and research methodology.
2. Ratio of coursework to thesis is 50:50 or 40:60 or 30:70.
3. The recommended lengths of theses are 50,000, 60,000 and 70,000 words, based on the 50:50, 40:60 and 30:70 ratios respectively.

Recommended delivery methods:

- Lecture
- Tutorial (for students who are auditing theory and research methodology classes)
- Consultation/Supervision
- Seminar/Colloquium

PhD BY RESEARCH		
Components	Percentage (%)	Credits
Thesis	100	No credit value given

Note:

1. Candidates must have followed a research methodology course.
2. The following requirements must be decided by the HEP:
 - a) Relevant prerequisite courses
 - b) Maximum period of candidature
 - c) Format of the thesis
3. The recommended length of thesis should not exceed 100,000 words.

Recommended delivery methods:

- Lecture
- Tutorial (for students who are auditing theory and research methodology classes)
- Consultation/Supervision
- Seminar/Colloquium

5. ASSESSMENT OF STUDENT LEARNING

“Student assessment is a crucial aspect of quality assurance because it drives student learning and is one of the measures to show the achievement of learning outcomes. The achievement of learning outcomes stipulated for the programme is the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes” (COPPA, 2008, pp.15).

The methods of assessment depend on the specific requirements of each module. However, as a general guide, the following must be considered:

- i. A combination of various methods of assessment to measure the achievement of the learning outcomes should be used.
- ii. Summative and formative assessments should be considered.
- iii. Knowledge and understanding (the cognitive domain) on theories and practical skills should be assessed through written, oral or other suitable means.
- iv. Soft skills are to be analysed through elements of style, personal identity, self-confidence, quality of innovation and creativity.
- v. In relation to continuous and final assessments, candidates are required to attain a cumulative pass. A pass implies that the examiner must be satisfied that the candidate has met all the learning outcomes of the particular subject.

For Masters and PhD **by Research only**:

- i. Formative assessment must include:
 - a) Monitoring of research progress periodically (for example, through a progress report, or a proposal defense).
This will assess candidate’s knowledge, critical thinking, practical, technical, professional, scientific and problem solving skills.
 - b) Research presentation/colloquium/seminar/workshop. This will enhance candidate’s communication skills, teamwork, leadership, organisational skills, lifelong learning and professionalism.

- ii. Summative assessment is used to assess all learning outcomes of a master's programme, and must include:
- completion of prescribed courses;
 - dissertation; and
 - viva voce (if required by HEP).
- iii. Summative assessment is used to assess all learning outcomes of a PhD programme, and must include:
- completion of prescribed courses;
 - thesis; and
 - viva voce.

The types of assessment indicated below are **merely examples**. HEPs are encouraged to use a variety of methods and tools appropriate for measuring learning outcomes and competencies.

QUALIFICATIONS	MODULES		SUGGESTED FORMS OF ASSESSMENT
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	
Certificate	70 – 100	0 – 30	<ul style="list-style-type: none"> • Written Assessment • Practical Assessment with Oral Presentation
Diploma	50 – 100	0 – 50	
Bachelor's Degree	40 – 100	0 – 60	<ul style="list-style-type: none"> • Written Assessment (E.g. Quiz, Essay, Test, Examination, Project Paper, Case Study, News and Creative Writing, and Assignment) • Practical

QUALIFICATIONS	MODULES		SUGGESTED FORMS OF ASSESSMENT
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	
			<p>Assessment (E.g. Internship Report, Audio and Video Production, Event Management, Workshop, Exhibition and Oral Presentation)</p>
Master's Degree by Coursework	50 – 100	0 – 50	<ul style="list-style-type: none"> • Written Assessment (E.g. Research Project, Essay, Examination, Comprehensive Examination, Project Paper and Case Study) • Practical Assessment (E.g. Audio and Video Production, Event Management, Workshop, Exhibition and Oral Presentation)
Master's Degree by Mixed Mode	30 – 50	50 – 70	<ul style="list-style-type: none"> • Written Assessment (E.g. Dissertation, Essay, Examination, Project Paper and

QUALIFICATIONS	MODULES		SUGGESTED FORMS OF ASSESSMENT
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	
			Case Study) <ul style="list-style-type: none"> • Practical Assessment (E.g. Audio and Video Production, Workshop, Seminar Presentation and Oral Presentation)
Master's Degree by Research	–	–	<ul style="list-style-type: none"> • Written Assessment (E.g. Dissertation) • Practical Assessment (E.g. Presentation and Viva voce if required by HEP)
PhD by Mixed Mode	30 – 50	50 – 70	<ul style="list-style-type: none"> • Written Assessment (E.g. Thesis, Essay, Examination, Comprehensive Examination, Project Paper and Case Study) • Practical Assessment (E.g. Seminar Presentation and Oral Presentation)

QUALIFICATIONS	MODULES		SUGGESTED FORMS OF ASSESSMENT
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)	
PhD by Research	–	–	<ul style="list-style-type: none"> • Written Assessment (E.g. Thesis) • Practical Assessment (E.g. Presentation and Viva voce)

Subjects offered in media and communication studies can be categorised as skill-based, theory-based and a combination of both. For some skill-based subjects, there may not be any final assessment (100% continuous assessment).

Note:

Compositions of dissertation/thesis examiners are as follows:

1. Master's Degree by Mixed Mode

The dissertation is to be examined by at least two examiners.

2. Master's Degree by Research

The dissertation is to be examined by at least two examiners, one of whom is an external examiner.

3. PhD by Mixed Mode

The thesis is to be examined by at least two examiners, one of whom is an external examiner.

4. PhD by Research

The thesis is to be examined by at least three examiners, two of whom are external examiners.

6. STUDENT SELECTION

This section of the Programme Standards document concerns the recruitment of students into the individual programme of study. In general, admission policies of the programme need to comply with the prevailing policies of the Malaysian Ministry of Education (MOE).

"There are varying views on the best method of student selection. Whatever the method used, the Higher Education Provider (HEP) must be able to defend its consistency. The number of students to be admitted to the Programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If HEP operates geographically separated campuses or if the Programme is a collaborative one, the selection and assignment of all students must be consistent with national policies" (COPPA, 2008, pp.17).

The standards for the recruitment of students are formulated keeping in mind the generic national higher education policies pertaining to minimum student entry requirement. The Higher Education Provider (HEP) must take cognisance of any specific policies that may apply to their individual institution.

The minimum standards are as follows:

CERTIFICATE

- i. A pass in Sijil Pelajaran Malaysia (SPM) or its equivalent, with a minimum of 1 credit in any subject and a pass in English;
- OR
- ii. A pass in Sijil Kemahiran Malaysia (SKM) level 2 and pass SPM with a pass in English.

DIPLOMA

- i. A pass in SPM or its equivalent, with a minimum of 3 credits in any subject, including English;

OR

- ii. A pass in Sijil Tinggi Persekolahan Malaysia (STPM) or its equivalent, with a minimum of Grade C (GP 2.00) in any subject and a credit in English at SPM or its equivalent;

OR

- iii. A pass in Sijil Tinggi Agama Malaysia (STAM) with a minimum grade of *Maqbul* and a credit in English at SPM or its equivalent;

OR

- iv. A pass in SKM level 3 and pass SPM with a credit in English;

OR

- v. A Certificate or its equivalent and a credit in English at SPM or its equivalent;

OR

- vi. A Certificate in Media and Communication or its equivalent.

For International students, Test of English as a Foreign Language (TOEFL) score of 500 OR International English Language Testing System (IELTS) score of 5.0 OR its equivalent is needed. If a student does not meet this requirement, HEPs must offer English proficiency courses to ensure that the student's proficiency is sufficient to meet the needs of the programme. This is normally conducted through an assessment process.

BACHELOR'S DEGREE

- i. A pass in Sijil Tinggi Persekolahan Malaysia (STPM) or its equivalent, with a minimum of Grade C (GPA 2.00) in any two subjects and a credit in English at SPM or its equivalent;

OR

- ii. A pass in Sijil Tinggi Agama Malaysia (STAM) with a minimum grade of *Jayyid* and a credit in English at SPM or its equivalent;

OR

- iii. A Diploma or its equivalent, with a minimum CGPA of 2.00 and a credit in English at SPM or its equivalent;

OR

- iv. A Diploma in Media and Communication or its equivalent;

OR

- v. Matriculation/Foundation or its equivalent, with a minimum CGPA of 2.00 and credit in English at SPM or its equivalent.

For International students, Test of English as a Foreign Language (TOEFL) score of 500 OR International English Language Testing System (IELTS) score of 5.0 OR its equivalent is needed. If a student does not meet this requirement, HEPs must offer English proficiency courses to ensure that the student's proficiency is sufficient to meet the needs of the programme. This is normally conducted through an assessment process.

MASTER'S DEGREE BY COURSEWORK

- i. A Bachelor's Degree or its equivalent, with a minimum CGPA of 2.50, as accepted by the HEP Senate;
OR
- ii. A Bachelor's Degree or its equivalent, not meeting CGPA of 2.50, can be accepted subject to a minimum of 5 years working experience in a relevant field.

For International students, Test of English as a Foreign Language (TOEFL) score of 600 OR International English Language Testing System (IELTS) score of 6.0 OR its equivalent is needed. If a student does not meet this requirement, HEPs must offer English proficiency courses to ensure that the student's proficiency is sufficient to meet the needs of the programme. This is normally conducted through an assessment process.

MASTER'S DEGREE BY MIXED MODE AND BY RESEARCH

- i. A Bachelor's Degree or its equivalent, with a minimum CGPA of 2.75, as accepted by the HEP Senate;
OR
- ii. A Bachelor's Degree or its equivalent, with a minimum CGPA of 2.50 and not meeting CGPA of 2.75, can be accepted subject to rigorous internal assessment;
OR

- iii. A Bachelor's Degree or its equivalent, not meeting CGPA of 2.50, can be accepted subject to a minimum of 5 years working experience in a relevant field.

For International students, Test of English as a Foreign Language (TOEFL) score of 600 OR International English Language Testing System (IELTS) score of 6.0 OR its equivalent is needed. If a student does not meet this requirement, HEPs must offer English proficiency courses to ensure that the student's proficiency is sufficient to meet the needs of the programme. This is normally conducted through an assessment process.

PHD BY MIXED MODE AND BY RESEARCH

- i. A Master's Degree, as accepted by the HEP Senate;
OR
- ii. Other qualifications equivalent to a Master's Degree, as accepted by the HEP Senate.

For International students, Test of English as a Foreign Language (TOEFL) score of 600 OR International English Language Testing System (IELTS) score of 6.0 OR its equivalent is needed. If a student does not meet this requirement, HEPs must offer English proficiency courses to ensure that the student's proficiency is sufficient to meet the needs of the programme. This is normally conducted through an assessment process.

Note for PhD by Research:

- i. There shall be no direct entry from Bachelor's Degree level to PhD level.
- ii. Candidates registered for Master's Degree programmes with at least CGPA of 3.67 at Bachelor's Degree level may apply to convert their candidacy to the PhD programmes subject to:
 - a) having shown competency and capability in conducting research at PhD level.
 - b) approval by the HEP Senate.

7. ACADEMIC STAFF

“The quality of the academic staff is one of the most important components in assuring the quality of Higher Education and thus every effort must be made to establish proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity” (COPPA, 2008, pp.21).

CERTIFICATE

Academic staff qualification:

- i. A Bachelor's Degree in a relevant field;
OR
- ii. A Diploma with a minimum of two years of relevant industrial experience or the staff member is professionally certified in a relevant area (The programme should not employ more than 50% of the staff in this category);
OR
- iii. A Certificate with a minimum of five years of relevant industrial experience or the academic staff member is professionally certified in a relevant area (qualified to teach practical classes only).

Academic staff ratio:

- Full-time and part-time faculty – at least 50% of the staff are full-time
- 20% of the staff have industry experience/attachment in a relevant field

Staff-student ratio:

- Overall staff-student ratio – 1:30
- Skill-based classes ratio – 1:20

DIPLOMA

Academic staff qualification:

- i. A Bachelor's Degree in a relevant field;
OR

- ii. A Diploma with a minimum of three years of industrial experience at supervisory level in the related area of the subject taught (The programme should not employ more than 50% of the staff in this category).

Academic staff ratio:

- Full-time and part-time faculty – at least 50% of the staff are full-time
- At least 20% of the staff are required to have industry experience/attachment in a relevant field

Staff-student ratio:

- Overall staff-student ratio – 1:25
- Skill-based classes ratio – 1:20

BACHELOR'S DEGREE

Academic staff qualification:

A Master's Degree in a relevant field.

Academic staff ratio:

- Full-time and part-time faculty – at least 70% of the staff are full-time
- At least 20% of the staff are required to have industry experience / attachment in a relevant field

Staff-student ratio:

- Overall staff-student ratio – 1:20
- Studio-based (TV, Radio, Photography, Video) classes ratio – 1:15
- Computer laboratory technician-student ratio – 1:30

MASTER'S DEGREE

Academic staff/supervisor qualification:

- i. A PhD in a relevant field;
OR
- ii. A Master's Degree with at least five years experience in teaching and research or as a co-supervisor;

- iii. The additional criteria are subjected to the approval of the HEP Senate.

Supervisor requirement:

- i. When there is only one supervisor, the supervisor must be a full-time staff of the conferring HEP.
- ii. When there is more than one supervisor, the principal supervisor must be a full-time staff of the conferring HEP.

Academic staff ratio:

- Full-time and part-time teaching faculty – at least 70% of the staff are full-time

Staff-student ratio:

- Overall staff-student ratio – 1:15 (by coursework and mixed mode)

Supervisor-student ratio:

- Overall supervisor-student ratio – 1:5 (by coursework and mixed mode)
- Overall supervisor-student ratio – 1:4 (by research)

PHD BY MIXED MODE AND BY RESEARCH

Academic staff qualification:

- i. A PhD in a relevant field with at least two years experience in teaching and research or as a co-supervisor.
- ii. Where a staff is without the required qualification, extensive experience in research and supervision are additional criteria and are subject to the approval of the HEP Senate.

Supervisor-student ratio (by research):

- Overall supervisor-student ratio – 1:3

Staff Development

Academic staff are vital to deliver a quality programme and to perform teaching effectively, as well as to produce graduates that are employable and accepted by the industry. As the industry is dynamic and globally influenced, academic staff need to continually update themselves with changes around the globe. Thus, HEPs must ensure that all academic staff are well-equipped with the latest knowledge and skills in their teaching and learning activities.

HEPs should provide the following Continuous Professional Development (CPD) programmes of at least 40 hours (equivalent to seven days) of relevant training per year or participation or involvement in their respective field of expertise to cater for:

- i. Professional development for full-time staff.
- ii. Updated teaching and learning skills.
- iii. Updated research and supervisory skills.
- iv. Industry attachment (if required by HEP).
- v. Research, consultation and community services involvement.

8. EDUCATIONAL RESOURCES

“Adequate educational resources are necessary to support the teaching-learning activities of the programme. These resources include finance, expertise, physical infrastructure, information and communication technology, and research facilities. The physical facilities of a programme are largely guided by the needs of the specific field of study” (COPPA, 2008, pp.23).

For Media and Communication Studies programmes, HEPs are required to provide sufficient lecture and tutorial rooms, and media labs with essential technical support and facilities to accommodate student-centered learning. For research in postgraduate programmes, candidates should be provided with a conducive work area. The resources include:

CERTIFICATE, DIPLOMA AND BACHELOR'S DEGREE

- Media Lab
- Studio (for programmes that offer filming or broadcasting as a specialisation)
- Lecture Room (with sufficient Audio Visual facilities)
- Tutorial Room (with sufficient Audio Visual facilities)
- Library (including on-line resources)
- Internet Access
- Sufficient access to relevant licenced software and hardware according to the needs of the programmes and students

MASTER'S DEGREE AND PhD

- Media Lab
- Studio (for programmes that offer filming or broadcasting as a specialisation)
- Lounge with work station
- Lecture Room (with sufficient Audio Visual facilities)
- Tutorial Room (with sufficient Audio Visual facilities)
- Library (including on-line resources)
- Internet Access

- Sufficient access to relevant licenced software and hardware according to the needs of the programmes and students

Recommended Educational Resources:

- Digital Archives

9. PROGRAMME MONITORING AND REVIEW

“Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. This includes the monitoring, reviewing and evaluating of institutional structures and processes (administrative structure, leadership and governance, planning and review mechanisms), curriculum components (teaching methodologies, learning outcomes) as well as student progress, employability and performance” (COPPA, 2008, pp.27).

HEPs offering Media and Communications programmes must place importance on continuous feedback from numerous stakeholders, most particularly industry partners, civil society (Non Governmental Organisations, NGOs), external evaluators, alumni, students, parents, academic staff and employers.

This must be done on a regular basis and in a systematic manner through engagement and surveys. Feedback from NGOs, for example, would be obtained through the internship assessments provided at the end of the students’ training programme. Similarly, such assessment would also be obtained from industry partners through periodic survey questionnaires. HEPs may initiate data analysis through tracer studies to increase graduates’ employability. To ascertain that this is conducted in an ongoing systematic manner, each HEP must set up a monitoring and review unit comprising relevant staff.

Such a strategy would enable HEPs to keep track of wider developments in the field both locally and globally. This will ensure programme relevance and effectiveness.

10. LEADERSHIP, GOVERNANCE AND ADMINISTRATION

“There are many ways of administering an educational institution and the methods of management differ between Higher Education Providers (HEPs). Nevertheless, governance that reflects the leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges partnership with significant stakeholders in educational delivery, research and consultancy and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication” (COPPA, 2008, pp.28).

This document will not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this programme, academic leadership is largely focused on suitable qualified persons to carry out the necessary curriculum monitoring and review of communication development. The leaders of the programme should demonstrate knowledge reflecting the attributes of good ethical values in work practices.

The leadership requirement of this programme standards is complementary to Area 8 in the COPPA document. Thus, the specific positions and the programme leadership positions (e.g., Coordinator, Head of Department or Head of Programme) offered at different levels in the institution must preferably fulfil the qualifications and experience as follows:

CERTIFICATE AND DIPLOMA

A Bachelor’s Degree in Media and Communication Studies or a related field with two years of relevant experience.

BACHELOR’S DEGREE

A Master’s Degree in Media and Communication Studies or a related field with two years of relevant experience.

MASTER'S DEGREE

- i. A PhD in Media and Communication Studies or a related field;
OR
- ii. A Master's Degree in Media and Communication Studies with three years of relevant experience in a related field.

PhD

- i. A PhD in Media and Communication Studies with three years of relevant experience in a related field;
OR
- ii. A Master's Degree in Media and Communication Studies with five years of relevant experience.

MEMBERS OF THE BOARD OF STUDY

HEPs must provide a credible Board of Study which meets at least once a year for the commencement and restructuring of the Media and Communication Studies programme. The Board of Study should comprise senior media and communication scholars, external academic evaluators, students, subject-matter experts and practitioners from the industry.

11. CONTINUAL QUALITY IMPROVEMENT

“Increasingly, society demands greater accountability from the Higher Education Providers (HEPs). Needs are constantly changing because of the advancements in science and technology, and the explosive growth in global knowledge, which are rapidly and widely disseminated. In facing these challenges, HEPs have little choice but to become dynamic learning organisations that need to continually and systematically review and monitor the various issues so as to meet the demands of the constantly changing environment” (COPPA, 2008, pp.30-31).

The HEPs are expected to provide evidence of their ability to keep pace with changes in the field and with the requirements of stakeholders. These may be demonstrated by, but are not limited to:

- i. a curriculum review conducted at least once every three years; except for Certificate level programmes which are to be reviewed every two years;
- ii. quality assessment processes by external reviewers who are qualified in the relevant fields;
- iii. linkages with related departments, agencies, NGOs and industries;
- iv. review of training provided by related departments, agencies, NGOs and industries;
- v. dialogue sessions with stakeholders at least once every two years;
- vi. an active participation of academic staff at relevant conferences, seminars, workshops and short courses;
- vii. presentations by invited speakers, local or international; and
- viii. organisation of conferences, seminars and workshops.

REFERENCES

Malaysian Qualifications Agency (2007). Malaysian Qualifications Framework–MQF. Petaling Jaya, Malaysia.

Malaysian Qualifications Agency (2008). Code of Practice for Programme Accreditation – COPPA. Petaling Jaya, Malaysia.

Malaysian Qualifications Agency (2012). Guidelines to Good Practices: Curriculum Design and Delivery – GGP: CDD. Petaling Jaya, Malaysia.

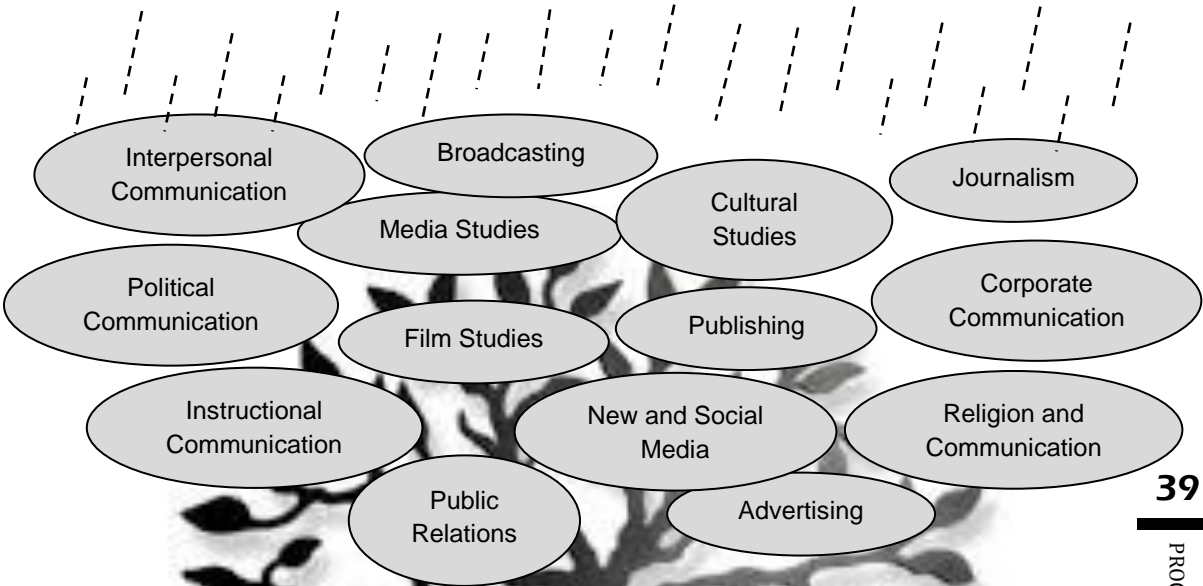
Malaysian Qualifications Agency (2013). Code of Practice for Open and Distance Learning. Petaling Jaya, Malaysia.

PANEL MEMBERS

NO.	NAME	ORGANISATION
1.	Mohd. Safar Hasim (Prof. Dr.) -Chairperson	Universiti Kebangsaan Malaysia
2.	Abd. Jalil Ali (Datuk)	Kumpulan Media Karang kraf Sdn. Bhd.
3.	Ahirudin Attan (Datuk)	The Mole
4.	Mohd. Adnan Hashim (Assoc. Prof. Dr.)	Universiti Teknologi MARA Melaka
5.	Sharon Adeline Bong (Dr.)	Monash University Malaysia
6.	Wan Norhiyati Ibrahim (Datin)	Mae Public Relations
7.	Zaharom Nain (Prof.)	The University of Nottingham Malaysia Campus

CORPUS OF KNOWLEDGE

ARTS, HUMANITIES AND SOCIAL SCIENCES



MEDIA AND COMMUNICATION STUDIES

- History
- Sociology
- Economics
- Languages
- Political Science
- Philosophy
- Gender Studies
- Psychology
- Literacy Studies

RECOMMENDED NOMENCLATURES FOR THE FIELD OF MEDIA AND COMMUNICATION STUDIES

The following list is constructed based on the approaches in which the programme is offered.

CERTIFICATE

Certificate in Advertising
 Certificate in Broadcasting
 Certificate in Journalism
 Certificate in Mass Communication
 Certificate in Public Relations

DIPLOMA

Diploma in Advertising
 Diploma in Broadcasting
 Diploma in Communication
 Diploma in Journalism
 Diploma in Mass Communication
 Diploma in New Media Studies
 Diploma in Public Relations

BACHELOR'S DEGREE

Bachelor of Arts (Mass Communication)
 Bachelor of Arts (Communication and Media Management)
 Bachelor of Arts (Media Studies)
 Bachelor of Arts (Communication Studies)
 Bachelor of Arts in Mass Communication
 Bachelor of Arts in Broadcasting and Journalism

Bachelor of Communication
Bachelor of Communication (Media Studies)
Bachelor of Communication (Broadcasting)
Bachelor of Communication (Advertising)
Bachelor of Communication (Corporate Communication)
Bachelor of Communication (Journalism)
Bachelor of Communication (Persuasive Communication)
BA (Hons) in International Communication Studies
BA (Hons) in International Communication Studies with English Language and Literature
BA (Hons) in International Communication Studies with Film and Television Studies
Bachelor of Mass Communication
Bachelor of Mass Communication (Broadcasting)
Bachelor of Mass Communication (Journalism)
Bachelor of Mass Communication (Publishing)
Bachelor of Media and Communication Studies
Bachelor of Media and Communication Studies (Advertising)
Bachelor of Media and Communication Studies (Broadcasting)
Bachelor of Media and Communication Studies (Journalism)
Bachelor of Media and Communication Studies (Public Relations)
Bachelor of Social Science (Communication and Information Management)
Bachelor of Social Science (Communication and Public Policy)
Bachelor of Social Science (Communications)
Bachelor of Social Science (Mass Communication)
Bachelor of Social Sciences (Communication Studies)
Bachelor of Social Sciences (Media Communication)
Bachelor of Social Sciences and Humanities (Communication)

MASTER'S DEGREE

Master of Arts (Communication and Cultural Studies)
Master of Arts (Communication Management)

Master of Arts (Communication)

Master of Business Administration in Communication and Public Relations

Master of Communication

Master of Corporate Communication

Master of Mass Communication

Master of Philosophy (Communication)

Master of Science (Communication)

Master of Social Sciences in Communication Management

Master of Media and Communication Studies

Master of New Media Studies

PhD

Doctor of Philosophy (Communication)

Doctor of Philosophy(Human Communication)

Doctor of Philosophy (Mass Communication)

Doctor of Philosophy (Media and Communication Studies)

Doctor of Philosophy (New Media Studies)

Doctor of Philosophy in Communication

Doctor of Philosophy in Mass Communication

COURSES IN MEDIA AND COMMUNICATION STUDIES

The **discipline core** courses cover – but are not limited to – the following fields:

NO.	CORPUS OF KNOWLEDGE	TOPIC
1	Advertising	<ul style="list-style-type: none"> • Advertising Campaign • Copywriting • Media and Communication Laws • Media Planning • Principles of Advertising • Principles of Marketing • Visual Communication
2	Broadcasting (Television, Radio and Video)	<ul style="list-style-type: none"> • Animation Techniques • Broadcast Critiques • Broadcast Production • Media and Communication Laws • Principles of Broadcasting • Scriptwriting
3	Corporate Communication	<ul style="list-style-type: none"> • Principles of Corporate Communication • Writing for the Mass Media • Corporate Management and Policy • Media Relations • Crisis Management • Corporate Communication Campaign
4	Cultural Studies	<ul style="list-style-type: none"> • Cultural Policy • Cultures of Everyday Life • Cultures in Conflict • Post-Colonialism • Media, Culture and Society

NO.	CORPUS OF KNOWLEDGE	TOPIC
		<ul style="list-style-type: none"> • Globalisation, Media and Culture
5	Film Studies	<ul style="list-style-type: none"> • Audience Studies • Film History • Film Production • Genre Studies • Media and Communication Laws • Principles of Film Studies • Scriptwriting • Stardom/Fandom
6	Instructional Communication	<ul style="list-style-type: none"> • Instructional Design and Application • Media and Communication Laws • Principles of Instructional Communication • Seminar and Evaluation in Instructional Communication • Visual and Perception • Writing for Instructional Communication
7	Interpersonal Communication	<ul style="list-style-type: none"> • Family Communication • Gender and Communication • Group Dynamics • Media and Communication Laws • New Media and Network Society • Principles of Interpersonal Communication
8	Journalism	<ul style="list-style-type: none"> • Law and Ethics • Media and Communication Laws • News Writing and Reporting • Online Journalism • Photo Journalism • Principles of Journalism

NO.	CORPUS OF KNOWLEDGE	TOPIC
		<ul style="list-style-type: none"> • Sports Journalism
9	Media Studies	<ul style="list-style-type: none"> • Contemporary Issues • Media and Communication Laws • Media and Communication Research • Media and Communication Theories • Media and Ethnicity • Media and Society • Media Audiences • Media Education • Media Ethics and Practice • Media Literacy • Media Texts
10	New and Social Media	<ul style="list-style-type: none"> • Introduction to New and Social Media • Media and Communication Laws • Web Design • Web Editing • Youth Media
11	Political Communication	<ul style="list-style-type: none"> • Media and Communication Laws • Media and Conflict • Media and Markets • New versus Old Media • Propaganda • State and Media
12	Public Relations	<ul style="list-style-type: none"> • Crisis Management • Event Management • Media and Communication Laws • Media Relations • Principles of Public Relations • Public Opinion and Persuasion

NO.	CORPUS OF KNOWLEDGE	TOPIC
		<ul style="list-style-type: none">• Public Relations Counselling Project
13	Publishing	<ul style="list-style-type: none">• Copy Editing• Creative Writing• e-Publishing• Graphics and Layout• Media and Communication Laws• Principles of Publishing
14	Religion and Communication	<ul style="list-style-type: none">• Fundamentals of World Religions• Comparative Religious Study• Media and Religion• History of Ethnic and Religious Stereotypes• Politics, Communication and Religion• Communication and Religious Conflict