

# PROGRAMME STANDARDS:

# MEDIA AND COMMUNICATION STUDIES



**2025**  
SECOND EDITION

## **Programme Standards: Media & Communication Studies**

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Malaysian Qualifications Agency

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## **FOREWORD**

The Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents, such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Code of Practice for TVET Programme Accreditation (COPTPA), Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA: ODL), Standards, Programme Standards (PSs) and Guidelines to Good Practices (GGP), to ensure that the programmes offered by the Higher Education Providers (HEPs) in Malaysia meet international practices. It is imperative that these documents are read together with this PS for the development and delivery of Media and Communication programmes in Malaysia.

The current programme standard of Media and Communication is being reviewed taking into consideration Value-Based Education (VBE) aims to nurture character, personality, attitude, and behaviour based on humanistic, societal and communal values; Flexible Learning Pathways (FLPs) for getting into, getting through and getting out of higher education as well as the Global Sustainability Agenda (GSA).

This PS outlines sets of characteristics that describe the minimum levels of acceptable practices in Media and Communication programmes based on the seven quality assurance areas: programme development and delivery, assessment of student learning, student selection and support services, academic staff, educational resources, programme management, and programme monitoring, review and continual quality improvement. Accordingly, the PS covers different levels of standards leading to the award of individual qualifications prescribed in the MQF Second Edition (2024), ranging from the level of Diploma (Level 4, MQF) to the level of Doctoral degree (Level 8, MQF).

This PS was developed by the MQA in collaboration with the Ministry of Higher Education. It represents the significant contribution from the panel members (as listed in Appendix 1) from both public and private HEPs and the industry, and in consultation with various HEPs, relevant government and statutory agencies, industries, alumni and students (see Appendix 2) through stakeholder workshops and online feedback. The PS developed reflects national and international best practices to ensure Media and Communication graduates from the HEPs in Malaysia are on par with those in other countries.

That being said, this PS does not attempt to provide specific characteristics for Media and Communication programmes, particularly those related to the framing of curricula and

provision of educational resources. This PS encourages diversity and allows programme providers to be innovative in creating their niches. HEPs should ensure that they produce graduates that meet the current and future needs of the industry and at the same time, fulfil their obligations to society. Among others, this document includes statements of programme educational objectives and learning outcomes, which are intended to give clarity and are not intended to be adopted in a verbatim manner.

The MQA would like to express appreciation to all the panel members and various stakeholders for their valuable input, as well as all MQA officers who contributed to the development of this PS for Media and Communication. It is hoped that this PS is beneficial to different stakeholders for the development of the competencies required of our students, for both job and higher education prospects.

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Malaysian Qualifications Agency (MQA)

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## ABBREVIATIONS

COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
COPPA: ODL	Code of Practice for Programme Accreditation: Open and Distance Learning
COPTPA	Code of Practice for TVET Programme Accreditation
CPD	Continuous Professional Development
DKM	Diploma Kemahiran Malaysia
DLKM	Diploma Lanjutan Kemahiran Malaysia
DVM	Diploma Vokasional Malaysia
ESD	Education for Sustainable Development
FLP	Flexible Learning Pathway
GGP	Guidelines to Good Practices
GSA	Global Sustainability Agenda
HEP	Higher Education Provider
MOOC	Massive Open Online Courses
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
NOSS	National Occupational Skills Standard
PEO	Programme Educational Objective
PLO	Programme Learning Outcomes
PS	Programme Standards
SDG	Sustainable Development Goals
SKM	<i>Sijil Kemahiran Malaysia</i>
SPM	<i>Sijil Pelajaran Malaysia</i>
STAM	<i>Sijil Tinggi Agama Malaysia</i>
STPM	<i>Sijil Tinggi Persekolahan Malaysia</i>

TVET	Technical and Vocational Education and Training
VBE	Value Based Education
WBL	Work-based Learning

## **1. INTRODUCTION**

The establishment of Radio Malaya in 1936 marked the beginning of broadcasting, followed by the launch of Television Malaysia in 1971, which introduced the era of visual media. As the media landscape evolved, Universiti Sains Malaysia (USM) embraced the challenge in the same year by incorporating communication courses within its School of Humanities. Recognizing the growing importance of media education, in 1972, Institut Teknologi MARA (ITM), now known as Universiti Teknologi MARA (UiTM), introduced a comprehensive Diploma in Mass Communication programme under its newly-established Faculty of Communication. These efforts by academic institutions were crucial in developing skilled professionals for Malaysia's rapidly expanding media and communication industry.

In the realm of media and communication in Malaysia, academic theoretical perspectives play a crucial role in shaping the industry's understanding and analysis. Educational institutions emphasise theoretical frameworks, fostering a scholarly approach that contributes to the intellectual foundation of media studies. This academic rigour enhances critical thinking and innovation, ultimately enriching the media landscape and preparing students for multifaceted roles in the dynamic field of communication. In addition, it is also to ensure a holistic graduate development through the five clusters of learning outcomes, with emphasis on Values-based Education (VBE). Furthermore, sustainability key competencies advocated in Education for Sustainable Development (ESD) should also be related to and integrated into the five clusters of learning outcomes.

In addition to academic and theoretical perspectives, vocational or TVET in Malaysia's media and communication sector has become increasingly integral, providing specialised training and skills development. As the industry evolves, vocational programmes play a pivotal role in nurturing a workforce equipped with practical expertise, fostering a dynamic and adaptive professional community that contributes to the vibrant media and communication landscape in Malaysia. Consequently, there is a keen interest in providing technical training through formal programs and institutions, such as schools and programs in Journalism, Film, Advertising, Public Relations, Broadcasting and New Media. Bridging the gap between theory and hands-on experience, TVET enhances the industry's adaptability and ensures a skilled and ethical talent pool for Malaysia's evolving media and communication landscape.

To date, developments in higher education and training institutions have been guided broadly by the National Education Philosophy (NEP), which emphasises nurturing holistic and balanced graduates that will contribute to the social, economic and political development of the nation. Malaysian media and communication studies have experienced dynamic developments influenced by global trends and a new generation of Malaysian communication scholars with diverse perspectives. Appendix 3 illustrates



the Body of Knowledge Areas (BoK) and their competencies for all Media and Communication Studies areas.

Malaysia's media and communication industry has undergone a remarkable evolution, embracing digital technologies, fostering diverse content creation, and adapting to changing consumer preferences. This transformation reflects a dynamic landscape where traditional and new media converge, paving the way for innovative communication strategies and enhanced audience engagement.

Technology and the communication industry share an intrinsic and inseparable relationship. From its inception, the communication industry has continually evolved and grown in tandem with technological advancements. The progression of technology, from radio to the internet, mobile phones, smart devices, Augmented Reality (AR), and the Internet of Things (IoT), will persist in reshaping the communication landscape. At its core, communication will remain a technology-led industry as we transition into the Fourth Industrial Revolution, presenting both opportunities and challenges.

In today's landscape, communication practitioners grapple with significant technological advancements driven by the Fifth Industrial Revolution (5IR), characterised by continuous breakthroughs in social media, artificial intelligence (AI), big data, robotics, and the IoT. These technologies exert a substantial impact on our daily lives.

In response to these changes, communication educators must realign and transform their media and communication education approaches to stay relevant in this era of extensive technological breakthroughs. This effort aims to improve learning, skills and competencies, nurturing holistic and balanced graduates to support national policy and development goals. This ongoing technological revolution mandates a transformation in communication thought, models, and philosophy, eventually leading to the reinvention of current media and communication practices to address new challenges and issues of the current decade. Topics such as fake news, social media addiction, problematic gaming, and binge-watching are increasingly scrutinised at both undergraduate and postgraduate levels. This recent phenomenon has spurred the introduction of numerous new communication models and theories.

This document provides detailed guidance to what should constitute the following levels of study: Diploma (Level 4, MQF), Bachelor's Degree (Level 6, MQF), Master's Degree (Level 7, MQF) and Doctoral Degree (Level 8, MQF). Currently, the certificate programme does not provide specific career path in the industry because the courses offered in the Certificate level is elementary, thus the current program standard exclude the inclusion of Certificate (Level 3, MQF).

In a more detailed manner, the study modes for both undergraduate and postgraduate levels are elaborated below. 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:

i. **Single Major**

E.g. Diploma in Communication and Bachelor of Mass Communication

ii. **Major-minor**

E.g. Bachelor of Social Science in Communication with Psychology

iii. **Specialisation**

E.g. Bachelor in Mass Communication (Advertising)

iv. **Double Major**

E.g. Bachelor of Mass Communication and Public Relations

v. **Double Degree**

E.g. Bachelor of Business Administration and Bachelor of Mass Communication.

For more details, please refer to the Guidelines to Good Practices: Curriculum Design and Delivery (MQA, 2023).

This PS covers all the seven quality assurance areas:

- i. programme development and delivery;
- ii. assessment of student learning;
- iii. student selection;
- iv. academic staff;
- v. educational resources;
- vi. programme management; and
- vii. programme monitoring, review and continual quality improvement.

This document describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, which are:

- i. Diploma (Level 4, MQF)
- ii. Bachelor's Degree (Level 6, MQF)
- iii. Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research)
- iv. Doctoral Degree (Level 8, MQF: Mixed Mode and Research)

As the purpose of this PS is to provide minimum requirements pertaining to the development and conduct of different levels of Media and Communication programmes

within the core areas described, it is paramount that this document is read together with other quality assurance documents and policies issued by MQA, Professional Bodies and other related agencies, which include but are not limited to the following:

- i. The Malaysian Qualifications Framework (MQF) Second Edition (2024)
- ii. The Code of Practice for Institutional Audit (COPIA)
- iii. The Code of Practice for TVET Programme Accreditation (COPTPA) Second Edition
- iv. The Code of Practice for Programme Accreditation (COPPA) Second Edition
- v. The Code of Practice for Programme Accreditation: Open and Distance Learning (COPPA: ODL) Second Edition
- vi. Relevant Standards
- vii. Relevant Guidelines to Good Practices (GGP)

## **2. PROGRAMME DEVELOPMENT AND DELIVERY**

### **2.1 PROGRAMME EDUCATIONAL OBJECTIVES**

Programme Educational Objectives (PEOs) are broad statements that describe the career and professional accomplishments that the programme is preparing students to achieve after they graduate.

"The quality of a programme is ultimately assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires a clear statement of the competencies, i.e., the practical, intellectual and soft skills that are expected to be achieved by the student at the end of the programme." (COPPA Second Edition, 2017).

Media and Communication Studies can be classified into three (3) main categories, namely Communication, Media and Mass Media. This classification has a bearing upon specific PEOs in the curriculum design for a high-quality learning environment that maximises the opportunity for all students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience. PEO construction must emphasize flexibility and adaptability in personal skills in addition to the existing sub-attributes (lifelong learning and values). Besides that, PEO should emphasize the need for VBE and Education for Sustainable Development (ESD<sup>1</sup>) competencies to be internalised to the MQF 5 Clusters of Learning Outcomes in preparing media and communication practitioners.

Guidance of PEOs is provided under each level of study from the diploma to the doctoral levels. **The flexibility in describing the PEOs remains with the HEPs, provided that the PEOs are consistent with the vision and mission of the HEP.** It should be noted that the PEOs provided describe the minimum requirements, and HEPs may provide additional objectives where appropriate.

**The PEOs of each level of qualification are outlined in Table 2.1.**

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<sup>1</sup> ESD Competencies may be treated as sub attributes of the MQF Learning Outcomes. They are to be assessed at course levels (CLO) and will collectively contribute to the PLOs which they support. ESD consist of: System Thinking, Anticipatory Thinking, Normative, Strategic Thinking, Collaboration, Critical Thinking, Self-Awareness, Integrated Problem Solving.

**Table 2.1 Programme Educational Objectives (PEOs) for Each Qualification Level**

	<b>Diploma (Basic)</b>	<b>Bachelor's Degree (Proficient)</b>	<b>Master's Degree (Advanced)</b>	<b>Doctoral Degree (Expert)</b>
<b>PEO1</b>	Practitioners who can identify and apply relevant knowledge and demonstrate basic skills, in the field of media and communication.	Practitioners who can analyse in-depth knowledge and appreciation of media and communication concepts, theories and applications, specifically focusing on the media and communication industry.	Practitioners who can propose and evaluate advanced knowledge with critical and analytical thinking to function effectively in the media and communication field.	Practitioners who can formulate advanced knowledge with critical and analytical acumen to foster cutting-edge research and development in the media and communication field.
<b>PEO2</b>	Practitioners who can display innovative strategies and provide ethical solutions to the changing and emerging digital media and communication technologies, policies, and structures in social, cultural, economic, and political environments.	Practitioners who can execute innovative strategies and provide ethical solutions to the changing and emerging digital media and communication technologies, policies, and structures in social, cultural, economic, and political environments.	Practitioners who can perform <u>functional work competencies</u> <sup>2</sup> and leadership qualities to perform effectively in diverse media and communication settings.	Practitioners who can construct advanced <u>functional work competencies</u> and scholarly leadership qualities to solve problems and perform effectively in diverse media and communication settings.
<b>PEO3</b>	Practitioners who can respond effectively to interpersonal and communication skills in solving industry and community problems.	Practitioners who can integrate effective interpersonal and communication skills to solve industry and societal problems.	Practitioners who can manage personal and entrepreneurial skills to accomplish strategic and innovative goals in various work-related and society-related environments.	Practitioners who can maintain personal and entrepreneurial skills to accomplish strategic and innovative goals in various work-related and society-related environments.
<b>PEO4</b>	Practitioners who can discuss the need for lifelong learning and entrepreneurial skills in achieving successful career development.	Practitioners who can adapt to lifelong learning and entrepreneurial skills for academic and career advancement in relevant industries.	Practitioners who can exemplify ethical and professional conduct to maintain sustainable practices towards life-long learning.	Practitioners who can advocate for ethical and professional conduct to maintain sustainable practices towards life-long learning and advancement of the profession and society.

<sup>2</sup> Functional work competencies refer to the six functional skills specified in the five clusters of Learning Outcomes (LO) in the MQF.

## 2.2 PROGRAMME LEARNING OUTCOMES

Learning Outcomes (LO) or Programme Learning Outcomes (PLO) are detailed statements describing the learners' achievement in explicit terms, which are achievable and assessable upon the completion of a period of study.

"A programme is designed and delivered to facilitate the attainment of a set of desired learning outcomes. It starts with a clear definition of the intended outcomes that students are to achieve by the end of the programme and supported by appropriate instructional approaches and assessment mechanisms (constructive alignment)." (COPPA Second Edition, 2017).

The learning outcomes in the field of Media and Communication should **cumulatively reflect the five (5) clusters of learning outcomes and integrate Education for Sustainable Development (ESD) competencies** aimed to develop well-balanced individuals with a holistic set of competencies.

The five (5) clusters of learning outcomes<sup>3</sup> are:

- i. Knowledge and understanding<sup>4</sup>
- ii. Cognitive skills
- iii. Functional work skills, with focuses on:
  - a. Practical skills
  - b. Interpersonal skills
  - c. Communication skills
  - d. Digital skills
  - e. Numeracy skills
  - f. Leadership, autonomy, and responsibility
- iv. Personal and entrepreneurial skills
- v. Ethics and professionalism

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<sup>3</sup> Malaysian Qualifications Agency (2017). Malaysian Qualifications Framework Second Edition. Cyberjaya, Malaysia.

<sup>4</sup> "Knowledge and understanding is the name of Cluster 1. They do not refer to the taxonomy levels in Bloom's Taxonomy. Both Clusters 1 and 2 need to address the lowest to the highest taxonomy levels of any cognitive taxonomy." (MQF Second Edition, 2024)

**Table 2.2** shows the mapping of learning outcomes based on the MQF learning outcomes for Communication and Media Studies. **The flexibility in describing the learning outcomes remains with the HEPs, provided they are sufficiently covered.**

**Table 2.2: Programme Learning Outcomes (PLO) based on MQF Second Edition (2024) Learning Outcomes (LO)  
for Communication Studies, Mass Media and Media Studies**

**DIPLOMA (LEVEL 4, MQF)**

At the end of the programme, graduates will be able to:

PLO for Diploma (Level 4)	MQF 2.0										
	1	2	3	4	5	6	7	8	9	10	11
Discuss systematically fundamental knowledge in media and communication fields	✓										
Apply communication concepts for effective solutions and decisions in media and communication fields		✓									
Demonstrate industry-related projects in media and communication fields			✓								
Commit to effective teamwork and anticipatory thinking in media and communication fields				✓							
Perform various normative forms of communication skills to diverse audiences in media and communication fields					✓						
Adopt digital and media information literacy through various contexts in media and communication fields						✓					
Use data analysis and critical thinking in media and communication fields							✓				
Differentiate leadership styles and integrated problem solving within diversified environments in media and communication fields								✓			



Practice self-improvement skills and strategic thinking for sustainable initiatives in media and communication fields									✓		
Assume responsibility for entrepreneurial skills and collaboration in media and communication fields										✓	
Conform to the ethical standards, professionalism, and self-awareness in media and communication fields											✓

### **BACHELOR'S DEGREE (LEVEL 6, MQF)**

At the end of the programme, graduates will be able to:

PLO	MQF 2.0										
	1	2	3	4	5	6	7	8	9	10	11
Analyse systematically advanced knowledge related to media and communication fields	✓										
Propose ideas using specific communication concepts for effective solutions and decisions in media and communication fields		✓									
Organise industry-related projects in media and communication fields			✓								
Assume responsibility for effective teamwork and anticipatory thinking in media and communication fields				✓							
Integrate various normative forms of communication skills to diverse audiences in media and communication fields					✓						

Exhibit digital and media information literacy through various contexts in media and communication fields						✓					
Apply data analysis and critical thinking in media and communication fields							✓				
Demonstrate appropriate leadership styles and integrated problem solving within diversified environments in media and communication fields								✓			
Appreciate self-directed lifelong learning and strategic thinking skills for sustainable development practices in media and communication fields									✓		
Adapt entrepreneurial skills and collaboration, for innovative ventures in t media and communication fields										✓	
Adopt ethical standards, professionalism, and self-awareness in media and communication fields											✓

### MASTER'S DEGREE BY COURSEWORK, MIXED MODE AND RESEARCH (LEVEL 7, MQF)

At the end of the programme, graduates will be able to:

PLO	MQF 2.0										
	1	2	3	4	5	6	7	8	9	10	11
Assess systematically advanced knowledge in media and communication fields	✓										
Evaluate advanced knowledge for improvement of media and communication fields		✓									

Adapt advanced skills to resolve issues in media and communication fields			✓								
Prioritise teamwork, professional networking, and anticipatory thinking in media and communication fields				✓							
Advocate advanced normative communication skills to diverse audiences in media and communication fields					✓						
Support digital communication plans through various contexts in media and communication fields						✓					
Evaluate empirical data with critical thinking to gain insight into media and communication fields							✓				
Adapt relevant leadership styles, integrated problem solving, and autonomous decision-making within diversified environments in media and communication fields								✓			
Prioritise self-advancement, and strategic thinking for continuous professional development, fostering sustainable growth in media and communication fields									✓		
Formulate *entrepreneurial ventures and collaboration with stakeholders' in media and communication fields										✓	
Prioritise ethical standards, professionalism and self-awareness in media and communication fields											✓

**DOCTORAL DEGREE BY MIXED MODE AND RESEARCH (LEVEL 8, MQF)**

At the end of the programme, graduates will be able to:

PLO	MQF 2.0										
	1	2	3	4	5	6	7	8	9	10	11
Integrate systematically well-established knowledge in media and communication fields	✓										
Formulate new knowledge for the advancement in media and communication fields		✓									
Adapt contemporary skills to resolve issues in media and communication fields			✓								
Exemplify high-performing teamwork, anticipatory thinking and professional networking in media and communication fields				✓							
Manage strategic normative communication plans to diverse audiences in media and communication fields					✓						
Advocate digital communication strategies through various contexts in media and communication fields						✓					
Integrate empirical data and critical thinking to make informed decisions in media and communication fields							✓				
Exemplify dynamic leadership styles, integrated problem solving, and autonomous decision-making within a diversified environments in media and communication fields								✓			
Prioritise self-advancement and strategic thinking for sustainable development in media and communication fields									✓		

Perform *entrepreneurial ventures and collaboration with stakeholder partnerships in media and communication fields										✓	
Exemplify ethical standards, professionalism and self-awareness in media and communication fields											✓

*\*Note: At the postgraduate level, entrepreneurial skills go beyond essential business acumen. They involve a profound understanding of integrating knowledge gained through academic study with the practical application of that knowledge to create new ideas, innovative solutions and robust systems.*

*1-Knowledge and Understanding; 2-Cognitive Skills; 3-Practical Skills; 4-Interpersonal Skills; 5-Communication Skills; 6-Digital Skills; 7-Numeracy Skills; 8-Leadership, Autonomy and Responsibility; 9-Personal Skills; 10-Entrepreneurial Skills; 11-Ethics and Professionalism.*

## 2.3 CURRICULUM DESIGN AND DELIVERY

A well-designed curriculum is fundamental to quality education, ensuring that graduates are equipped with relevant knowledge and skills.

“Learning and teaching can only be effective when the curriculum content and the programme structure are kept abreast with the most current development in its field of study” (COPPA Second Edition, 2017). A formal curriculum is defined as a series of planned events that are intended to have educational outcomes. It plans a sequence in which the content of a particular programme is delivered, whether through conventional or non-conventional modes and the books and materials that are to be used. It also lays down the educational objectives and learning outcomes of the programme (Guidelines to Good Practice: Programme Development and Delivery, 2023). HEPs also need to ensure the curriculum content, and the programme reflect the VBE and ESD competencies, incorporating the GSA and FLPs.

HEPs are advised to refer to the Guideline to Good Practices: Programme Development and Delivery<sup>5</sup>.

This section outlines the minimum credits of each curriculum component for all levels of qualifications as stated in Table 2.3. Specific requirements of the BoK of various core areas are in **Appendix 3. HEPs have the flexibility to design their programmes. However, they should cover the BoK of the common core and discipline core of media and communication as indicated in this PS.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and offer a high-quality academic programmes. Media and Communication programmes may vary in their nomenclature; however, the programmes nomenclature must reflect the content of the programme as indicated in the MQF. Examples of knowledge areas for each level are in **Appendix 3.**

**Table 2.3: Minimum credits of each curriculum component for all levels of qualifications**

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<sup>5</sup> Standards in this area are best read together with the Guidelines to Good Practices: Programme Design and Delivery, which is available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

**DIPLOMA (LEVEL 4, MQF)**

COMPONENTS	MINIMUM CREDITS
Compulsory Modules (General* and HEP modules)	6
Common Core **	28
Final Year Project***	4
Discipline/Specialised	32
Industrial Training****	4
Electives***** (optional)	0
<b>Subtotal Credits</b>	<b>74</b>
To complete the minimum requirement of 90 credits, the remaining 16 credits can be placed in any of the categories above.	
<b>MINIMUM GRADUATING CREDITS</b>	<b>90</b>

**Notes:**

*	Compulsory Modules refer to <i>Mata Pelajaran Pengajian Umum (MPU)</i> courses, which are mandatory. Please refer to <i>Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua</i> for the minimum credit requirement as stipulated by the Ministry of Higher Education (MOHE). The HEP has the option to offer its own compulsory courses in addition to the general courses.
**	Common Core Modules represents the core knowledge area within the BoK namely Communication, Mass Communication and Media Studies. The modules should include but not limited to the core knowledge areas related to theories, writing, law and ethics, data analysis, media and society, fundamentals of communication and research.
***	The selection of a final year project should encompass various domains within Media and Communication studies based on the Body of Knowledge Area (BoK) and the competencies outlined for all aspects of communication and media studies, as detailed in Appendix 3.
****	<ul style="list-style-type: none"> <li>Industrial training must be in a related industry and is allocated at a minimum number of credits according to the formula of 1 credit = 2 weeks of training. It is recommended to be placed in the final semester of the final year.</li> <li>The maximum recommended is 9 credits.</li> <li>Please refer to the explanation of Industrial Training in the Glossary section.</li> </ul>
*****	<ul style="list-style-type: none"> <li>Electives represent the non-media and communication courses.</li> <li>Flexibility is given to the HEP to determine the appropriate range.</li> </ul>

**Recommended Delivery Methods:**

- Lecture
- Tutorial
- Online learning
- Blended learning
- Laboratory work
- Industry visit
- Fieldwork / Empirical study
- Exhibition / Showcase
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Experiential learning / Event management
- Workshop / Studio / Demonstration
- Industrial training

**BACHELOR'S DEGREE (LEVEL 6, MQF)**

<b>SINGLE MAJOR</b>	
<b>COMPONENTS</b>	<b>MINIMUM CREDITS</b>
Compulsory Modules (General* and HEP modules)	8
Common Core **	15
Final Year Project****	6
Discipline/Specialised	54
Industrial Training****	6
Electives*** (optional)	0
<b>Subtotal Credits</b>	<b>89</b>
To complete the minimum requirement of 90 credits, the remaining 31 credits can be placed in any of the categories above	
<b>MINIMUM GRADUATING CREDITS</b>	<b>120</b>

<b>MAJOR WITH SPECIALISATION</b>	
<b>COMPONENTS</b>	<b>MINIMUM CREDITS</b>
Compulsory Modules (General* and HEP modules)	8
Common Core **	15
Final Year Project****	6
Discipline	34
Specialised	21
Industrial Training****	6



Electives*** (optional)	0
<b>Subtotal Credits</b>	<b>90</b>
To complete the minimum requirement of 120 credits, the remaining 30 credits can be placed in any of the categories above	
<b>MINIMUM GRADUATING CREDITS</b>	<b>120</b>

<b>MAJOR - MINOR</b>	
<b>COMPONENTS</b>	<b>MINIMUM CREDITS</b>
Compulsory Modules (General* and HEP modules)	8
Common Core **	15
Final Year Project****	6
Discipline/Specialised	54
Industrial Training****	6
Electives*** (optional)	0
Minor*****	25% from the core of another fields
<b>Subtotal Credits</b>	<b>89+25%</b>
To complete the minimum requirement of 120 credits, the remaining credits can be placed in any of the categories above.	
<b>MINIMUM GRADUATING CREDITS</b>	<b>120</b>

<b>DOUBLE MAJOR (MEDIA AND COMMUNICATION DISCIPLINE)</b>	
<b>COMPONENTS</b>	<b>MINIMUM CREDITS</b>
Compulsory Courses (General* and HEPs courses)	8
Common Core**	21
Discipline Core***** (Major 1)	72
Discipline Core***** (Major 2)	
Final Year Project**** (in either one of the majors)	6
Industrial Training****(in either one of the majors)	6
Electives***	0
<b>Subtotal Credits</b>	<b>113</b>
The remaining 7 credits can be placed in any of the categories above to complete the minimum requirement of 120 credits.	
<b>MINIMUM GRADUATING CREDITS</b>	<b>120</b>

<b>DOUBLE MAJOR (NON- MEDIA AND COMMUNICATION DISCIPLINE)</b>	
<b>COMPONENTS</b>	<b>MINIMUM CREDITS</b>
Compulsory Courses (General* and HEPs courses)	8
Common Core**	21
Discipline Core of Knowledge Area	36
Final Year Project****	6
Industrial Training****	6 (The second major must comply with the main specific PS)
Electives***	0
The Core of the Second Major from other disciplines****	50% from the second major of other fields. (The second major must comply with the specific PS)
<b>Subtotal Credits</b>	<b>77 + 50%</b>
To complete the minimum requirement for each major, the remaining credits can be placed in any of the categories above, as long as the combination of both majors fulfils the minimum credit requirement for graduation.	
<b>MINIMUM GRADUATING CREDITS</b>	Based on the combination of both majors

**Notes:**

*	General courses refer to <i>Mata Pelajaran Pengajian Umum (MPU)</i> courses, which are mandatory. Please refer to <i>Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua</i> for the minimum credit requirement as stipulated by the Ministry of Higher Education (MOHE). The HEP has the option to offer its own compulsory courses in addition to the general courses.
**	Common Core Modules represents the core knowledge area within the BoK, namely Communication, Mass Communication and Media Studies. The modules should include but not limited to the core knowledge areas related to theories, writing, law and ethics, data analysis, media and society, fundamentals of communication and research. The common core courses can be used as credit transfer for the degree level under the HEP academic regulations.
***	<ul style="list-style-type: none"> <li>Electives represent the non-media and communication courses.</li> <li>Free electives represent the non-communication and media studies courses.</li> <li>Flexibility is given to the HEP to determine the appropriate range.</li> </ul>
****	<ul style="list-style-type: none"> <li>Industrial training must be in a related industry and is allocated at a minimum number of credits according to the formula of 1 credit = 2 weeks of training. It is recommended to be placed in the final semester of the final year. For</li> </ul>

	<p>programmes with Work-Based Learning (WBL), the industrial training component is replaced with discipline core modules.</p> <ul style="list-style-type: none"> <li>• At a Bachelor's degree level, Industrial Training is COMPULSORY with a minimum of 6 credits (3 months).</li> <li>• Final Year Project (FYP) and Industrial Training must reflect both major disciplines.</li> <li>• Depending on the programme's requirements and nature, Final Year Project (FYP) can encompass academic-focused research or creative output. Academic-focused projects typically involve conducting original research within a specific discipline, while creative output may involve producing original works. Both projects often culminate in an individual formal report or documentation outlining the project's process, findings, and significance, ensuring the work is rigorously assessed and communicated effectively.</li> </ul>
*****	<p>The minimum requirement for the Major-Minor Programme is 25% of the core components relevant to the Body of Knowledge (BoK), which is determined by the respective field programme standards. Adherence to the programme's standards is essential for minor programmes with established programme standards. The HEP must ensure that the core components or Body of Knowledge (BoK) are sufficient and suitable for fields without specific programme standards.</p>
*****	<p>In the case of a double major programme, if the majors are regulated by Programme Standards (PS), the minimum core requirements should align with the respective PS. However, fulfilling the minimum graduating credit specified in this PS is imperative. The requirement of 50% for the major in the Double Major Programme (Non-Media and Communication Studies Disciplines) is determined by the respective field programme standards. The HEP must ensure that the core components or Body of Knowledge (BoK) are sufficient and suitable for fields without specific programme standards.</p>

#### **Recommended Delivery Methods:**

- Lecture
- Tutorial
- Online learning
- Blended learning
- Laboratory work
- Industry visit
- Fieldwork / Empirical study
- Exhibition / Showcase
- Industry speaker
- Task-based learning

- Problem-based learning
- Project-based learning
- Experiential learning / Event management
- Workshop / Studio / Demonstration
- Industrial training

#### MASTER'S DEGREE BY COURSEWORK (LEVEL 7, MQF)

COMPONENTS	MINIMUM CREDITS
Core	22
Elective Core	6
Research Project	6
<b>Subtotal Credits</b>	<b>34</b>
To complete the minimum requirement of 40 credits, the remaining 6 credits can be placed in any of the categories above	
<b>MINIMUM GRADUATING CREDITS</b>	<b>40</b>

#### Notes:

1. Electives core MUST be taken from within the disciplines.
2. Coursework components must include courses in theory and research methodology.
3. The recommended minimum word limit for a research project is 8,000.

#### MASTER'S DEGREE BY MIXED MODE (LEVEL 7, MQF)

COMPONENTS	MINIMUM CREDITS
Core	12
Dissertation	20
<b>Subtotal Credits</b>	<b>32</b>
To complete the minimum requirement of 40 credits, the remaining 8 credits can be placed in any of the categories above.	
<b>MINIMUM GRADUATING CREDITS</b>	<b>40</b>

#### Notes:

1. Coursework components must include courses in theory and research methodology.
2. The ratio of coursework to dissertation is 50:50 or 40:60 or 30:70.
3. The recommended minimum word limits for a dissertation are 20,000, 30,000 and 40,000 words, based on the ratio of 50:50, 40:60 and 30:70, respectively.

**Recommended Delivery Methods:**

- Lecture
- Online learning
- Blended learning
- Laboratory work
- Industry visit
- Fieldwork / Empirical study
- Exhibition / Showcase
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Experiential learning / Event management
- Workshop / Studio / Demonstration

**MASTER'S DEGREE BY RESEARCH (LEVEL 7, MQF)**

COMPONENTS	PERCENTAGE (%)	MINIMUM CREDITS
Thesis	100	No credit value given

**Notes:**

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 minimum word limit for a thesis is 40,000 and fulfil the minimum PLO.

**Recommended delivery methods:**

- Lecture
- Consultation / Supervision
- Seminar / Colloquium

**DOCTORAL DEGREE BY MIXED MODE (LEVEL 8, MQF)**

COMPONENTS	MINIMUM CREDITS
Common Core	24
Thesis	40
<b>Subtotal Credits</b>	<b>64</b>
To complete the minimum requirement of 80 credits, the remaining 16 credits can be placed in any of the categories above	
<b>MINIMUM GRADUATING CREDITS</b>	<b>80</b>

**Notes:**

1. Coursework components must include courses in theory and research methodology.
2. The ratio of coursework to thesis is 50:50 or 40:60 or 30:70.
3. The recommended minimum word limits for a thesis are 50,000, 60,000 and 70,000 words, based on the ratio of 50:50, 40:60 and 30:70, respectively.

**Recommended delivery methods:**

- Lecture
- Consultation / Supervision
- Seminar / Colloquium

**DOCTORAL DEGREE BY RESEARCH (LEVEL 8, MQF)**

COMPONENTS	PERCENTAGE (%)	MINIMUM CREDITS
Thesis	100	No credit value given

**Notes:**

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 minimum word limit for a thesis is 70,000 and fulfil the minimum PLO.

**Recommended delivery methods:**

- Lecture
- Consultation / Supervision
- Seminar / Colloquium

### 3. ASSESSMENT OF STUDENT LEARNING

Student assessment plays a critical role in quality assurance and measuring learning outcomes.

“Assessment of student learning is a key aspect of quality assurance, and it is one of the most important indicators of learning outcomes achievement. Hence, it is crucial that appropriate assessment methods and mechanisms are in place. Qualifications are awarded based on the results of assessment. The methods of the student assessment must be aligned, clear, consistent, effective, reliable, and in line with current practices. They must clearly measure the achievement of the intended learning outcomes” (COPPA Second Edition, 2017).

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

- i. Assessments should comprise formative and summative assessments that address ESD competencies;
- ii. Assessments must be appropriate to the learning outcomes;
- iii. **Candidates are required to pass BOTH continuous and final assessments for core course.** HEPs can define the meaning of a pass; however, a pass should imply that the examiner is satisfied that the candidate has met all the learning outcomes of a course;
- iv. 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. However, the range of assessments is based on the level of qualifications, i.e., the continuous assessment can range from 0-100% (refer to Table 3); and
- v. The HEP must have clear marking guidelines, such as assessment rubrics, marking schemes, and others for continuous and final assessments to indicate the achievement of course learning outcomes.

HEPs are advised to refer to the Guidelines to Good Practices: Assessment of Student Learning<sup>6</sup>.

The percentages of continuous and final assessments for a course at each level of study are presented in Table 3. The suggested forms of assessments indicated are merely examples. The

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<sup>6</sup> Standards in this area are best read together with the Guidelines to Good Practices: Assessment of Student Learning which is available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).

HEPs are encouraged to use various methods and tools appropriate for measuring learning outcomes and competencies.

**Table 3: Type of assessment for each level of study**

<b>LEVEL</b>	<b>CONTINUOUS ASSESSMENT (%)</b>	<b>FINAL ASSESSMENT (%)</b>	<b>SUGGESTED FORMS OF ASSESSMENT</b>
<b>DIPLOMA (LEVEL 4, MQF)</b>	50 – 100	0 – 50	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Essay</li> <li>• Test</li> <li>• Examination</li> <li>• Case Study</li> <li>• Critique and Review</li> <li>• Course Project</li> <li>• Course Product</li> <li>• Online Assessment</li> <li>• Event Management</li> <li>• Workshop</li> <li>• Oral Presentation</li> <li>• Reflective Report</li> <li>• Peer Assessment</li> <li>• Portfolio or e-portfolio</li> <li>• Expert-based Assessment (academic &amp; industry)</li> <li>• Simulation</li> <li>• Exhibition</li> <li>• Internship Report</li> <li>• Logbook</li> <li>• Project Proposal</li> <li>• Final Year Project</li> </ul>
<b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b>	40 – 100	0 – 60	
<b>MASTER'S DEGREE BY COURSEWORK (LEVEL 7, MQF)</b>			
			<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Course Project</li> <li>• Course Product</li> </ul>



<b>MASTER'S DEGREE BY MIXED MODE (LEVEL 7, MQF)</b>			<ul style="list-style-type: none"> <li>• Essay</li> <li>• Test</li> <li>• Examination</li> <li>• Case Study</li> <li>• Critique and Review</li> <li>• Event Management</li> <li>• Workshop</li> <li>• Graduate Seminar</li> <li>• Colloquium</li> <li>• Fieldwork</li> <li>• Simulation</li> <li>• Exhibition</li> <li>• Virtual Online Assessment</li> <li>• Proposal Defence</li> <li>• Oral Presentation</li> <li>• Logbook</li> <li>• Thesis/Dissertation</li> <li>• Viva-voce</li> </ul>
<b>MASTER'S DEGREE BY RESEARCH (LEVEL 7, MQF)</b>	0	100 (Dissertation)	<ul style="list-style-type: none"> <li>• Research Proposal</li> <li>• Proposal Defence</li> <li>• Critique and Review</li> <li>• Comprehensive Examination</li> <li>• Oral Presentation</li> <li>• Colloquium</li> <li>• Graduate Seminar</li> <li>• Logbook</li> <li>• Dissertation</li> <li>• Viva-voce</li> </ul>
<b>DOCTORAL DEGREE BY MIXED MODE (LEVEL 8, MQF)</b>	50 – 70	30 – 50	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Course Project</li> <li>• Course Product</li> <li>• Examination</li> <li>• Comprehensive Examination</li> <li>• Case Study</li> </ul>

			<ul style="list-style-type: none"> <li>• Critique and Review</li> <li>• Workshop</li> <li>• Graduate Seminar</li> <li>• Colloquium</li> <li>• Fieldwork</li> <li>• Simulation</li> <li>• Online Assessment</li> <li>• Proposal Defence</li> <li>• Oral Presentation</li> <li>• Logbook</li> <li>• Thesis/Dissertation</li> <li>• Viva-voce</li> </ul>
<b>DOCTORAL DEGREE BY RESEARCH DOCTOR OF PHILOSOPHY (CONVENTIONAL/INDUSTRY) (LEVEL 8, MQF)</b>	0	100 (Thesis)	<ul style="list-style-type: none"> <li>• Research Proposal</li> <li>• Proposal Defence</li> <li>• Critique and Review</li> <li>• Comprehensive Examination</li> <li>• Oral Presentation</li> <li>• Colloquium</li> <li>• Graduate Seminar</li> <li>• Logbook</li> <li>• Viva-voce</li> </ul>

**Notes:**

- i. The HEPs should have a clear policy on the appointment of External and Internal Examiners.
- ii. The examiners should be from the related field of study.
- iii. The composition of dissertation / thesis examiners is prescribed as follows:

- a. Master's Degree by Coursework / Mixed Mode

The master's project report is to be examined by at least two examiners (including the supervisor).

- b. Master's Degree by Research

The dissertation is to be examined by at least two examiners, one of whom is an external examiner (from an academic field or industry related to the candidate's field of discipline). More than two examiners may be necessary in the case of a multidisciplinary dissertation.

- c. Doctoral Degree by Mixed Mode / Research / Prior Publication

The thesis is to be examined by at least two examiners, one of whom is an External Examiner (from an academic field or industry related to the candidate's field of discipline). More than two examiners may be necessary in the case of a multidisciplinary dissertation.

- iv. The assessment for master's and doctoral programmes for any specialisation in the media and communication area should follow the following requirements:
  - a. Must have a rubric to reflect the knowledge area of the defined discipline/s.
  - b. The title of the research should reflect the defined discipline/s.
  - c. The supervisors must be in the defined discipline/s. A co-supervisor from other field can be appointed if required.

## 4. STUDENT SELECTION

This section of the PS relates to the selection of students for programmes of study.

“In general, admission to a programme needs to comply with the prevailing policies of the Ministry of Education. There are varying views on the best method of student’s selection. Whatever method is used, the HEP must be able to defend the consistency of the method it utilises. The number of students to be admitted to a 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 the desired enrolment. If a 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 Second Edition, 2017)

The standards for the selection of students into Media and Communication programmes are formulated by keeping in mind the generic national Higher Education policies pertaining to minimum student entry requirements. The selection of students should include FLP practices such as acknowledging APEL A, APEL C, APEL Q & APEL M.

**Table 4: Minimum entry requirement for student admission**

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT * (INTERNATIONAL STUDENT)
<b>DIPLOMA (LEVEL 4, MQF)</b>	<ul style="list-style-type: none"> <li>i. Possess <i>Sijil Pelajaran Malaysia</i> (SPM) with at least THREE credits in any subjects (inclusive of English or any equivalent qualification); <b>OR</b></li> <li>ii. A pass in <i>Sijil Tinggi Persekolahan Malaysia</i> (STPM) with a minimum grade of C [Grade Point (GP) 2.00] in a subject and a credit in English at SPM level (or English equivalent to SPM); <b>OR</b></li> <li>iii. A pass in <i>Sijil Tinggi Agama Malaysia</i> (STAM) with a minimum grade of Maqbul (Pass) and a credit in English at SPM level (or English equivalent to SPM); <b>OR</b></li> <li>iv. A pass in <i>Sijil Kemahiran Malaysia</i> (SKM) Level 3 in a related field. (Candidates without English can be admitted subject to a thorough internal evaluation process to determine their competencies in English that are equivalent to SPM level); <b>OR</b></li> </ul>	Achieve a grade in the Malaysian University English Test (MUET) or any English competency test equivalent to a Mid B1 in the Common European Framework of Reference for Languages (CEFR).

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT * (INTERNATIONAL STUDENT)
	<p>v. A Certificate (Level 3, MQF) in a related field with at least a CGPA of 2.00; <b>OR</b></p> <p>vi. Other relevant and equivalent qualifications recognised by the Malaysian Government. (Candidates can be admitted if their admission qualification contains English subject (s) equivalent to English at the SPM level. If it is not equivalent, a reinforcement English subject equivalent to the SPM level must be offered before enrolment)</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Candidates with a pass in English at the SPM level (or English equivalent to SPM) may be admitted if their admission qualification contains an English subject(s) equivalent to English at the SPM level.</li> <li>• Candidates with a pass in English at SPM level (or English equivalent to SPM) need to take a reinforcement English subject equivalent to the SPM level. This subject must be offered before enrolment.</li> <li>• Candidates without an English subject in their admission qualification need to take a reinforcement English subject equivalent to the SPM level. This subject must be offered before enrolment.</li> </ul>	
<b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b>	<p>i. A pass in 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; <b>OR</b></p> <p>ii. A pass in STAM with a minimum grade of Jayyid and a credit in English at SPM or its equivalent; <b>OR</b></p> <p>iii. A Diploma (Level 4, MQF) or its equivalent, with a minimum CGPA of 2.00 and a credit in English at SPM or its equivalent; <b>OR</b></p> <p>iv. A Diploma in Media and Communication (Level 4, MQF) field or its equivalent; <b>OR</b></p>	<p>Achieve a grade in the MUET or any English competency test equivalent to a High B1 in the CEFR.</p>

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT * (INTERNATIONAL STUDENT)
	<p>v. Certificate Matriculation/Foundation or its equivalent, with a minimum CGPA of 2.00 and credit in English at SPM or its equivalent; <b>OR</b></p> <p>vi. A <i>Diploma Kemahiran Malaysia (DKM)</i> / <i>Diploma Vokasional Malaysia (DVM)</i> with a minimum CGPA of 2.50 subjected to the HEP Senate / Academic Board's approval; <b>OR</b></p> <p>vii. A <i>Diploma Lanjutan Kemahiran Malaysia (DLKM)</i> with a minimum CGPA of 2.50 subjected to the HEP Senate / Academic Board's approval; <b>OR</b></p> <p>viii. Other relevant and equivalent qualifications recognised by the Malaysian Government. (Candidates can be admitted if their admission qualification contains English subject (s) equivalent to English at the SPM level. If it is not equivalent, a reinforcement of an English subject equivalent to the SPM level must be offered before enrolment).</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Candidates with a pass in English at SPM level (or English equivalent to SPM) need to take a reinforcement English subject equivalent to the SPM level. This subject must be offered before enrolment.</li> <li>• Candidates without an English subject in their admission qualification need to take a reinforcement English subject equivalent to the SPM level. This subject must be offered before enrolment.</li> <li>• Students are required to pass the reinforcement English before being allowed to take related core courses.</li> <li>• Students from Matriculation / Foundation or its equivalent can be exempted from taking reinforcement English, provided that the English offered at that programme level is equivalent / higher than English offered at SPM level.</li> </ul>	

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT * (INTERNATIONAL STUDENT)
<b>MASTER'S DEGREE BY COURSEWORK / MIXED MODE (LEVEL 7, MQF)</b>	<ul style="list-style-type: none"> <li>i. A Bachelor's Degree (Level 6, MQF) in Media and Communication with a minimum CGPA of 2.50, as accepted by the HEP Senate; <b>OR</b></li> <li>ii. A Bachelor's Degree (Level 6, MQF) in Media and Communication with a minimum CGPA of 2.00 and not meeting a CGPA of 2.50 can be accepted subject to rigorous internal assessment as determined by the HEP; <b>OR</b></li> <li>iii. Any other Bachelor's Degree (Level 6, MQF) (Non-Media and Communication) with a minimum CGPA of 2.00 can be accepted, subject to a rigorous internal assessment and prerequisite courses determined by the HEP; <b>OR</b></li> <li>iv. Other qualifications equivalent to a Bachelor's degree (Level 6, MQF) in Media and Communication or related fields recognised by the Government of Malaysia must undergo rigorous internal assessment as determined by the HEP. (the requirement of CGPA is based on item i – ii)</li> </ul>	Achieve a grade in the MUET or any English competency test equivalent to a Mid B2 in the CEFR.
<b>MASTER'S DEGREE BY RESEARCH (LEVEL 7, MQF)</b>	<ul style="list-style-type: none"> <li>i. A Bachelor's Degree (Level 6, MQF) in Media and Communication with a minimum CGPA of 2.75 or equivalent, as accepted by the HEP Senate; <b>OR</b></li> <li>ii. A Bachelor's Degree (Level 6, MQF) in Media and Communication with a minimum CGPA of 2.50 and not meeting a CGPA of 2.75 can be accepted subject to rigorous internal assessment; <b>OR</b></li> <li>iii. A Bachelor's Degree (Level 6, MQF) in Media and Communication with a minimum CGPA of 2.50 can be accepted subject to rigorous internal assessment as determined by the HEP to determine the need for appropriate prerequisite courses and; <b>OR</b></li> <li>iv. Any other Bachelor's Degree (Level 6, MQF) (Non-Media and Communication) with a minimum CGPA of 2.50 can be accepted, subject to a rigorous internal assessment and prerequisite courses determined by the HEP;</li> </ul>	Achieve a grade in the MUET or any English competency test equivalent to a Mid B2 in the CEFR.

LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT * (INTERNATIONAL STUDENT)
	<p><b>OR</b></p> <p>v. Other qualifications equivalent to a Bachelor's Degree (Level 6, MQF) in Media and Communication or related fields recognised by the Government of Malaysia must undergo rigorous internal assessment as determined by the HEP. (the requirement of CGPA is based on items i – ii)</p>	
<p><b>DOCTORAL DEGREE BY MIXED MODE/ RESEARCH (LEVEL 8, MQF)</b></p>	<p>i. A Master's Degree (Level 7, MQF) in Media and Communication with a minimum CGPA of 3.00 or equivalent, as accepted by the HEP Senate; <b>OR</b></p> <p>ii. A Master's Degree (Level 7, MQF) in Media and Communication with a minimum CGPA of 2.75 can be accepted. The candidates must undergo rigorous internal assessment as determined by the HEP; <b>OR</b></p> <p>iii. A Master's Degree (Level 7, MQF) in Media and Communication with a minimum CGPA of 2.50 can be accepted subject to a minimum of FIVE years of working experience in the related fields and rigorous internal assessment as determined by the HEP; <b>OR</b></p> <p>iv. Any other Master's Degree (Level 7, MQF) (Non-Media and Communication) with a minimum CGPA of 2.75 can be accepted subject to a minimum FIVE years of working experience in the field of Media and Communication or related fields. The candidates must undergo prerequisite courses and rigorous internal assessment as determined by the HEP; <b>OR</b></p> <p>v. Other qualifications equivalent to a Master's Degree (Level 7, MQF) in the field of Media and Communication or related fields recognised by the Government of Malaysia must undergo rigorous internal assessment as determined by the HEP. (the requirement of CGPA is based on</p>	<p>Achieve a grade in the MUET or any English competency test equivalent to a Mid B2 in the CEFR.</p>



LEVEL	MINIMUM ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT * (INTERNATIONAL STUDENT)
	item i – iv)	

**Notes:**

- i. The reinforcement of English MUST be offered outside the curriculum structure, and the candidate MUST pass the English course prior to entering the programme.
- ii. Rigorous assessments can be done through interviews, portfolios, written tests, video resumes or any form of assessment as stipulated by the HEP. For candidates from non-media graduate backgrounds, a rigorous assessment should include an English proficiency test requirement.
- iii. For candidates who have not passed the rigorous internal assessment, the HEP can determine for the candidate to be re-assessed for entry to the programme by passing preparatory courses as determined by the HEP before entering the programme. This process is subject to the HEP Senate / Academic Board's approval.
- iv. Working experience can be cumulative industry engagement even before acquiring the required qualification for a particular level of study. However, it must be related to the level and content of the study.
- v. The prerequisite courses should cover a minimum of 6 to 9 credits of the common knowledge area in Media and Communication such as theories, media and society, or fundamentals of communication, that are equivalent to a level 6 in the MQF. The prerequisite courses are to be offered outside the curriculum structure.
- vi. Bachelor's degree candidates who are registered for Master's Degree programmes may apply to convert to the Doctoral degree programmes subject to the requirements in the Standard Master's and Doctoral Degree.
- vii. Candidates registered for Master's Degree programmes with at least a CGPA of 3.67 at the 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 from the HEP Senate.
- viii. \*Refer to Surat Pemakluman JPT berkenaan *Syarat Kompetensi Bahasa Inggris kepada Pelajar Universiti Awam (JPT(A) 1000/016/018/07 Jld. 17(12))* and *Institusi Pendidikan Tinggi Swasta (JPT/GS 1000/630 Jld. 3(12))* dated 6th March 2023 for English competency requirement.
- ix. For Public Universities, refer to Surat JPT.S(BPKP) 2000/400/04/01 Jld.5(53), 20th November, 2019 - *Pindaan syarat kelayakan minimum (Syarat am) Diploma TVET*

*(DKM, DLKM, DVM) sebagai syarat kelayakan masuk ke program Ijazah Sarjana Muda di Universiti Awam (UA).*

- x. For Private Higher Educational Institutions: Refer to Surat JPT/GS 1000-606 Jld. 2(23), 21st April, 2020 - *Kemasukan Pelajar Lulusan Diploma Kemahiran Malaysia (DKM), Diploma Lanjutan Kemahiran Malaysia (DLKM) and Diploma Vokasional Malaysia (DVM) ke Peringkat Sarjana Muda (Tahap 6, MQF) atau yang setara dengannya di Institusi Pendidikan Tinggi Swasta.*

### **Accreditation of Prior Experiential Learning for Access**

Accreditation of Prior Experiential Learning for Access (APEL.A) provides an alternative entry route to formal programmes of study from Certificate (Level 3, MQF) to Doctoral degree (Level 8, MQF) through recognition of learning and experiences, regardless of how and where they were acquired. For details, refer to the Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M).

## 5. ACADEMIC STAFF

The quality of academic staff is a key determinant in maintaining and enhancing the standards of higher education. HEPs must adopt effective recruitment and development strategies to ensure their academic workforce is well-qualified and adequately supported.

“As the quality of the academic staff is one of the most important components in assuring the quality of higher education, a HEP is expected to search for and appoint the best-suited candidates, to serve its programmes, in an open, transparent and fair manner. To achieve this, HEPs are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. Every programme must have an appropriately qualified and sufficient number of academic staff, working in a conducive environment that attracts talented individuals. The numbers recruited have to be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in various activities has to be clarified in order to reflect a fair distribution of responsibilities. It is important for the HEP to provide a continuous staff development programme for its academic staff, for them to be current in their knowledge and skills, both in their chosen discipline as well as in their pedagogical skills” (COPPA Second Edition, 2017) including providing training for developing curriculum, teaching and learning, and assessments on VBE, ESD and FLPs.

HEPs are advised to refer to the Guidelines to Good Practices: Academic Staff<sup>7</sup>.

**Table 5** provides the minimum requirements of the qualifications of academic staff and relevant staff ratios for the various MQF qualification levels in Media and Communication Studies. Besides possessing qualifications in the related field, HEPs must also ensure that academic staff are assigned courses based on their areas of expertise or related industry experience.

**Table 5: Qualification requirement of academic staff**

MQF LEVEL	MINIMUM REQUIREMENT	NOTE
<b>DIPLOMA (LEVEL 4, MQF)</b>	i. A Bachelor's Degree (Level 6, MQF) in Media and Communication field; <b>OR</b>	<ul style="list-style-type: none"><li>At least 60% of the academic staff are full-timers.</li></ul>

<sup>7</sup> Standards in this area are best read together with the Guidelines to Good Practices: Academic Staff and the Guidelines: Academic Staff Workload, which are available on the MQA Portal, [www.mqa.gov.my](http://www.mqa.gov.my).

	<p>ii. A Diploma (Level 4, MQF) in a relevant field with a minimum of FIVE years of industry experience in Media and Communication field at a supervisory level in the subject taught (the programme should not employ more than 30% of staff in this category).</p>	<ul style="list-style-type: none"> <li>• Part-time staff may consist of industry practitioners or from other academic institutions.</li> <li>• At least 20% of the staff (both full-time and part-time) are required to have industry experience/attachment in a related field.</li> </ul> <p><b>Staff-student ratio</b></p> <ul style="list-style-type: none"> <li>• Overall staff-student ratio – 1:30</li> <li>• The staff-student ratio for Studio/computer-based classes (TV, Radio, Photography, Video) – 1:20</li> </ul>
<p><b>BACHELOR'S DEGREE (LEVEL 6, MQF)</b></p>	<p>i. A Master's Degree (Level 7, MQF) in Media and Communication field; <b>OR</b></p> <p>ii. A Bachelor (Level 6, MQF) in a relevant field with a minimum of FIVE years of industry experience in Media and Communication field at a supervisory level in the subject taught (the programme should not employ more than 30% of staff in this category).</p>	<ul style="list-style-type: none"> <li>• At least 60% of the academic staff are full-timers.</li> <li>• Part-time staff may consist of industry practitioners or from other academic institutions.</li> <li>• At least 20% of the staff (both full time and part time) are required to have industry experience/attachment in a relevant field.</li> </ul> <p><b>Staff-student ratio</b></p> <ul style="list-style-type: none"> <li>• Overall staff-student ratio – 1:25</li> <li>• The staff-student ratio for Studio/computer-based classes (TV, Radio, Photography, Video) – 1:20</li> </ul>

<p><b>MASTER'S DEGREE BY COURSEWORK / MIXED MODE (LEVEL 7, MQF)</b></p>	<p><b><u>BY COURSEWORK AND MIXED MODE</u></b></p> <p><b>Teaching staff*</b></p> <p>i. A Doctoral Degree (Level 8, MQF) AND a Master's degree** (Level 7, MQF) in Media and Communication field AND a Bachelor's Degree (Level 6, MQF) in Media and Communication field; <b>OR</b></p> <p>ii. A Master's degree (Level 7, MQF) in relevant fields AND at least FIVE years of teaching experience and research / project consultation / industry experience in the Media and Communication field; <b>OR</b></p> <p>iii. A Bachelor's Degree (Level 6, MQF) in a relevant fields AND at least TEN years of experience in the Media and Communication field at a level appropriate for courses to teach practical / professional / hands-on components (the programme should not employ more than 30% of the staff in this category).</p> <p><i>*For the research methodology course, staff must have a Doctoral Degree in related fields with at least TWO years of teaching experience.</i></p> <p><i>**Those without a Master's Degree must have a Doctoral and Bachelor's degree in Media and Communication field.</i></p> <p><b>(Principal Supervisor)</b></p> <ul style="list-style-type: none"> <li>• A Doctoral Degree (Level 8, MQF) AND Master's Degree (Level 7, MQF) AND Bachelor's Degree (Level 6, MQF) in Media and Communication field; <b>OR</b></li> <li>• A Master's Degree (Level 7, MQF) in the Media and Communication field with at least FIVE years of teaching experience and research / project</li> </ul>	<ul style="list-style-type: none"> <li>• At least 60% of the academic staff are full-timers.</li> <li>• At least 70% of the teaching staff has a Doctoral degree qualification.</li> <li>• Part-time staff may consist of industry practitioners or from other academic institutions.</li> <li>• The supervisors must undergo structured supervisor training.</li> </ul> <p><b>Staff-student ratio (Coursework):</b></p> <ul style="list-style-type: none"> <li>• Academic staff-student ratio – 1:15</li> <li>• Academic staff-student ratio – 1:15 (project and dissertation supervision)</li> </ul> <p><b>Staff-student ratio (Research):</b></p> <ul style="list-style-type: none"> <li>• Principal supervisor-student ratio – 1:15 for both master's and doctoral students by research and mixed mode.</li> <li>• The maximum number of postgraduate students by research per supervisor should not exceed 15.</li> <li>• The principal supervisor must be a full-time staff member.</li> <li>• For supervision, the principal supervisor must be from the Media and Communication studies field.</li> </ul>
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	<p>consultation / industry experience in media and communication field.</p> <p><b>(Co-Supervisor)</b></p> <ul style="list-style-type: none"> <li>• A Doctoral Degree (Level 8, MQF) in Media and Communication or related fields; <b>OR</b></li> <li>• A Master's Degree (Level 7, MQF) in Media and Communication with at least FIVE years of teaching experience and research / project consultation / industry experience in Media and Communication fields; <b>OR</b></li> <li>• A Bachelor's Degree (Level 6, MQF) in a relevant fields with at least TEN years of experience in the Media and Communication fields at a level appropriate for the dissertation.</li> </ul>	
<p><b>MASTER'S DEGREE BY RESEARCH (LEVEL 7, MQF)</b></p>	<p><b><u>BY RESEARCH</u></b></p> <p><b>(Principal supervisor)*</b></p> <ul style="list-style-type: none"> <li>• ***A Doctoral Degree (Level 8, MQF) AND Master's Degree (Level 7, MQF) AND Bachelor's Degree (Level 6, MQF) in Media and Communication field; <b>OR</b></li> <li>• A Master's Degree (Level 7, MQF) in Media and Communication field with at least FIVE years of teaching experience and research and has co-supervised master's candidate.</li> </ul> <p><b>(Co-supervisor)</b></p> <ul style="list-style-type: none"> <li>• A Doctoral Degree (Level 8, MQF) in Media and Communication or related fields; <b>OR</b></li> <li>• A Master's Degree (Level 7, MQF) in Media and Communication with at least ONE year of teaching experience with experience in</li> </ul>	

	research / project consultation / industry experience, and required approval of the HEP Senate.	
<b>DOCTORAL DEGREE BY MIXED MODE AND BY RESEARCH (LEVEL 8, MQF)</b>	<p><b><u>BY MIXED MODE AND RESEARCH</u></b></p> <p><b>Teaching staff*</b></p> <ol style="list-style-type: none"> <li>A Doctoral Degree (Level 8, MQF) AND a Master's Degree** (Level 7, MQF) in Media and Communication field AND a Bachelor's Degree (Level 6, MQF) in Media and Communication field; <b>OR</b></li> <li>A Doctoral Degree (Level 8, MQF) in relevant fields AND at least FIVE years of teaching experience and research / project consultation / industry experience in Media and Communication field; <b>OR</b></li> <li>A Master's Degree (Level 7, MQF) in a relevant field AND at least TEN years of experience in Media and Communication field at a level appropriate for courses to teach practical / professional / hands-on components <b>(the programme should not employ more than 30% of the staff in this category).</b></li> </ol> <p><i>*For the research methodology course, staff must have a Doctoral Degree in related fields with at least TWO years of teaching experience.</i></p> <p><i>**Those without a Master's Degree must have a Doctoral and Bachelor's Degree in Media and Communication field.</i></p> <p><b>(Principal Supervisor)</b></p> <ul style="list-style-type: none"> <li>***The principal supervisor must have a Doctoral Degree (Level 8, MQF), AND have at least TWO years of teaching experience and research; <b>AND</b></li> <li>Has supervised master's or co-supervised Doctoral research</li> </ul>	<ul style="list-style-type: none"> <li>At least 60% of the academic staff are full-timers.</li> <li>At least 70% of the teaching staff must have a doctoral degree qualification.</li> <li>The principal supervisor must be a full-time staff.</li> <li>Part-time staff may consist of industry practitioners or from other academic institutions.</li> <li>The supervisors must undergo structured supervisor training.</li> </ul> <p><b>Staff-student ratio:</b></p> <ul style="list-style-type: none"> <li>Principal supervisor-student ratio – 1:15 for both master's and doctoral students by research and mixed mode.</li> <li>The maximum number of postgraduate students by research per supervisor should not exceed 15.</li> <li>For supervision, the principal supervisor must be from the Media and Communication Studies field.</li> </ul>

	<p>candidate (Mixed mode / Research mode) to completion.</p> <ul style="list-style-type: none"> <li>Where a principal supervisor has only a Master's Degree, extensive experience in research is required and subject to approval by the HEP Senate.</li> </ul> <p><b>(Co-Supervisor)</b></p> <ul style="list-style-type: none"> <li>A Doctoral Degree (Level 8, MQF) in a related field; <b>OR</b></li> <li>A Master's Degree (Level 7, MQF) with extensive experience in research and subject to the approval of the HEP Senate; <b>OR</b></li> <li>A Master's Degree (Level 7, MQF) with at least TEN years of experience in the relevant field; <b>AND</b></li> <li>The supervisors must undergo structured supervisor training.</li> </ul>	
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**Notes:**

- i. A candidate without a Bachelor's Degree (Level 6, MQF) but with a Master's degree (Level 7, MQF) obtained through the APEL.A route may/can be accepted as an academic staff by considering the related industry experience gained.
- ii. Experience can be cumulative experience even before acquiring the required qualification for a particular level of study. However, it must be related to the level and content of the study.

iii. **\*\*\*Master's degree (Level 7, MQF) Supervision**

Provided sufficient research evidence, an academician with a PhD from the non-Media and Communication fields may be considered as the primary supervisor for a Master's degree (Level 7, MQF) based on TWO years of teaching and research experience within the specified Body of Knowledge (BoK) in Media and Communication after completing the PhD.

iv. **\*\*\*Doctoral degree (Level 8, MQF) Supervision**

Provided sufficient research evidence, an academician with a PhD from the non-Media and Communication field may be considered as the primary supervisor for a Doctoral degree (Level 8, MQF) based on FIVE years of teaching and research experience within the specified Body of Knowledge (BoK) in Media and Communication after completing the PhD.



## Academic Staff Development

In order to deliver quality programmes and produce marketable graduates, competent qualified academic staff must be employed. Hence, HEPs must ensure that the academic qualifications of their academic staff are accredited by the relevant accreditation bodies.

It would also be an advantage for the HEPs to hire those with certain years of working experience to reflect on their intellectual maturity and enrich the learning experience of the students.

The HEPs must commit to providing staff with development opportunities to ensure that their staff are able to contribute fully to their vision and mission. Therefore, the **HEPs must provide the academic staff with at least 40 hours per year of Continuous Professional Development (CPD) programmes** to enhance their expertise and skills in teaching, learning, assessment and research. The CPD may include participating in training, workshops and conferences; pursuing academic / professional qualifications; engaging in self-directed studies; coaching / mentoring / tutoring; and performing industrial attachments, consultancies and community services. Part-time and / or contract staff should also be considered in the CPD programmes.

## **6. EDUCATIONAL RESOURCES**

HEP must provide adequate resources and a supportive learning environment to ensure quality media and communication studies.

“Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities and finance.” (COPPA Second Edition, 2017)

For Media and Communication programmes, HEPs are required to provide sufficient resources conducive to supporting teaching and learning in the field. Lecture and tutorial rooms, technical support / facilities and sufficient space to accommodate student-centred learning must be provided according to the current needs. For research in postgraduate programmes, candidates should be provided with a conducive work area.

Educational resources recommended for Media and Communication programmes include:

- i. Sufficient qualified experts in the Media and Communication field
- ii. Technical support
- iii. Reliable and adequate Media and Communication facilities / infrastructure
- iv. Reliable and adequate Internet access
- v. Lecture / tutorial rooms (with sufficient audio-visual facilities)
- vi. Media / computer laboratory
- vii. Studio (for film or broadcasting programmes)
- viii. Library / Resource centre (including online resources for teaching and research) with up-to-date resources
- ix. Standard-sized working space / station (with access to the internet) throughout their studies
- x. Sufficient access to relevant software according to the needs of the programmes and students
- xi. Sufficient financial allocation for exhibition / publication / conference
- xii. Student lounge (near to the student working space)
- xiii. Postgraduate room
- xiv. Facilities and equipment for students with disabilities
- xv. Facilities that provide support for FLP

All above-mentioned facilities must meet the minimum health and safety standards and special needs.

All studios / workshops / classrooms / laboratories / workstations must be equipped with appropriate space, accessories, equipment with enough computers (if related to the courses) and working areas, and they must meet the minimum safety standards.

All Media and Communication programmes run by the HEP must have the appropriate reading references and materials accessible to the staff and students and must be available in the HEP's library or resource room.

The programme must have sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery, including facilities for practical-based programmes and those with special needs.

All shared facilities between the industry and HEPs in accordance with the requirements of the programme as stated in the Memorandum of Understanding (MoU) / Memorandum of Agreement (MoA) / Letter of Agreement (LoA) must be verified and approved by MQA.

## **7. PROGRAMME MANAGEMENT**

Strong governance and academic leadership are critical to ensuring the effective management of academic programmes.

“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 collective leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and directions, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges a 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 Second Edition, 2017).

This document does not raise issues pertaining to governance and administration as these are at the institutional level rather than at the programme level. In this PS, academic leadership is largely focused on suitably qualified persons in the Media and Communication field to carry out the necessary curriculum monitoring, review and assessment. The leaders of the programmes should demonstrate knowledge of the field and the attributes of good ethical values in work practices. It is advisable that leaders of programmes have industry experience or relevant professional certification. A person holding the programme leadership position must:

- i. have related academic qualifications and experience in the area of study.
- ii. have a broad-based view of media and communication and perception of the industry and its impact on the environment and society.
- iii. have the ability to inspire others to perform at their full potential.
- iv. have the ability to listen and communicate effectively with sensitivity to both individuals and groups.
- v. be able to show a strong commitment to translating the organisation’s aspirations through initiatives consistent with the organisation’s purposes.
- vi. be able to make sound judgements based on relevant input or information.
- vii. be flexible to the changing demands and pressures from key stakeholders to achieve individual and organisational goals.
- viii. be able to promote continuous learning among staff and students.
- ix. be able to establish a constructive mechanism for collaboration with stakeholders.

Programme leaders, i.e., Head of Programme, Programme Coordinator, or equivalent positions, must meet the qualification and experience requirements:

**Table 7: Criteria for selection of programme leader**

<b>PRINCIPLE BASE REQUIREMENT</b>	
<b>UNDERGRADUATE PROGRAMME (MQF LEVEL 4 – 6)</b>	<b>POSTGRADUATE PROGRAMME (MQF LEVEL 7 AND 8)</b>
<p>A Programme Leader must possess <b>any</b> academic qualification with <b>at least one qualification related to the programme</b>; <b>AND</b> have <u><b>adequate years</b></u> of working experience including academic experience subject to the Higher Education Provider's approval.</p> <p><b>Note:</b> Someone who has demonstrated <b>intensive <u>scholarly work/ achievement</u> in the related field</b>, at a <b>complexity level appropriate for the programme</b> may be <b>considered</b> even though the <b>academic qualification is not related</b> to the programme.</p>	<p>A Programme Leader must possess a <b>minimum Master's degree</b> with <b>at least one qualification related to the programme</b>; <b>AND</b> have <u><b>adequate years</b></u> of working experience including academic experience subject to HEP's approval.</p> <p><b>Note:</b> Someone who has demonstrated <b>intensive <u>scholarly work/ achievement</u> in the related field</b> may be <b>considered</b> even though the <b>postgraduate qualification is not related</b> to the programme.</p>

However, the HEP may determine higher and/or additional criteria for selection of programme leader as it deems necessary.

### **Explanation of Terms:**

'adequate years'

generally implies a significant amount of time, often more than a year. In most contexts, 'adequate' would not be used to describe a period as short as one year and one day, as that is not typically considered a long duration. The period implies a period long enough to be significant or impactful, which most people would interpret as several years rather than just over one.

'scholarly work/ achievement'

refers to significant contributions made in an academic or intellectual field and may include research papers, books, articles, or any form of publication that presents original research, analysis, or theory. Scholarly achievements are often recognised for their depth, rigour, and impact on the field.

The appointment for the Management of the Faculty, Academic Centre, Department, School, etc., requires the HEP's to document the process of appointments accordingly as a policy paper to support its structural frameworks and appropriately represent towards the governing of the programme.

The selection of the program leader must require working experience in the related media and communication industry to effectively assist students with real-world challenges and opportunities in their field of study and provide direction for the programme's development and implementation.

The programme must be supported by sufficient support staff. The criteria and responsibilities of the school, faculty or department academic leadership must be well documented. The management must institute a quality assurance system that is supported by sufficient administrative and support staff. The effective deployment of available resources to implement academic and non-academic activities, such as the graduate employment of the programme, needs to be in line with the dynamic needs of the industry (refer to Appendix 5).

## **8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT**

Ensuring high-quality education requires a systematic approach to monitoring, reviewing, and improving academic programmes. Regular evaluation helps maintain programme relevance, effectiveness, and alignment with national and global educational standards. Higher Education Providers (HEPs) must adopt structured mechanisms to assess various aspects of their programmes, ensuring continuous enhancement.

“Quality enhancement calls for programmes to be regularly monitored, reviewed, and evaluated. These include the responsibility of the department to monitor, review and evaluate the structures and processes and curriculum components, as well as the student’s progress, employability and performance.

Feedback from multiple sources such as students, alumni, academic staff, employers, professional bodies and informed citizens are encouraged to assist in enhancing the quality of the programme.

Measures of student performances include the average study duration, assessment scores, passing rate in examinations, success and dropout rates, student and alumni reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student performances in examinations can reveal very useful information. For example, if the student selection has been done correctly, a high failure rate in a programme would indicate something amiss in the curriculum content, teaching-learning activities or the assessment system. Programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

Student feedback, for example, through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately” (COPPA Second Edition, 2017).

HEPs are advised to refer to the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality<sup>8</sup>.

“Comprehensive monitoring and review of the programme for its improvement are to be carried out with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to carry out its responsibility effectively. It is desirable that the departments work in association with the HEP’s central Quality Assurance Unit to ensure objectivity” (COPPA Second Edition, 2017).

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

- i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP;
- ii. A comprehensive curriculum review should be conducted at least once every 3 to 5 years. However, updating the curriculum to keep pace with current developments should be conducted at more regular intervals;
- iii. Compulsory appointment of external advisors and examiners (academicians) who are qualified in the related fields to assure the quality of the students of the Diploma (Level 4, MQF), Bachelor’s degree (Level 6, MQF), Master’s degree (Level 7, MQF) and Doctoral Degrees (Level 8, MQF);
- iv. Continual benchmarking against top universities at the national and international levels.
- v. Linkages with related professional bodies, government agencies and industry;
- vi. Engagement with industry practitioners through appointment as a member of the Board of Studies, appointment of adjunct positions, guest speakers; etc
- vii. Annual dialogue sessions with stakeholders;
- viii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses;
- ix. Presentations by invited speakers, local or international;
- x. Organising conferences, seminars and workshops;
- xi. Encouraging international exchange among students and staff;
- xii. Continuous review of industrial attachment practices and records.

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<sup>8</sup> Standards in this area are best read together with the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality and the Guidelines on Terms Used for External Examiner, External Advisor and Advisory Board, which are available on the MQA Portal: [www.mqa.gov.my](http://www.mqa.gov.my).



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**LIST OF PANEL MEMBERS**

NO.	PANEL MEMBER	ORGANISATION
1.	Professor Dr. Normah Mustaffa	Centre for Research in Media and Communication (MENTION) Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia <b>(Chairman)</b>
2.	Dr. Noor Mayudia Mohd Mothar	Faculty of Communication and Media Studies Universiti Teknologi MARA, Shah Alam <b>(Standard Writer)</b>
3.	Professor Dr. Faridah Ibrahim	Faculty of Business, Information, and Human Sciences Infrastructure University Kuala Lumpur
4.	Associate Professor Dr. Awan Ismail	College of Arts and Sciences Universiti Utara Malaysia Kuala Lumpur
5.	Associate Professor Dr. Hasrina Mustafa	School of Communication Universiti Sains Malaysia
6.	Associate Professor Dr. Zuhaili Akmal Ismail	School of Arts Sunway University
7.	Dr. Saw Teck Chew	Faculty of Creative Industries Universiti Tunku Abdul Rahman
8.	Mr. Rosli Ismail	Assistant Vice President Branding & Marketing Attana Hotels & Resorts Sdn Bhd  (PNB Hospitality Subsidiary) / Council Member, Institute of Public Relations Malaysia (IPRM)
9.	Mr. Ainol Amriz Ismail	Chief Executive Officer Malaysian Press Institute  (Former Assistant Editor at Utusan TV until August 2024)
10.	Mr. Azad Khan Aziz Khan	Assistant Director Department of Information Malaysia (Jabatan Penerangan Malaysia)
11.	Mr. Syamil Yusoff	CyberSecurity Malaysia (involvement until October 2023)

**LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDER WORKSHOPS****1. Higher Education Provider**

Albukhary International University (AIU)  
Asia e University  
Asia Metropolitan University  
Asia Pacific University of Technology & Innovation (APU)  
City University  
First City University College  
International Institute of Management and Technology (IIMAT college)  
Imperium International College  
International University of Malaya-Wales (IUMW)  
INTI International College Penang  
INTI International College Subang  
INTI International University  
IHM College  
Infrastructure University Kuala Lumpur (IUKL)  
Kolej Ketengah  
Kolej Komuniti Bandar Darulaman  
Kolej MDIS Malaysia  
Kolej Oneworld Hanxin  
Kolej Profesional Baitulmal Kuala Lumpur  
Kolej Raudhah  
Kolej Space  
Kolej Teknologi Timur  
Kolej Universiti Selatan  
Open University Malaysia (OUM)  
SEGi College Kuala Lumpur  
SEGi College Sarawak  
Sunway University  
Swinburne University of Technology Sarawak Campus  
Tunku Abdul Rahman University of Management & Technology (TAR UMT)  
Tunku Abdul Rahman University of Management and Technology - Perak Branch  
Taylors University  
UCSI University  
UCSI College  
Universiti Kebangsaan Malaysia (UKM)

Universiti Teknologi MARA (UiTM)  
Universiti Utara Malaysia (UUM)  
Universiti Putra Malaysia (UPM)  
Universiti Sains Malaysia (USM)  
Universiti Islam Antarabangsa Malaysia (UIA)  
Universiti Islam Melaka (UNIMEL)  
Universiti Sains Islam Malaysia (USIM)  
Universiti Malaysia Kelantan (UMK)  
Universiti Malaysia Sabah (UMS)  
Universiti Malaysia Perlis (UniMAP)  
Universiti Selangor (UNISEL)  
Universiti Sultan Zainal Abidin (UniSZA)  
Universiti Malaysia Pahang Al-Sultan Abdullah (UMP)  
Universiti Tunku Abdul Rahman (UTAR)  
UNITAR International University  
UCSI University  
UNITAR College  
UOW Malaysia KDU University College  
UOW Malaysia KDU Penang University College  
Xiamen University Malaysia  
YTL International College of Hotel Management

## **2. Government Agency**

Jabatan Penerangan Malaysia  
Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK)  
Jabatan Penyiaran Malaysia (RTM)

## **3. Industry**

Permodalan Nasional Berhad (PNB)  
Utusan TV  
CAS Malaysia PLT  
GM Klang  
Giaan Flying Academy

## **4. MQA Panel of Assessors (Media and Communication Studies)**

## **5. MQA Officers**

## BODY OF KNOWLEDGE

Body of Knowledge Area (BoK) and its competencies for all areas of Communication and Media Studies are shown in the tables below. The development of a programme must adhere to the specific requirements of the chosen discipline:

### COMMUNICATION STUDIES

Broad Field	Narrow Field	Detailed Field BoK	Example of Content Classification:
Social Science, Journalism and Information	Communication	<ol style="list-style-type: none"> <li>Human Communication</li> <li>Interpersonal Communication</li> <li>Intercultural Communication</li> <li>Organisational Communication</li> <li>Communication Policy and Governance</li> <li>Health Communication</li> <li>Persuasive Communication</li> <li>Communication Management</li> <li>Instructional Communication</li> <li>Strategic Communication</li> <li>Political Communication</li> <li>Visual Communication</li> <li>Family Communication</li> </ol>	<ul style="list-style-type: none"> <li>Communication Theory</li> <li>Organisational Communication Theory</li> <li>Small Group Communication</li> <li>Public Communication</li> <li>Organisational Culture</li> <li>Organisational Climate</li> <li>Communication Philosophy</li> <li>Negotiation and Conflict Resolution</li> <li>Religious Communication</li> <li>Rhetoric Communication</li> <li>Public Advocacy</li> <li>Relationship Building</li> <li>Effective Communication</li> <li>Emotional Intelligence</li> <li>Communication Law</li> <li>Risk and Crisis Communication</li> <li>Ethical Communication/Netiquette</li> <li>Communication and Change</li> <li>Communication Strategies</li> <li>Social Networking</li> <li>Sharenting Behaviours</li> <li>Digital Communication</li> <li>Cyber Communication</li> </ul>

			<ul style="list-style-type: none"> <li>• Cyber Intelligence</li> <li>• Communication Research</li> <li>• Social Media Communication</li> <li>• International Communication</li> </ul>
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## **MASS COMMUNICATION**

Broad Field	Narrow Field	Detailed Field BOK	Example of Content Classification:
Social Science, Journalism and Information	Mass Communication	<ol style="list-style-type: none"> <li>1. Journalism</li> <li>2. Broadcasting</li> <li>3. Publishing</li> <li>4. Digital Media</li> <li>5. Public Relations</li> <li>6. Corporate Communication</li> <li>7. Advertising and Branding</li> <li>8. Integrated Marketing Communication</li> <li>9. Film Studies</li> </ol>	<ul style="list-style-type: none"> <li>• News Writing</li> <li>• Feature Writing</li> <li>• Media Writing</li> <li>• Broadcast Journalism</li> <li>• Cyber Journalism</li> <li>• Data Journalism</li> <li>• Investigative Reporting</li> <li>• Critical and Creative Writing</li> <li>• New Media Technology</li> <li>• PR campaigns</li> <li>• Principles and Strategies of Corporate Communication</li> <li>• Digital Advertising</li> <li>• Digital Storytelling</li> <li>• Digital Broadcasting</li> <li>• Digital Journalism</li> <li>• Digital Public Relations</li> <li>• Digital Publishing</li> <li>• Digital Creative Production</li> <li>• Podcasting</li> <li>• Consumer and Brand Management</li> <li>• Social Media Relations</li> <li>• Social Networking</li> <li>• Media Planning</li> <li>• Multi-platform Media Campaign</li> <li>• Creative Media Technologies</li> <li>• Media Content Curation</li> <li>• Media Law and Ethics</li> </ul>

			<ul style="list-style-type: none"> <li>• Mass Media Theories</li> <li>• Mass Media Research</li> <li>• Media Entrepreneurship</li> <li>• Global Media</li> </ul>
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## **MEDIA STUDIES**

Broad Field	Narrow Field	Detailed Field BOK	Example of Content classification:
Social Science, Journalism and Information	Media studies	<ol style="list-style-type: none"> <li>1. Critical Media Studies</li> <li>2. Cultural Media Studies</li> <li>3. Political Economy</li> <li>4. Media and Information Literacy</li> <li>5. Media Warfare</li> </ol>	<ul style="list-style-type: none"> <li>• Media Effects</li> <li>• Media Theories</li> <li>• Media Forensics</li> <li>• Public Opinion</li> <li>• Media Ecology</li> <li>• Fake News</li> <li>• Media History</li> <li>• Media Discourse</li> <li>• Media and Violence</li> <li>• Cyber Threat Intelligence</li> <li>• Media Intelligence (Intelligentsia Media)</li> <li>• Economics of the Media</li> <li>• Audience Analysis</li> <li>• Media Analysis</li> <li>• Media Hegemony</li> <li>• Media and Elections</li> <li>• Media and Society</li> <li>• Media and Change</li> <li>• Media Politics</li> <li>• Global Media</li> <li>• Media Culture</li> <li>• Psychosocial Media</li> <li>• Media Psychology</li> <li>• Power and Resistance</li> <li>• Media Morals and Ethics</li> <li>• Culture of Consumption</li> <li>• Media Philosophy</li> <li>• Film, Genre and Adaptation</li> <li>• Critical Reviews and Features</li> <li>• Media and Images</li> <li>• Social Media Activism</li> <li>• Media and Propaganda</li> </ul>

			<ul style="list-style-type: none"> <li>• Transmedia Narratives and Strategies</li> <li>• Critical Approaches to Media</li> <li>• Media and Gender</li> <li>• News, War and Peace</li> <li>• Emotional Intelligence</li> </ul>
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**NOMENCLATURE**

Programme Structure / Level	Explanation	Example***
<b>Diploma (Level 4, MQF)</b>	The programme structure for Diploma programmes shall not include specialisation.	i. Diploma in Communication ii. Diploma in Media Studies iii. Diploma in Journalism iv. Diploma in Broadcasting
<b>Bachelor's Degree (Level 6, MQF)</b>		
Single Major	Programmes that focus only in one main area.	i. Bachelor of Social Science (Honours) in Media Studies. ii. Bachelor in Communication iii. Bachelor in Human Communication iv. Bachelor in Broadcasting
Major-Minor  Major (Media and Communication Studies) Minor (another field)	Programmes with a minor that includes 25-30%* of the body of knowledge in another discipline**.  The conjunction 'with' is used in naming this type of programme where the major and minor disciplines are mentioned.	i. Bachelor of Social Science in Communication with Psychology ii. Bachelor of Human Science in Communication with Halal Studies iii. Bachelor of Arts in Media Studies with Music iv. Bachelor in Public Relations with Marketing
Specialisation	Programmes that have a specialised field that covers 25-30%* of the body of knowledge for the area of specialisation.  This specialisation is indicated in the bracket.	i. Bachelor in Communication (Interpersonal Communication) ii. Bachelor in Media Studies (Public Relations) iii. Bachelor in Mass Communication (Advertising) iv. Bachelor in New Media Technology (Corporate Communication)

Programme Structure / Level	Explanation	Example***
Major-Minor  Major (another field) Minor (Media and Communication Studies)		<ul style="list-style-type: none"> <li>i. Bachelor of Business with Communication.</li> <li>ii. Bachelor of Psychology with Media Studies</li> <li>iii. Bachelor of Sport Science with Mass Communication.</li> <li>iv. Bachelor of Business Management with Communication</li> </ul>
Double Major	<p>A double major programme should consist of an equal percentage (50%) of the body of knowledge from two different disciplines.</p> <p>The conjunction 'and' is used in naming this type of programme where both disciplines are mentioned.</p>	<ul style="list-style-type: none"> <li>i. Bachelor of Arts in Communication and Business</li> <li>ii. Bachelor of Social Sciences in Mass Communication and Psychology</li> <li>iii. Bachelor of Arts in Strategic Communication and Sport Science</li> <li>iv. Bachelor of Social Sciences in Media Studies and International Relations</li> </ul>
<b>Master's Degree by Coursework/Mixed Mode/Research (Level 7, MQF)</b>	The naming of the programme should adhere to the suitability of the general discipline by using 'of' and/or the field indicator with 'in'. The specialisation is indicated in parentheses.	<ul style="list-style-type: none"> <li>i. Master of Social Science in Communication Management</li> <li>ii. Master of Science in Multimedia Journalism</li> <li>iii. Master of Science in Managerial Communication</li> <li>iv. Master in Communication</li> </ul>
<b>Doctoral Degree by Mixed Mode/Research (Level 8, MQF)</b>	The naming of the programme should adhere to the suitability of the general discipline by using 'of' and/or the field indicator with 'in'. The specialisation is indicated in parentheses.	<ul style="list-style-type: none"> <li>i. Doctor of Philosophy in Mass Communication</li> <li>ii. Doctor of Philosophy in Professional Communication</li> <li>iii. Doctor of Philosophy in Communication</li> <li>iv. Doctor of Philosophy in Media and Communication Studies</li> </ul>

\*Calculation of the percentage of major, specialisation and minor are based on credit hours.

\*\*Discipline refers to the major field of the programme.

\*\*\*Examples given are for guidance only. The list is not exhaustive.

**Note:**

- If the percentage of courses offered in the programme structure is less than 25% of the Body of Knowledge of the major discipline, it should not be stated in the programme nomenclature. However, it can be stated in the transcript. (Refer to the Guidelines on Nomenclature of the Malaysian Higher Education Programme for further details).

### AREA OF EMPLOYMENT

**Media and Communication graduates will find it essential or highly advantageous to have a prospective position (but not limited to) as listed below:**

- Content Curator/Creator
- Social Media Strategist/Analyst
- Podcaster
- Key Opinion Leaders (KOL)
- Data Writer
- Mediator/Negotiator
- Lobbyist
- Broadcast Analyst
- Media Educator
- Digital Specialist
- Storyteller
- Entrepreneur
- Editor
- Copywriter
- Art Director
- Creative Director
- Media Planner
- Journalist
- Public Relations Practitioner
- Stakeholder Engagement
- Public Affairs Practitioner
- Corporate Affairs Practitioner
- Broadcast Analyst
- Broadcast Journalist
- Newscaster
- Integrated Marketing Communication (IMC) Practitioner
- Videographer
- Producer
- Brand Manager
- Account Manager

## GLOSSARY

1. Conspectus	A critical review report submitted by a masters or doctoral candidate which includes and integrates creative works or artefacts as evidence of advanced knowledge and scholarship to address all aspects of masters or doctoral outcomes.
2. Continuous Assessment	An assessment conducted on a continuous basis throughout the learning experience and includes formative and summative assessment opportunities. It is carried out at any of the predetermined points of the total learning experience. These consecutive assessment opportunities, which include a variety of assessment methods, have predetermined weightings and include the assessment of all the outcomes within the module.
3. Core Ability / Social Skill and Social Value	Essential workplace skills or broad common abilities that cut across occupational and academic titles. They are broader skills that run through courses and are cross-functional to many disciplines and occupations. They enable learners to perform competencies and are learning tools supporting the NOSS requirements.
4. Core Course	Required courses for all disciplines related to Media and Communication programmes.
5. Course	Components of a programme. The term 'courses' is used interchangeably with subjects or units.
6. Discipline Core of Knowledge Area	The core knowledge area for a specific area of Media and Communication.
7. Dissertation	Documentation of the original research prepared and submitted by the candidate for the award of the

	degree for Master's programmes by research and mixed mode.
8. Education for Sustainable Development (ESD)	<p>"ESD embodies the acquisition of knowledge, skills, values and empowerment for learners of all ages to address interconnected global challenges such as climate change, biodiversity loss, resource depletion and social inequality. It also requires participatory teaching methods that inspire and enable learners to transform their behaviour and actively engage in actions promoting sustainable development. This educational approach fosters essential competencies, including critical thinking, envisioning future scenarios and collaborative decision-making." (UNESCO, 2017)</p>
9. Field Elective	Courses that fall under any Media and Communication discipline.
10. Final Assessment	<p>The last activity students must complete in a course. A final assessment may be an exam, a culminating activity or a combination of the two. This task assesses students' knowledge of a subject and may be cumulative. A final assessment is similar in nature to a summative assessment, which includes end-of-unit tests, standardised testing and cumulative work, such as curating a portfolio over the duration of a course.</p>
11. Flexible Learning Pathways (FLPs)	<p>FLPs refer to learning pathways that lead to a qualification. It comprises three phases:</p> <ul style="list-style-type: none"> <li>i. Pathways for getting into higher education;</li> <li>ii. Pathways for getting through higher education, i.e., progression or transferability; and</li> <li>iii. Pathways for getting out of higher education.</li> </ul>

12. Free Elective	Non-media and communication courses.
13. Industrial Visit	A student's experience in an organisation through field visits in the industry that is appropriate to their field. This exercise does not carry any credit values.
14. Industrial Training	A period within the programme when students are required to be placed in the industry to experience a real working environment. Refer <i>Dasar Latihan Industri Institusi Pengajian Tinggi</i>
15. Interview	An interview is designed to assess a student's academic potential. Decisions are generally based on the student's ability to think independently and to engage with new ideas.
16. Learning Outcome (LO)	Statements on what a learner should know, understand and do upon the completion of a period of study.
17. Open and Distance Learning (ODL)	The provision of flexible educational opportunities in terms of access and multiple modes of knowledge acquisition.
18. Programme	An arrangement of courses 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.
19. Programme Educational Objective (PEO)	Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after they have graduated.
20. Project Paper	An extended piece of work involving inquiry-based activities. The project may be big or small and undertaken individually or in groups.

21. Quality Assurance	Planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide an 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.
22. Related Field	A related field typically refers to an area or discipline within the Narrow Field of NEC Code 032 Journalism, information and communication, Detailed Field NEC Code 0415 Marketing and advertising, 0329 Journalism, information and communication not elsewhere classified, 0388 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information, 0211 Audio-visual techniques and media production and 0216 Film, television and screen studies.
23. Relevant Field	A relevant field typically refers to an area or discipline closely connected to or applicable to a particular context within the Arts and Humanities.
24. Rigorous Internal Assessment	<p>A process to evaluate the suitability of an applicant for the programme with the purpose that covers the following criteria:</p> <ul style="list-style-type: none"> <li>• Demonstration of candidates' academic and personal development experience in the relevant fields for the required basic skills and acquired knowledge of the programme.</li> <li>• The aptitude of the candidate suited towards the provided programme through these recommended measured tests (list is not limited to): Rigorous assessment can be done through interviews, portfolios, written tests, video resume or any form of assessment.</li> </ul>



- These assessments can be done via conventional meet or online (both synchronous or asynchronous manners)

For postgraduate level (master's and doctoral), internal rigorous assessments are recommended to include research proposal as a part of the process. The assessment of the proposal would require the articulation of the proposition or question underpinning and guiding the academic inquiry with clear structured arguments in support of the proposition.

#### 25. Thesis

Documentation of the original research prepared and submitted by the candidate for the award of the degree for doctoral programmes by research and mixed mode.

#### 26. Values-Based Education (VBE)

Values-Based Education (VBE) focuses on developing moral and ethical values alongside academic rigour. VBE aims to nurture character, personality, attitude and behaviour based on humanistic, societal and communal values.

#### 27. Viva-voce

An oral examination of students' communication skills and knowledge of relevant facts from their thesis or dissertation.



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