

PROGRAMME SPECIFICATION

for the award of

MA Publishing Studies

Managed by the Faculty of Technology, Design and Environment

delivered by School of Arts

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2018

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
July 2016	Transferred to new template, Removal of TOEFL	CMA Compliance, update to admissions.

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award:	MA
Programme title:	Publishing Studies
Interim exit awards and award titles available:	Postgraduate Certificate Publishing Studies; Postgraduate Diploma Publishing Studies
Brookes course code:	VA68/MA-PBS/PGC-PBS/PGD-PBS
UCAS code:	P052101
JACS code:	P400
HECoS code:	100925
Mode of delivery:	Distance learning (part-time)
Mode/s and duration of study:	Part time: PGCert One year, PGDip 18 months, MA Two years 6 months
QAA subject benchmark statement/s which apply to the programme:	None, Master (Level 7) qualification benchmarks have guided the development of this MA programme.
Professional accreditation attached to the programme:	NA
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

This programme is unique in offering part-time, distance learning study at master's level for entry to or career development in the creative publishing industries both in the UK and internationally. There is no other similar distance learning provision offered by higher education institution in UK or Europe. The structure of the course is based on the successful MA Publishing campus-based programme of the Oxford International Centre for Publishing Studies (OICPS). Core modules address the essential knowledge and skills appropriate to the contemporary publishing industry and alternative compulsory modules offer specialisation in areas such as international management and rights, journals and the cultural aspects of publishing. An independent study module provides for further tailoring of the programme by students who may want to engage in a project associated with their current employment in publishing, in work experience or associated with specific design, development or delivery technologies. Within this structure, new modules, written by OICPS staff and industry experts and drawing on a variety of interactive media, have been developed for study through online delivery. This programme is distinct from the campus based programme not only through its means of delivery but also in specific modules. For example, the second year alternative compulsory modules provide students with direction in the choice of subjects. Of these, the independent study module is specifically designed to provide students with a structured pedagogic framework in which to reflect on and develop their experience of work in a publishing context. The Research Skills module taken in the last semester of the second year develops students' knowledge of research methodologies, data analysis and writing practices in preparation for their work on a dissertation and, in addition, addresses the industry's need for individuals who are able to assess, evaluate and synthesise data. The extensive electronic library resources support the programme and are assisted by the provision of up to two selected text books for each module studied. This particular unique feature of the programme provides text for directed reading and acts as a resource for further investigation of module topics. Finally, the online delivery of the programme enables the use of learning technologies to support students' communication which in turn supports their collaborative learning and draws on and privileges contributions of individual experience and knowledge within a structured framework of study. Particular attention has been paid to the needs of individuals studying at a distance: a team of Associate Tutors, at a ratio of five students to one tutor, provide close support to students during the programme through a range of communication technologies. These Associate Tutors in turn are supported by the Subject Coordinator for MA Publishing and the Programme Lead for MA programmes.

This programme prepares graduates for employment in the contemporary global publishing industry. Students develop a comprehensive competence in assessing strategic responses to change in this creative industry. In addition, they are provided with opportunities to study and assess practical implications of working with technologies, addressing marketing and sales, and understanding business models and editorial processes in publishing arenas such as trade fiction and non-fiction, educational, STM (science, technical and medical), and journals publishing.

Please refer to the following link to view the staff profiles within the School of Arts:

<http://arts.brookes.ac.uk/staff/index.html>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

- 3.1.1 Assess the dynamic role of producers and consumers in the process of creating and disseminating intellectual property
- 3.1.2 Apply academic knowledge and understanding across a wide range of contexts to identify and assess appropriate and strategic approaches to publishing issues

3.2 RESEARCH LITERACY

- 3.2.1 define and critically evaluate research strategies to identify and explicate complex issues within the context of publishing
- 3.2.2 demonstrate the ability to undertake a substantial individual supervised research on a publishing topic and present this research with clearly defined aims and objectives, a suitable design and structure, analysis, evaluation culminated in reasoned conclusions and recommendations

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- 3.3.1 formulate and evaluate publishing projects and appraise their own performance and that of others against a set of objectives relevant to the project
- 3.3.2 demonstrate flexibility, creativity, cultural awareness and critical self-reflection whilst working across a variety of modes of study

3.4 DIGITAL AND INFORMATION LITERACY

- 3.4.1 evaluate the impact that digital technologies exert on the effective exploitation of intellectual property, content creation and distribution
- 3.4.2 analyse, synthesize and present information gained through primary and secondary research

3.5 ACTIVE CITIZENSHIP

- 3.5.1 demonstrate an understanding of the cultural sensitivity necessary to operate effectively in the international environment of contemporary publishing

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P65061/PUBL701 7	Marketing and sales management for publishing	20	7	Compulsory	100% coursework
P65062/PUBL701 8	Digital production and workflow management	20	7	Compulsory	100% coursework
P65060/PUBL701 6	Editorial management functions and strategies	20	7	Compulsory	100% coursework
P65063/PUBL701 9	Research skills	20	7	Compulsory	100% coursework
P65069/PUBL702 4	Dissertation	60	7	Compulsory	100% coursework

Optional modules – Pick 2 from 5:

P65064/PUBL702 0	International management of publishing and rights	20	7	Alternative compulsory	100% coursework
P65068/PUBL702 8	Data-driven Marketing for Publishing	20	7	Alternative compulsory	100% coursework
P65066/PUBL702 2	Culture of publishing	20	7	Alternative compulsory	100% coursework
P65067/PUBL702 3	Management of journals	20	7	Alternative compulsory	100% coursework
P65065/PUBL702 1	Independent study	20	7	Alternative compulsory	100% coursework

4.2 PROGRESSION AND AWARD REQUIREMENTS

Students register to study for the MA with requires attainment of 180 credits. Two exit awards, Postgraduate Certificate at 60 credits and Postgraduate Diploma at 120 credits, are provided by the programme structure.

4.3 PROFESSIONAL REQUIREMENTS

None.

SECTION 5: TEACHING AND ASSESSMENT

Information about the learning experience is provided in the course entry. Include information here about:

- typical contact/independent study mix across the programme – how student time is divided between different teaching and learning methods;
- how the assessment strategy is informed by the Brookes Assessment Compact, and how it has been designed to enable students to achieve the programme learning outcomes;
- an indication of the typical mix of coursework/examinations students will experience across the programme.

The programme operates a supportive teaching and learning strategy centred on electronic delivery of content and active student engagement with their own and their peers' learning that promotes individual learning designed to guide students' development with the support of Associate Tutors and small study groups while remaining cognisant of the potential constraints for individuals studying at a distance.

1.1. Induction

On enrollment and prior to the start of the first module, students engage in a comprehensive induction programme that introduces them to their fellow students, their tutors and their study group. Also addressed during this period is confirmation that they have received their textbooks, that their student log in and Brookes emails are working smoothly, that they are able to download resources from Moodle and upload work, take part in discussions and operate all the software required for the programme. They are introduced to library resources and to the support services that are available to assist them in their studies such as the student support coordinators and their Personal Information Pages (PIP). They receive guidance on how to apply for mitigating circumstances, how to use Turnitin and what support they may expect from their Associate Tutors and the Programme Lead.

1.2. Teaching

This distance learning programme is delivered through the Moodle virtual learning environment (VLE) which provides access to a variety of media that build into a rich learning mix. Study resources such as videos, audio files in the form of podcasts and links to online resources are presented within the context of 10 structured units per module over a 10 week period. An additional two-week period is provided for delivery of the final assessment in each module. Relevant learning outcomes which build towards the module learning outcomes and are aligned with the programme learning outcomes which are presented at the start of each unit. Students' time is divided between these online materials, independent reading, investigation and research, their contribution to discussion forums and interaction with their Associate Tutor. Students typically may expect to receive up to two hours individual support time per module from their Associate Tutor, some of which will be through guided online discussions and some on an individual basis through Skype, email or telephone.

Research skills in preparation for the dissertation are addressed in a long module studied over two semesters in the first year. The final assessment for this module is the research proposal which leads to the dissertation. This 60-credit independent research is supported by an individual supervisor rather than the Associate Tutor system of the earlier modules.

1.3. Assessment

The programme utilises formative and summative assessment through assignments that are designed to assess the learning outcomes. Assessment criteria for each assignment are clearly defined and students' understanding of these is supported through an assessment matrix. Discussion of the assessment criteria is promoted through the online forums in line with the Brookes Assessment Compact. The timing and weighting are clearly set out at the start of modules.

The summative assessment of modules within the programme is by coursework which comprises primarily written materials as appropriate to the module. For example, the compulsory modules in the first year require students to present a marketing plan for a chosen print or digital product and a reading diary. Formative feedback is provided for the assignments that carry a substantial percentage of the overall module assessment. Assignments are interspersed throughout the module with shorter assessments at a lower percentage presented within the first three to four weeks followed by more substantial written assignments later in the module.

The programme would normally be studied over a two and one half-year period. This may be extended by individual students, although completion of the programme within a five year period from the time of first admission is required.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements.

Entrants to the programme should possess the following qualifications:

- a) A good honours degree (2:1 or above) or international equivalent in any subject.
- b) A demonstrable interest in the creative publishing industries.
- c) Two references; these may be, for example, two academic references, or one academic reference and one from an employer.
- d) Applicants whose home language is not English must demonstrate that their level of reading, written and spoken English is appropriate for study at postgraduate level. This may be demonstrated through attaining the following qualification:
British Council IELTS: Level 7 overall or above
Or equivalents as recognised and approved by Brookes ICELS. See the university's general English language requirements: <http://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>
- e) This programme is delivered through web technology and makes extensive use of digital resources. In order to effectively study on this programme, students require access to the Internet through broadband or fast modem on a daily basis and have experience and familiarity with computer technology. The following hardware and software specifications are required for access to Moodle:
PC Requirement: 1GHz CPU, Windows XP or later, 1Gb of RAM, 40Gb hard disk, Broadband internet access, Graphics Card with at least 128MB of memory, Sound card, Microphone and speakers or headphones. *Macintosh Requirements:* 1Ghz Processor, Mac OS X or later, 1Gb of RAM, 40Gb hard disk, Broadband internet access, Graphics Card with at least 128MB of memory, Sound card, Microphone and speakers or headphones
The above should meet minimum requirements to use Brookes VLE software and enhance your learning experience. However, content linked and stored within the VLE may require higher specifications.
Software: Microsoft Office XP or later, Java 2 Runtime Environment version 1.6.0_05 (or the latest version)
Browser: Mozilla Firefox Version 3.0
Browser Plug-ins
You may or may not need the following plug-ins, depending on what type of files your lecturer shares with you via Brookes VLE. The plug-ins are free to download and it is recommended that you download the latest versions: Apple Quick Time, Shockwave, Flash & Authorware, Adobe Acrobat Reader, Real Networks RealPlayer, Microsoft Media Player

1.4. Dispensation

Exceptionally, applicants who show they have qualifications or experience or both that demonstrate that they have the knowledge and capabilities equivalent to those possessed by the holders of the qualifications listed above may be admitted with dispensation from the requirement to possess those qualifications.

1.5. Admission with credit

If the university is satisfied that the applicant has fulfilled some of the progression and assessment requirements of the programme by means other than attendance on the planned programme, and should be able, by completing the remaining requirements, to fulfil the objectives of the programme and attain the standard required for the award, that applicant may be admitted to any appropriate point in the programme.

The assessment of prior learning (APL) will be conducted in accordance with the principles, procedures and guidance in the University's Credit Accumulation and Transfer Guidelines. Students applying for admission with credit must make clear the basis of their claim for credit when applying for the programme and must supply acceptable evidence. Normally an applicant shall not be admitted with credit for more than two thirds of the total credits required in order to qualify for the award which that applicant is seeking. Where credit is given for experiential learning (APEL), the student will be required to undertake assessment in order for the grade to be determined.

SECTION 7: PREPARATION FOR EMPLOYMENT

In developing the programme we have been aware that studying at a distance without recourse to face-to-face guidance can diminish student motivation. We have sought to address such issues through:

- A two-week induction programme conducted online enables the students to become familiar with the software which is used to deliver the teaching and assessment. Details of this are set out in Section 5 above; essentially the aim of induction is to enable students to become familiar with the software, resources and facilities supporting the programme, introduce themselves to their fellow students and to their associate tutors and practice the uses of the software that they will be using such as discussion forums and Turnitin.
- The programme handbook, which is integrated into Moodle, sets out the parameters of the programme and provides access to the university regulations through links to the updated web pages. It is presented in the same Moodle site as the induction programme. Both these support features remain accessible throughout the student's period of study with us.
- A hierarchical support system is designed to provide both a personal support system for study issues and guidance on how student may avail themselves of the various university resources to assist in both academic and pastoral issues. The first point of contact for both these is the associate tutor who can, with the assistance of the Subject Coordinator and the Programme Lead, provide advice on academic issues or suggest other people from Student Central who can assist the student. Communication media such as Moodle, Skype, email and telephone facilitate this contact.
- Pastoral support and study guidance is available to students from the campus-based central support services of the university with the Student Support Coordinator providing the first point of advice.
- Students have access to support from the Careers Centre through email and telephone.

Graduates from this programme will have acquired a comprehensive knowledge of the processes and practices of contemporary publishing and are equipped to enter into and progress through the varied roles in the publishing industry, both in the UK and internationally. The programme structure encourages students to both explore broad aspects of the industry and to work within an area of individual interest. In this way students acquire both a broad knowledge of the industry as a whole and an in-depth understanding of the application of knowledge and skills to specific enterprises. A particular feature of this MA programme, the development of research skills and their application in data management for the dissertation, further enhance student employability in a rapidly changing industry which requires a workforce that can problem solve, think strategically and draw inferences from data.

This programme is developed with the guidance of a number of industry experts. The Industry Advisory Board, comprising senior executives from major UK and global publishers, provides regular comment and guidance on the programmes offered by OICPS. Their advice has been sought in developing this programme and they have offered guidance on content and structure. In addition, materials have been written by experts in their fields, such as Lynette Owen (Rights Manager for Pearson and author of *Selling Rights*). Giles Clark (co-author of *Inside Publishing*) served on the Programme Development Team.

Modules include case studies, details of which have been provided by individuals with up-to-date knowledge of the relevant sector of the publishing industry. While it is not possible to provide visiting speakers as part of a distance learning programme, modules provide links to the podcasts available from speakers visiting the campus programme.

The importance of work experience to students undertaking this degree as a means of entry into the publishing industry is recognised and the OICPS' extensive global network built from both staff and alumni is utilised to assist students in locating, negotiating and completing work in a publishing environment.