



**SUBJECT BENCHMARK STATEMENT
IN
COMMUNICATION, MEDIA AND
JOURNALISM STUDIES**

**Quality Assurance and Accreditation Council
University Grants Commission
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FOREWORD

The work in connection with the development of Subject Benchmark Statements was begun in August 2003 as a part of the overall quality assurance framework that supports academic standards and the furtherance and dissemination of good practice in Universities in Sri Lanka.

Subject Benchmark Statements will support and promote quality and standards by:

- Providing universities with a common and explicit reference point for internal and external programme approval and review;
- Guiding and promoting curriculum development, especially in new departments and new universities, and in other institutions of higher education;
- Evolving over time to take account of changes and innovations that reflect subject development and new expectations;
- Providing an authoritative and widely recognized statement of expectations of what is expected of a graduate in a specific (or designated) subject area in a form readily accessible to students, employers and others with a stake in higher education;
- Providing a clear and transparent reference point for External Examiners;
- Assisting international comparison and competitiveness of higher education awards and student achievement.

SUBJECT BENCHMARK STATEMENT COMMUNICATION MEDIA AND JOURNALISM STUDIES

1. INTRODUCTION

1.1 Subject Benchmark Statement - Scope and Purpose

Subject benchmarking is an essential component of quality assurance in the university system and provides points of reference for external review. This subject benchmark statement in **Communication Media and Journalism Studies** is intended for undergraduate programmes leading to Bachelor of Arts (B.A.) degrees with **Communication Media and Journalism Studies** degrees **with Communication Media and Journalism Studies** as a subject, offered by universities in Sri Lanka. It provides general guidelines on the nature, extent and scope of **Communication Media and Journalism Studies** and the attributes of undergraduates who have read **Communication Media and Journalism Studies** as a subject.

This benchmark statement outlines the general expectations about the standards that should be achieved at specific levels of attainment as well as the capabilities of those who achieve such standards. As such, it enables the comparison of the expected levels of attainment by graduates of relevant degree programmes offered by the all Sri Lankan universities.

The benchmark statement also provides guidelines for formulating learning outcomes for general and specific areas in **Communication Media and Journalism Studies**, while enabling variety and flexibility in the design of the programmes, to achieve the skills and competencies required in **Communication Media and Journalism Studies**. The statement is not intended as a syllabus or a prescription for the amount of time devoted to each specific area in **Communication Media and Journalism Studies**. The statement is not intended as a syllabus or a prescription for the amount of time devoted to each specific area in **Communication Media and Journalism Studies**. It has the provision to be reviewed, updated and revised, as the need arises, to reflect the developments in the subject and the experience of the institutions concerned.

In exploring the centrality of forms of journalism, communicative and expressive practice in contemporary life, they have emphasized that the continuing regeneration and development of creative professional practice within the media and related industries requires systematic, critical and reflective education.

Degree programmes in Communication Media and Journalism Studies are characterized by a diversity of emphases, drawing in deferent ways on the disciplinary and professional sources outlined above, and offering a range of approaches to theoretical, practical and creative work within these fields.

These field overlap of disciplinary , because the Communication Media and Journalism Studies encompasses interdisciplinary group such as art and design, business and management studies, dance, drama and performance studies ,English, history of art, architecture and design, linguistics, music and sociology, anthropology , advertising and public relations etc. Special degree programme which focus preliminary on areas of professional practice may wish to reference the standards set by professional bodies.

The statement is intended to be valuable to a wide variety of stakeholders, mainly students, media personnel, employers , teachers as well as policy makers , political organization of contemporary societies and those involved in validation and design of secondary and tertiary level education.

1.2 Level of Teaching

Most universities in Sri Lanka teach **Communication Media and Journalism**, as a subject in two BA degree programmes, i.e. a 3-year general degree and a 4-year special degree. The special degree programmes are designed in such a way that core areas and applied areas in **Communication Media and Journalism** are covered at a greater depth (compared to general degree programme)

1.3 Nature and Extent

Communication Media and Journalism Studies is a scientific study which is linked by a shared recognition of a number of proportions:

- The Communication Media and Journalism Studies industries are significant areas of employment, and responsible creative professional practice within these industries requires systematic, critical , practical and reflective education,
- Communication Media and Journalism Studies play increasingly pivotal roles in economic and political organization at local, regional, national, international and global levels. Their public forms are often organized by large-scale institutions whose structures, operations, regulations and performances require sustained analysis,
- As a whole, Communication Media and Journalism Studies are multidisciplinary. Studies that concentrate primarily on media practice or production also require students to develop analytical research skills

together with a critical grasp of their responsibilities as practitioners, and intellectuals.

There is a vital need for informed debate on the political, legal and ethical aspects of Communication Media and Journalism Studies that takes into account the above points, and which considers the importance of access and inclusion in public communicative life for a democratic society.

1.4 Scope of Employment of Learners:

Graduates who study Communication Media and Journalism Studies at either General or Special degree level, can enter the employment market in various sectors. Main employment sectors are:

- Subject has been included into school syllabus the graduates can get the state and private, secondary and tertiary level institutes of education,
- Any (print or electronic) media institutes in here and abroad,
- As media officers in the Ministries, Departments and any of the state institutes,
- International and non-government organizations,
- Self-employment (studios, print or advertising agencies)

2. SUBJECT AIMS

To provide with a deep knowledge on communication, media and journalism achieving excellence broadly with the conceptual, theoretical and practical aspects with right knowledge in interdisciplinary base considering the mechanism for updating the knowledge integrating with the contemporary world issues.

To develop creativity critical thinking responsibility and accountability, considering it as a multidisciplinary practice with appropriate managerial knowledge for entrepreneurial ability.

To aware of the contemporary and anticipatory issues, trends, problems, and challenge in communication media and journalism.

To emphasis the relevancy of media to organize and develop the attitude, ideologies and public opinion for social developments.

3. SUBJECT KNOWLEDGE AND UNDERSTANDING

In order to achieve a holistic view of Communication Media and Journalism Studies, the degree programmes, at either general or special level, should cover a core curriculum together with other subject areas to ensure that the necessary knowledge and understanding are gained.

Special degree programmes in Communication Media and Journalism Studies should include courses that cover core areas at a greater depth. In addition to the theory and practical courses offered, students in special degree programmes are required to carry out a research thesis, submit in the format of a dissertation and make an oral presentation based on the thesis.

The degree programmes in these fields should include:

- An understanding of the roles of communication media and journalism systems, models, concept theories and basic principles and axioms of communication,
- With understanding of multidisciplinary and interdisciplinary approaches. This should be enriched with the contributory discipline of philosophy, sociology, psychology, anthropology, literature, culturology, deontology, aesthetics, history, politics, ideology, linguistics, technology etc. This basic will also provide knowledge, skills and attitude necessary for future professionals and academics.
- The role of media literacy, media education, media criticism in the process of the development and modernization of the human society.
- Inherent component in understanding the attributes of communication, media and journalism, media sociology, media psychology, media linguistics, media economics, media politics etc.
- Providing and promoting the knowledge of centrality of forms of research as a disciplinary and a professional source to cover the core areas of communication, Media, Journalism and other relevant social sciences to generate, regenerate the creativity and practices critically and reflectively at a greater depth.
- A comparative understanding of the roles that media and cultural institutions play in deferent societies.
- An understanding of particular media forms and genres, and the way in which they organize understandings, meanings and affects,
- An understanding of the role of technology in terms of media production, content manipulation , distribution, access and use, emergence of new media,

- An understand of new and emergent media forms and their relation both to their social context and to earlier forms,
- An understanding of the inter relationship of technological and social change,
- An understanding of the processes linking production, distribution ,circulation and consumption,
- An understanding of key production processes and professional practices relevant to media, business and communicative industries and of ways of conceptualizing creativity and authorship,
- A knowledge of the legal, ethical and regulatory frameworks that affect media and business industries, manipulation, distribution, circulation and consumption,
- An understanding of how in creative industries individual or collaborative project-oriented teams are formed operate and complete their work,

4. SKILLS AND ATTITUDES

4.1 Generic Skills

The graduates will also be able to;

- Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity,
- Retrieve and generate information, and evaluate sources, in carrying out independent research,
- Organize and manage supervised, self-directed projects, productions,
- Communicate effectively in interpersonal settings, in writing and in a variety of media,
- Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively,
- Apply communication skills in dealing with audiences, clients, consumers, markets, sources and /or users

4.2 Subject Specific Skills

The graduates will be ability to;

- Be adaptable , creative and self-reflexive in producing output for a variety of audiences and in variety of media forms,

- Draw upon and bring together ideas from different sources of knowledge and from different academic disciplines,
- Sense and idea on the current situations and instinct and consciousness on the future dynamics and trends
- Ability to objectively reflect the changing situation that important for the masses and formulate and mould the public opinion
- Capability of the reflecting, describing, theorizing, interpreting, evaluating, reporting, transmitting and encoding the media text as an journalistic form
- Ability to understand the new technological developments and reciprocal approach of its' and with the socio-cultural dynamics as an art and a social form.
- Employ production skills and practices to challenge existing forms and conventions and to innovate,
- Initiate, develop and realize distinctive and creative work within various forms of writing or of aural, visual, audiovisual, sound or other electronic media,
- Put to use a range of information technology (ICT) skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia, and develop, as appropriate, specific proficiencies in utilizing a range of media technologies.

5. TEACHING AND LEARNING STRATEGIES

Teaching, learning and assessment will be designed to reflect the specific aims, emphases and learning outcomes of the programme, and students should be made aware of these at the outset.

Where production knowledge and practice-based learning form a part of the programmes' curricular and delivery strategies, resources should be appropriate and adequate to support this.

Progression through programmes will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies developed. Part of this process will involve the ongoing development of communicative competencies among students. It includes

- awareness raising and knowledge acquisition,
- conceptual and critical understanding,

- practical experience,
- critical reflection,

Other Methods:

- Lectures
- Demonstrations
- Screenings
- Seminars/workshops
- Tutorials
- Group and individual project work
- Open and resource-based learning
- E-learning
- Production practice
- Work placement/Internships

6. ASSESSMENT STRATEGIES

Assessment will be formative and diagnostic as well as summative and evaluative, providing feedback to students wherever appropriate.

They will be appropriate to the learning processes and intended learning outcomes.

Accordingly, assessment methods may draw from among the following;

- Written examinations closed and or open book
- continuous assessment
- Viva voce examinations
- Assignments
- Practical productions
- Field research/reports
- Project reports
- Critical analysis of case studies
- Presentation, oral, poster, audio, visual
- Take home assignment
- Peer assessments
- Work experiences/practical training in media institutes
- Web-based /computer based assignments

7. MAINTENANCE OF STANDARDS

Quality assurance of curricular, teaching and learning methodology and relevant procedures should be ensured through;

Departmental Reviews

Peer evaluations

Student evaluations

Quality assurances of assessment must be ensured through mechanism such as;

Moderation of Question papers

Second marking of answer scripts

Assessment by external examiners

8. LEVEL OF ACHIEVEMENTS

Threshold level:

This is the minimum acceptable standard or benchmark, which is expected to be achieved by a graduate.

Good level:

This is expected to be achieved by a graduate who obtains a second-class upper division or first class.

The graduates who follow as a general degree or special degree should be enriched in

Knowledge of Communication Media and Journalism Studies forms and process as in the subject knowledge and understanding,

Understanding of a range of concept theories and Skills in critical analysis, research, production as well as an array of generic and creative skills with practical training.

By-AH &TW

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