University of the West of England
BRISTOL

**ACADEMIC SERVICES**

## PROGRAMME SPECIFICATION

| Part 1: Basic Data | |
|---|---|
| **Awarding Institution** | University of the West of England |
| **Teaching Institution** | University of the West of England |
| **Delivery Location** | University of the West of England. |
| **Study abroad / Exchange / Credit recognition** | Study year abroad possible during placement year |
| **Faculty responsible for programme** | Faculty of Business and Law |
| **Department responsible for programme** | Business and Management |
| **Modular Scheme Title** | BA (Hons) Marketing Communication Management |
| **Professional Statutory or Regulatory Body Links** | Chartered Institute of Marketing – University is an accredited centre. Some exemptions possible. |
| **Highest Award Title** | BA (Hons) Marketing Communication Management (SW) <br> BA (Hons) Marketing Communication Management (FT) |
| **Default Award Title** | |
| **Fall-back Award Title** | BA (Hons) General Business |
| **Interim Award Titles** | BA  Marketing Communication Management (SW) <br> BA  Marketing Communication Management (FT) <br> DipHE  Marketing Communication Management <br> CertHE  Marketing Communication Management |
| **UWE Progression Route** | |
| **Mode(s) of Delivery** | FT / SW |
| **Codes** | **UCAS:**                **JACS:** <br> **ISIS2:  N591**       **HESA:** <br> N591 (SW), N59113(FT) |
| **Relevant QAA Subject Benchmark Statements** | Business and Management <br> Communications and Media |
| **First CAP Approval Date** | *1 June 2016*     Valid from     *September 2017* |
| **Revision CAP Approval Date** |               Revised with effect from . |
| **Version** | 1 |
| **Review Date** | September 2023 |

| Part 2: Educational Aims of the Programme |
|---|
| The BA (Hons) Marketing Communication Management award offers students a practical, applied, yet academically rigorous programme of study that covers the main disciplines and operational areas found within a marketing communications function.  Marketing is one of the most important and dynamic of all |

## Part 2: Educational Aims of the Programme

of the business disciplines and effective marketing communications is an integral part. The main aim is for students to acquire appropriate knowledge and understanding of marketing and the management of the marketing communications function.

Both the content and delivery structure has been specifically developed to align with the UWE Graduate Attribute Framework. Its focus on the application of academic theory within a practical context together with a coherent and ongoing programme of skills development aims to ensure that graduates are ready and able to make a positive contribution within a communications management function from the point of graduation. In addition, students are encouraged to demonstrate levels of connectedness both with internal stakeholders and external organisations. Connectedness is also encouraged through on group projects in class or in an assessment context whilst qualities of self-reliance are cultivated through guided programmes of independent study. Students are encouraged to respond creatively to real world challenges and cases which not only support a sense of global responsibility and a connectedness to the wider community but also develops students' spirit of enterprise and innovation. In sum, this programme aims to enable students to accrue relevant marketing, communications and business knowledge so that they can make an early and developing contribution in a range of organizational roles and acquire a solid foundation for life-long learning.

Broadly, this programme aims to enable students to:

1) Study organisations, their management and the changing external environment in which they work.
2) Acquire appropriate knowledge and understanding of marketing and marketing communications together with the organizational context in which the functions exist.
3) Prepare for a career in a range of business and management roles and within a range of marketing and communications contexts.
4) Experience and reflect upon working within an organization.
5) Contribute to society at large through the adoption of sustainable business practices.
6) Attain life-long learning skills and a reflective approach to their ongoing personal development.

Specifically, this programme aims to produce ready and able graduates through:

1) A curriculum that not only satisfies academic benchmarks for the field but has been developed in conjunction with industry specialists so that successful graduates possess both the academic knowledge and the practical skills that make them employable within a graduate context.
2) The adoption of a 'flipped' pedagogical approach where students are encouraged to work independently and pro-actively to accrue an understanding of basic concepts before developing them more fully and exploring their complexities within face-to-face delivery formats.
3) A unique programme structure and set of module delivery patterns that simultaneously facilitate a holistic understanding of the industry and the field of study whilst also supporting greater complexity of interrogation and analysis of cases and concepts both within and across modules.
4) Use of industry-standard software and processes where ever possible to ensure that graduates can engage with the technological landscape occupied by employers in the sector.
5) As a matter of course, to maintain a global perspective and a focus on sustainability.

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The BA (Hons) Marketing Communication Management award is a highly applied and academically rigorous programme of study that is ideal for anyone seeking a career with marketing or communications management. The problem-based teaching strategy encourages students to critically engage with real-world challenges and produce creative, evidence-based proposals in response. Created in consultation with industry professionals, this course equips students with the subject knowledge and practical skills to function effectively in a competitive industry context.

**Part 3: Learning Outcomes of the Programme**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:


*A. Knowledge and Understanding (subject specific)*
*What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*
*Students should have knowledge and understanding of:*
1. *The global business environment and the impact that changes in that environment might have upon stakeholders in the marketing and communications industry.*
2. *The nature of markets, consumers and stakeholders and the interaction between them.*
3. *Marketing and marketing communications practice and theory together with the organizational context in which the functions exist.*
4. *Compliance requirements for organisations working within the marketing communications sector. In particular, financial and legal requirements and constraints imposed by industry regulators (i.e. ASA).*
5. *The nature of organisations, work and management*
6. *The management and development of people and teams*
7. *The management of resources and operations*
8. *Financial reporting systems and their role in management decision making*
9. *The management of information systems and the use of communication and information technology.*
10. *Business policy and strategy*
11. *Quantitative methods for managerial applications*
12. *Business and management research*
13. *Ethics and ethical decision making, sustainability and global citizenship*


*B. Intellectual Skills (generic)*
*Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.*
*Students should be able to:*
1. *Gather and critically evaluate evidence and information from a range of sources*
2. *Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks.*
3. *Draw conclusions, develop judgments, create and evaluate alternative solutions and make decisions on their application.*
4. *Apply these skills in a range of complex and unpredictable contexts.*
5. *Reflect upon actions taken and critically appraise the scope for improved performance.*


*C. Subject/Professional/Practical Skills (subject specific)*

**Part 3: Learning Outcomes of the Programme**

1. *Carry out a programme of research within a business, management and/or marketing communications context.*
2. *Produce a range of written artefacts resembling those required within a professional context (business reports, proposals, etc).*
3. *Present information effectively and persuasively using a range of media according to task.*
4. *Contribute effectively to group projects*
5. *Select and use subject-specific tools and techniques.*
6. *Develop professional identity and subject expertise relevant to the marketing communications industry*

*D. Transferable Skills and other attributes (generic)*
*1.To work effectively alone*
*2. To work effectively in groups*
*3. Present, discuss and defend ideas through formal and informal written and spoken languages.*
*4. Extract, process and present numerical information for a given purpose.*
*5. Use information technology*
*6. Manage own time and workload*
*7. Take responsibility for own learning.*
*8. Reflect upon own performance and respond positively to feedback*
*9. Transfer knowledge and skills across different settings.*
*10. Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.*
*11. To appreciate the role that a sustainable approach to business plays both inside an organization and across the wider environment.*

**Part 3: Learning Outcomes of the Programme**

| Learning Outcomes: | Intro to Marketing | Applied Marketing Comms | Mkt & the Reg Env | Proj Mgt in Mkt Context | Build Mkt Bus | Academic & Mgt Skills 1 | Practical Mkt Skills | Analy Mkts & Mkt | Int Mkt Comms | Mkt Res & Analytics | Mkt Insights for ME | Man Bus Services | Man Mkt Teams | Real Lives Case | Pract Mkt Skills 2 | Academic & Mgt Skills 2 | Achi Grth &Mng Org Ch | Strat Comms Mgt | Bus to Bus Comms | Int and intercul Comms | Crit App to Comms Strat | Professional Profile | Placement / SYA | Crit Bus Enq Proj | Enterprise Proj | Work Based Proj | Applied Bus Proj |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **A) Knowledge and understanding of:** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The global business environment and the impact that changes in that environment might have upon stakeholders in the marketing and communications industry. | ✓ | | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| The nature of markets, consumers and stakeholders and the interaction between them | ✓ | ✓ | | | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Marketing and marketing communications practice and theory together with the organizational context in which the functions exist. | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | | | | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Compliance requirements for organisations working within the marketing communications sector. In particular, financial and legal requirements and constraints imposed by industry regulators (i.e. ASA). | | | ✓ | | ✓ | | | ✓ | | | | | | ✓ | | | | | | | ✓ | | | | | ✓ | ✓ |

**Part 3: Learning Outcomes of the Programme**

| Learning Outcome | Intro to Marketing | Applied Marketing | Mkt & the Reg Env | Proj Mgt in Mkt Env | Build Mkt Bus | Academic & Mgt Skills 1 | Practical Mkt Skills | Analy Mkts & Mkt | Int Mkt Comms | Mkt Res & Analytics | Mkt Insights for ME | Man Bus Services | Man Mkt Teams | Real Lives Case | Pract Mkt Skills 2 | Academic & Mgt Skills 2 | Achi Grth &Mng Org Ch | Strat Comms Mgt | Bus to Bus Comms | Int and intercul Comms | Crit App to Comms Strat | Professional Profile | Placement / SYA | Crit Bus Enq Proj | Enterprise Proj | Work Based Proj | Applied Bus Proj |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The nature of organisations, work and management | | | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| The management and development of people and teams | | | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| The management of resources and operations | | | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| The management of information systems and the use of communication and information technology | | | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | | | | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ |
| Financial reporting systems and their role in management decision making | | | ✓ | | ✓ | | | | | | | | | ✓ | | | | | | | | | | | ✓ | | |
| Business policy and strategy | | | | ✓ | | | | | ✓ | ✓ | | ✓ | | | | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| Quantitative methods for managerial applications | | | ✓ | | | | | ✓ | | | | ✓ | | | | | | | ✓ | | | | | | ✓ | ✓ | ✓ |
| Business and management research | | | | ✓ | | | | ✓ | | ✓ | | ✓ | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ethics and ethical decision making, sustainability and global citizenship | | | ✓ | | | | | | ✓ | ✓ | ✓ | | | | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowledge appropriate to subject specialism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Part 3: Learning Outcomes of the Programme**

| (B) Intellectual Skills | Intro to Marketing | Applied Marketing | Mkt & the Reg Env | Proj Mgt in Mkt Ctx | Build Mkt Bus | Academic & Mgt Skills 1 | Practical Mkt Skills 1 | Analy Mkts & Mkt | Int Mkt Comms | Mkt Res & Analytics | Mkt Insights for ME | Man Bus Services | Man Mkt Teams | Real Lives Case | Pract Mkt Skills 2 | Academic & Mgt Skills 2 | Achi Grth &Mng Org Ch | Strat Comms Mgt | Bus to Bus Comms | Int and intercul Comms | Crit App to Comms Strat | Professional Profile | Placement / SYA | Crit Bus Enq Proj | Enterprise Proj | Work Based Proj | Applied Bus Proj |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gather and critically evaluate evidence and information from a range of sources | ✓ | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks. | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ |
| Draw conclusions, develop judgments, create and evaluate alternative solutions and make decisions on their application | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Apply these skills in a range of complex and unpredictable contexts | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ | | | | |
| Reflect upon actions taken and critically appraise the scope for improved performance | | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |

# Part 3: Learning Outcomes of the Programme

| (C) Subject/Professional/Practical Skills | Intro to Marketing | Applied Marketing | Mkt & the Reg Env | Proj Mgt in Mkt Env | Build Mkt Bus | Academic & Mgt Skills 1 | Practical Mkt Skills | Analy Mkts & Mkt | Int Mkt Comms | Mkt Res & Analytics | Mkt Insights for ME | Man Bus Services | Man Mkt Teams | Real Lives Case | Pract Mkt Skills 2 | Academic & Mgt Skills 2 | Achi Grth &Mng Org Ch | Strat Comms Mgt | Bus to Bus Comms | Int and intercul Comms | Crit App to Comms Strat | Professional Profile | Placement / SYA | Crit Bus Enq Proj | Enterprise Proj | Work Based Proj | Applied Bus Proj |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Carry out a programme of research within a business, management and/or marketing communications context | ✓ | | | | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Produce a range of written artefacts resembling those required within a professional context (business reports, proposals, etc | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | | |
| Present information effectively and persuasively using a range of media according to task | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | | ✓ | | | ✓ | | | | | |
| Contribute effectively to group projects and deliver presentations | ✓ | | | | | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | | | | |
| Select and use subject-specific tools and techniques | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Develop professional identity and subject expertise relevant to the degree programme | | ✓ | | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |

**Part 3: Learning Outcomes of the Programme**

| (D) Transferable skills and other attributes | Intro to Marketing | Applied Marketing | Mkt & the Reg Env | Proj Mgt in Mkt Env | Build Mkt Bus | Academic & Mgt Skills 1 | Practical Mkt Skills 1 | Analy Mkts & Mkt | Int Mkt Comms | Mkt Res & Analytics | Mkt Insights for ME | Man Bus Services | Man Mkt Teams | Real Lives Case | Pract Mkt Skills 2 | Academic & Mgt Skills 2 | Achi Grth &Mng Org Ch | Strat Comms Mgt | Bus to Bus Comms | Int and intercul Comms | Crit App to Comms Strat | Professional Profile | Placement / SYA | Crit Bus Enq Proj | Enterprise Proj | Work Based Proj | Applied Bus Proj |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To work effectively alone | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To work effectively in groups |  |  |  |  | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |
| Present, discuss and defend ideas through formal and informal written and spoken languages |  | ✓ |  |  |  | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Extract, process and present numerical information for a given purpose |  |  | ✓ |  | ✓ |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ |
| Use information technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Manage own time and workload | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Take responsibility for own learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflect upon own performance and respond positively to feedback | ✓ |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |
| Transfer knowledge and skills across different settings |  |  | ✓ |  |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |
| Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  |

| **Part 3: Learning Outcomes of the Programme** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Appreciate the role that a sustainable approach to business plays both inside an organization and across the wider environment | | | ✓ | | | | | | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | | |

## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Central to this programme is the philosophy that a solid education in marketing communications should be based upon a combination of practical application underpinned with academic rigour resulting in high quality teaching and an excellent student experience. Whilst the programme structure is modular, the rationale underpinning the delivery structure and design of module content associated with this programme is that it should be integrative, task-based and problem-focused.

In the construction of this programme there is a recognition that some academic and practice-based content is most effectively delivered as an intense, immersive experience whilst other requires delivery over a more extended period of time to allow students to engage with and reflect upon a range of content. There is also a recognition that the learning attached to individual modules is not necessarily discreet and that there should be the opportunity for crossover between modules, both in terms of module content and assessment, to support a more holistic understanding of the subject and a more realistic reflection of commercial practice. To this end, whilst all but the dissertation module is 15 credits, a range of delivery patterns exists within the programme. They include 6x4 modules (6 weeks in duration with 6 hours contact per week), 12x3 (12 weeks in duration with 3 hours contact per week) and 24x1.5 (24 weeks in duration with 1.5 hours contact per week). In addition this structure offers a number of additional benefits:

- The intense delivery pattern of the 6x6 module supports greater engagement as students work intensively on a project in short bursts and there is less opportunity for distraction. It also affords the opportunity for staff and students to develop strong working relationships from the outset of the module

- The 6x6 delivery pattern allows struggling or disengaged students to be identified at an early stage and for remedial action to be taken.

- The running of the applied 12x3 module alongside the 6x6 modules supports information transfer and facilitates the possibility of an integrated piece of assessment across the three modules.

- The 24x1.5 skills modules run alongside the 6x6 and the 12x3 modules and act as a resource for learning academic and practical skills needed to succeed on the modules studied concurrently.

This programme has been developed on the basis of a 'flipped' pedagogical system. According to the Bishop and Verleger (2013), a 'flipped classroom' requires more than a reversal of the conventional delivery pattern of lectures and workshops proposed by many proponents of the 'flipped' delivery system (Lage et al 2000). In a 'flipped' system, underpinning 'threshhold' concepts and some theoretical content is delivered electronically. The 'face to face' classroom aspects of a course are used to develop the more complex aspects of the theory using a task-focused problem-based approach where students' prior learning is applied to real examples allowing teaching time to develop and explore the more complex elements of theory and practice.

The online elements of delivery can take a variety of forms; mini-lectures, videos, podcasts, directed reading, quizzes and case studies on threshold concepts. Following engagement with online content, students may be required to demonstrate engagement through the completion of an online quiz of the presentation of a question at a subsequent workshop and/or will be engaged with problem solving activity within supervised/taught sessions.

Work within modules is expected to focus mainly on the development of extended projects and be evidenced in the form of online portfolios. As a principle, assessment artifacts should resemble or reflect an article or process regularly to be found in business. To this end, there should be a clear link between the work undertaken over the course of the module and the piece of assessment material delivered by the student. Where the method or article of assessment is delivered in what are considered 'uncontrolled' conditions, the requirement to provide evidence of production should be included as part

of the assessment brief.

Running through this programme is a coherent and ongoing programme of personal development in terms of both academic skills and professional practice. This has been formalized into timetabled modules to ensure coherent oversight over student progress as well as being pivotal in student engagement and retention strategy for the programme.

The programme actively encourages students to partake in external engagement through a range of extra-curricular activities supported by the University and the Student Union. This includes external speakers, careers fairs and the opportunity to join and participate in career-relevant student-led societies such as the Marketing Society and the Events Society. The applied nature of the programme supports the use of 'real world' cases as the basis of teaching and research materials and therefore there is the potential for students to undertake 'pro bono' work as appropriate.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case-based, explore and analyse concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

The programme structure and the content of the modules have been developed following extensive consultation with stakeholders from inside the University and also with practitioners actively working in the field of marketing communications. The principles that underpin the structure and content of the programme are as follows:

**Year 1 (Level 4):** An introduction to the main areas of business theory and practice with a specific focus on the subject of marketing and is located within the context of the marketing communications industry. Students completing this year will have a sound understanding of the basic principles of business acquired through a range of problem-solving activities and will be able to communicate their knowledge effectively using a range of field-appropriate formats.

**Year 2 (Level 5):** An exploration the main activities and processes that occur within business on a day to day basis but with a specific focus on organisations within a marketing communications context. Students completing this year should have built upon the learning accrued in Year 1 (Level 4) and will have learned to apply those principles more widely and in doing so will be able to recognise the appropriateness and relative value of different  approaches to solving problems. It is anticipated that on completion of this level, students will have the qualities necessary to succeed in employment situations that require the exercise of personal responsibility and decision-making and therefore will be ready and able to function effectively within a placement within a marketing communications function or organisation.

**Year 3 Placement (optional):** All students are registered, by default, onto a sandwich programme. All sandwich students will undertake a work placement of a minimum of 40 weeks normally in an area of a business that will support a dissertation related to the specialism of the degree  and this provides a rich process in which student can make  links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.  During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning, Enquiry & Development on Placement* or *Learning & Development on Study Year Abroad).*

**Year 4 (Level 6**): Skills of critical appraisal, analysis and synthesis come to the fore in the final year as students explore the wider strategic issues involved in managing business over the short, medium and long term and with a specific focus upon the marketing communications field. Students completing this level of study will have developed an understanding of a complex body of knowledge across the range of modules studied, some of which will be at the current boundaries of marketing communications as practice and as

an academic discipline. Through their studies they will have become proficient in a range of analytical techniques and problem-solving skills that can be applied in many types of employment but specifically within the marketing communications context. They will have a demonstrable ability to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively having selected appropriate methods and media.

**Learning Resources**

All modules make use of Blackboard for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the University's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students have a range of learning resources with which they are able to engage. Every module's Blackboard site will have direct links to the reading list software which will contain links to useful academic sources and study skills resources. Moreover students are also directed towards the University Library Study Skills web for the development of skills appropriate to the level and style of each module and academic skills support is offered by the Academic Success Centre. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Additional support is provided through the Library by means of information and academic skills sessions embedded at module level and self-directed online tutorials. There is also an extensive programme of regular workshops including referencing management. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and Wi-Fi. Most databases are also available off campus and supported by the online library enquiry service.

**Student Support & Guidance**
Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by Programme Managers.

At each level students are supported by Academic Personal Tutors, an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues. In addition, students can seek support from the Faculty's Academic Success Centre, an initiative intended to support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

These Student Services Student Support Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counseling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

**Part 4: Student Learning and Student Support**

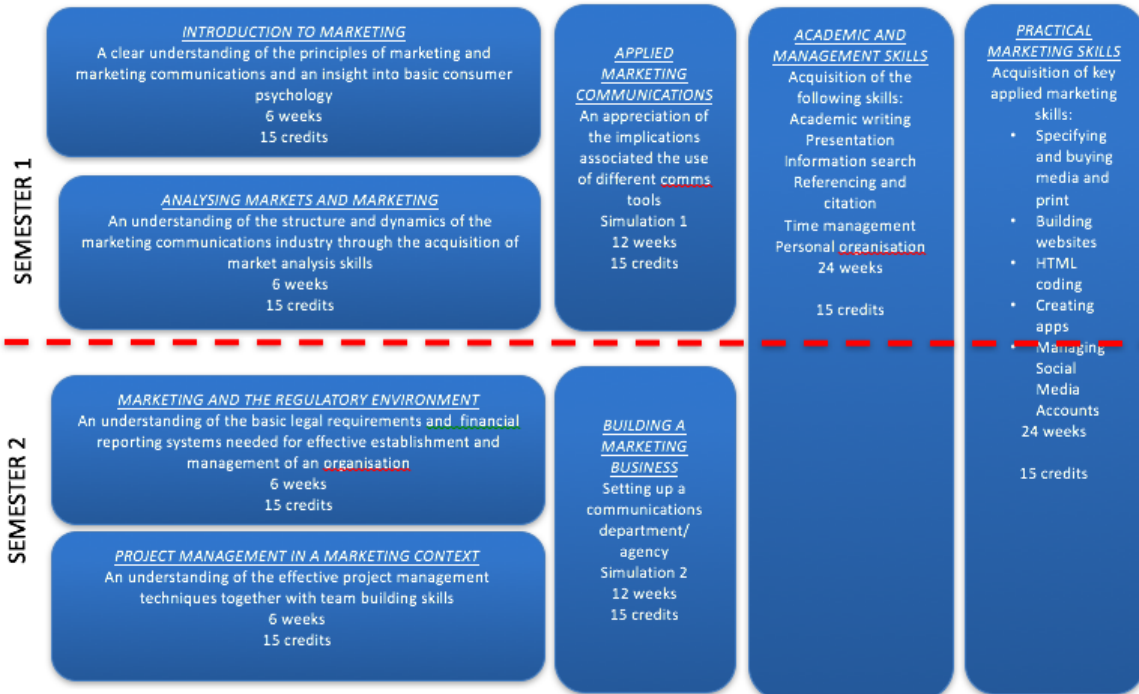**Description of any Distinctive Features**

This programme has been developed in line with 'flipped' principles and in conjunction with both QAA benchmarks and professional sector employability requirements. It therefore has a number of distinctive features:

1. The onus is on the students to engage with module material in the form of online delivery of threshold concepts, support material and other resources prior to attending sessions. The prepared material then becomes the basis for discussion and development within the context of the session when the more complex aspects of theory and practice can be explored.

2. Taught sessions take place in a highly interactive environment. Where ever possible, teaching will take place in technology-enabled rooms but where this is not possible, teaching rooms will be scheduled in Wi-Fi-enabled areas and students will be encouraged to bring their own devices. This not only allows students to draw upon online resources as required during the course of a session but facilitates the sharing and presentation of found materials.

3. The content of this programme has been developed in conjunction with marketing communications practitioners to ensure that it reflects the knowledge-base and skill set required to function effectively in a marketing communications management environment.

4. The philosophy that underpins teaching activity is that it should be interactive, problem-based and applied. Delivery of the curriculum will be based around extended projects on current 'real world' issues to allow depth of analysis and the exploration of context.

5. It is based around a non-conventional delivery pattern (as illustrated in Figure 1) in that whilst modules may be based around the 15/30 credit structure, the duration of module delivery varies.
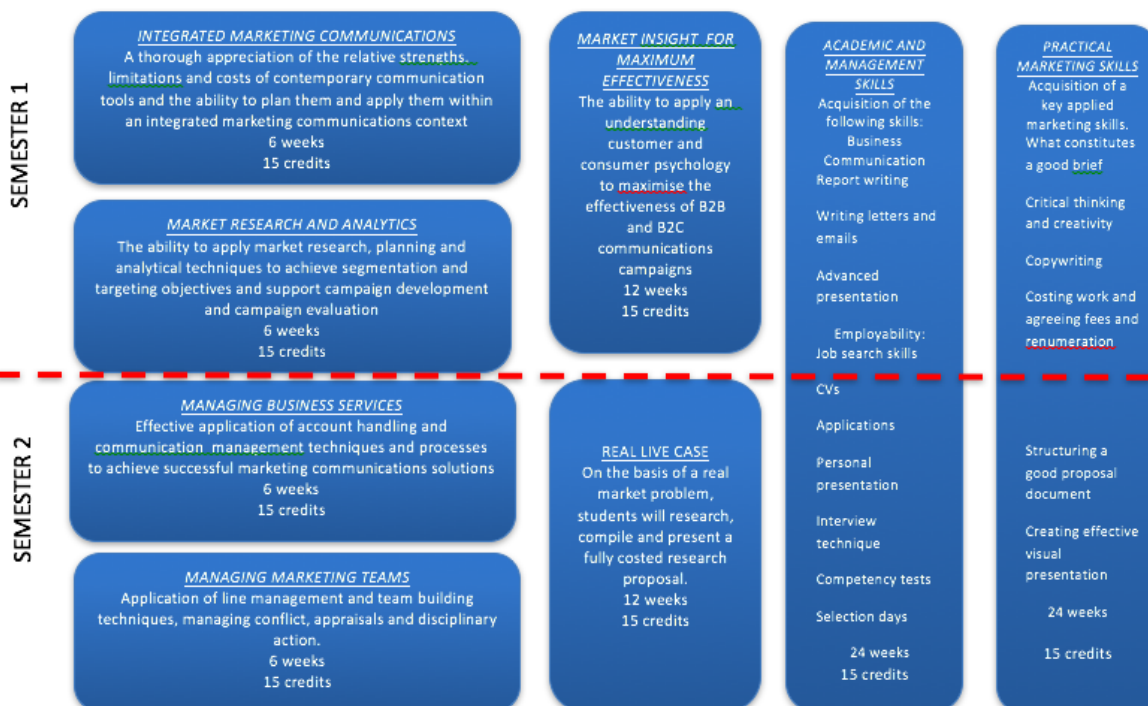
**Part 4: Student Learning and Student Support**

Figure 1: Outline structure of the Marketing Communication Management Programme

## Programme Structure: Year 1

**SEMESTER 1**

*INTRODUCTION TO MARKETING*
A clear understanding of the principles of marketing and marketing communications and an insight into basic consumer psychology
6 weeks
15 credits

*ANALYSING MARKETS AND MARKETING*
An understanding of the structure and dynamics of the marketing communications industry through the acquisition of market analysis skills
6 weeks
15 credits

*APPLIED MARKETING COMMUNICATIONS*
An appreciation of the implications associated the use of different comms tools
Simulation 1
12 weeks
15 credits

*ACADEMIC AND MANAGEMENT SKILLS*
Acquisition of the following skills:
Academic writing
Presentation
Information search
Referencing and citation
Time management
Personal organisation
24 weeks

15 credits

*PRACTICAL MARKETING SKILLS*
Acquisition of key applied marketing skills:
• Specifying and buying media and print
• Building websites
• HTML coding
• Creating apps
• Managing Social Media Accounts
24 weeks

15 credits

**SEMESTER 2**

*MARKETING AND THE REGULATORY ENVIRONMENT*
An understanding of the basic legal requirements and financial reporting systems needed for effective establishment and management of an organisation
6 weeks
15 credits

*PROJECT MANAGEMENT IN A MARKETING CONTEXT*
An understanding of the effective project management techniques together with team building skills
6 weeks
15 credits

*BUILDING A MARKETING BUSINESS*
Setting up a communications department/ agency
Simulation 2
12 weeks
15 credits

## Programme Structure: Year 2

**SEMESTER 1**

*INTEGRATED MARKETING COMMUNICATIONS*
A thorough appreciation of the relative strengths, limitations and costs of contemporary communication tools and the ability to plan them and apply them within an integrated marketing communications context
6 weeks
15 credits

*MARKET RESEARCH AND ANALYTICS*
The ability to apply market research, planning and analytical techniques to achieve segmentation and targeting objectives and support campaign development and campaign evaluation
6 weeks
15 credits

*MARKET INSIGHT FOR MAXIMUM EFFECTIVENESS*
The ability to apply an understanding customer and consumer psychology to maximise the effectiveness of B2B and B2C communications campaigns
12 weeks
15 credits

*ACADEMIC AND MANAGEMENT SKILLS*
Acquisition of the following skills:
Business Communication
Report writing

Writing letters and emails

Advanced presentation

Employability:
Job search skills

CVs

Applications

Personal presentation

Interview technique

Competency tests

Selection days

24 weeks
15 credits

*PRACTICAL MARKETING SKILLS*
Acquisition of a key applied marketing skills.
What constitutes a good brief

Critical thinking and creativity

Copywriting

Costing work and agreeing fees and renumeration

Structuring a good proposal document

Creating effective visual presentation

24 weeks

15 credits

**SEMESTER 2**

*MANAGING BUSINESS SERVICES*
Effective application of account handling and communication management techniques and processes to achieve successful marketing communications solutions
6 weeks
15 credits

*MANAGING MARKETING TEAMS*
Application of line management and team building techniques, managing conflict, appraisals and disciplinary action.
6 weeks
15 credits

*REAL LIVE CASE*
On the basis of a real market problem, students will research, compile and present a fully costed research proposal.
12 weeks
15 credits

**Part 4: Student Learning and Student Support**

## Programme Structure: Year 2P/3

**2P**

WORK-BASED LEARNING ON PLACEMENT OR LEARNING AND DEVELOPMENT ON STUDY YEAR ABROAD
15 credit

**SEMESTER 1**

STRATEGIC COMMUNICATIONS MANAGEMENT
The ability to analyse the national/international comms environments and formulate strategic proposals to effectively manage a marketing communications function/organisation in the short/medium/long term
12 weeks
15 credits

INTERNATIONAL AND INTERCULTURAL COMMUNICATION
To have a thorough appreciation of issues and challenges associated with intercultural and communication across borders and be able to formulate effective communication strategies to address these issues
6 weeks
15 credits

CRITICAL APPROACHES TO COMMUNICATION STRATEGY
To critically appraise communication challenges and be able to identify the ethical and legal issues and be able to formulate communications strategies that takes these limitations into account
6 weeks 15 credits

EXTENDED INDEPENDENT PROJECT
24 weeks

30 credit

**SEMESTER 2**

CREATING A PROFESSIONAL PROFILE
Graduate employability and the creation of a professional portfolio (only for FT students)
12 weeks
15 credits

BUSINESS TO BUSINESS COMMUNICATIONS
The ability to respond strategically to communications objectives within a business to business and key account management context
6 weeks
15 credits

ACHIEVING GROWTH AND MANAGING ORGANISATIONAL CHANGE
Achieving growth and managing organisational change processes
6 weeks
15 credits

The majority of the modules are 15 credit modules apart from the 30 credit extended independent project. They include 6x4 modules (6 weeks in duration with 6 hours contact per week), 12x3 (12 weeks in duration with 3 hours contact per week) and 24x1 (24 weeks in duration with 1 hour contact per week). This structure offers a number of benefits:

- The intense delivery pattern of the 6x6 module supports greater engagement as students work intensively on a project in short bursts and there is less opportunity for distraction. It also affords the opportunity for staff and students to develop strong working relationships from the outset of the module

- The 6x6 delivery pattern allows struggling or disengaged students to be identified at an early stage and for remedial action to be taken.

- The running of the applied 12x3 module alongside the 6x6 modules facilitates information transfer and facilitates the possibility of an integrated piece of assessment across the three modules.

- The 24x1 skills modules run alongside the 6x6 and the 12x3 modules and act as a resource for learning academic and practical skills needed to succeed on the modules studied concurrently.

6. Integral to the programme is the requirement for the tasks undertaken by students within the context of workshop activity or assessment to reflect artifacts common to the communications sector. This not only allows students to demonstrate their satisfaction of the academic learning outcomes but also supports their development of professional skills that would enhance employability.

**Part 5: Assessment**

Approved to [University Regulations and Procedures](#)

**Assessment Strategy**

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each level of study:

- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

Underpinning the assessment strategy of this programme is the principle that there should be no more than one summative piece of assessment per 15 credit module. This assessment should represent the cumulative total of the learning on the module and therefore should have the capacity to demonstrate all of the learning outcomes detailed in the module specification.

Regular opportunities for formative feedback will be available. The media through which feedback is delivered may vary according to module and can take a number of forms. However it is anticipated that the majority of formative feedback across the programme will be delivered within taught sessions where students explore, develop and test concepts within the context of problem-based enquiry. This feedback may take a range of forms and will be elicited from both academic staff and peer review. In this form, not only does such feedback help students to ascertain their learning strengths and weaknesses but to think creatively about their approach to learning and to encourage them to proactively seek out the resources and sources of support that will allow them to satisfy their continuing development needs.

Assessment takes a range of forms across the programme and is underpinned by three key principles: that it should be a cumulative representation of the learning on the module, that, where ever possible, it should take the form of the production of an artefact that is commonly found within the communications industry and that there should be no more than one piece of summative assessment per 15 credits of delivery. The rationale for this approach is that the workload attached to each module should be roughly proportional and it allows students to students demonstrate both academic rigour and professional competency which, combined, supports employability. Moreover, students will record their work over the course of their programme in an e-portfolio which they can present to prospective employers as evidence of their knowledge and competence on graduation.

The mode of delivery on this programme facilitates effective assessment and feedback practices. The use of interactive teaching sessions supports student/staff interaction which in turn facilitates opportunities for formative feedback. It also allows staff greater familiarity with the work of individuals and groups on an ongoing basis with the potential to identify disengaged students or students who require additional support at an early stage and remedy the situation. Finally, the familiarity with the work of an individual or group means that, at the point of summative assessment, it is easier to recognize where plagiarism or other assessment offences might have taken place.

It should be noted that the Faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. To this end, forms of controlled assessment commonly used include (but are not limited to) invigilated timed assignments include examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, personal development portfolios and employer and self-assessment of the placement.

**Part 5: Assessment**

In the case of the Marketing Communication Management programme, because of the dual principle that there should be one piece of summative assessment per 15 credit module and that it should take the form of an artifact commonly produced as part of professional practice, some modules' summative assessment pieces may have the appearance 'non-controlled' assessments but is categorized as a Component A. Where this is the case, it will be clear that the assessment is the summation (and therefore evidence) of total work on the module and links to supporting evidence will be provided. These will clearly evidence that the work submitted is the student's own and might take a range of forms to include (but not limited to) part (or all) of a student's e-portfolio, reflective diary, witness statements, hyperlinks to blogs or logs.

The field of marketing communications is a highly dynamic one and module leaders will be encouraged to ensure that the content of their modules and their assessments reflect current professional practice as closely as possible. The mapping of the assessment strategy includes a range of assessment types to support a flexible and nimble approach to assessment development. Within each module specification, the learning outcomes are clearly outlined and there is a requirement that the summative assessment attached to the module will be designed to satisfy those outcomes. Exact detail as to how each module's piece of summative assessment satisfies the module learning outcomes will be detailed in the module's assessment brief and in the module handbook.

### Assessment Map

The programme encompasses a range of **assessment methods** including; ….. *(eg essays, posters, presentations, written examinations)*.  These are detailed in the following assessment map:
### Assessment Map for *BA(Hons) Marketing Communication Management*

| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compulsory Modules Level 1** | UMKDJS-15-1 Intro to Mktg | | | | | | A (70) | A (30) | | | |
| | UMKDJT-15-1 App Mktg Comm | | A (100) | | | | | | | | |
| | UMADJU-15-1 Mktg & Reg Env | | A (100) | | | | | | | | |
| | UMMDJV-15-1 Prog Mgt in Mktg Context | | | | | | | A (100) | | | |
| | UMSKJW-15-1 Bldg a Mktg Bus | | | | | | A (G) (40) | | A (G) (60) | | |
| | UMKDJX-15-1 Ac &Mgt Skills | | | | | | | | | | A (100) |
| | UMKDJY-15-1 Prac Mktg Skills | | | | | | | | | | A (100) |
| | UMKDJ3-15-1 Ann Mkts & Mktg | | | | | | A (100) | | | | |
| **Compulsory Modules Level 2** | UMKDJ4-15-2 Int Mktg Comms | | | | | | A (G) (40) | A (G) (60) | | | |
| | UMKDJ5-15-2 Mkt Res and Analytics | | | | | | | | A (G) (100) | | |

**Part 5: Assessment**

| Category | Module | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | UMKDJ6-15-2 Mkt Ins for Max Effectiveness | | | | | | A (100) | | |
| | UMKDJ7-15-2 Mng Bus Svs | A (100) | | | | | | | |
| | UMPDJ8-15-2 Mng Mktg Tms | | | | | A (100) | | | |
| | UMSDJ9-15-2 Real Live Case | | | | A (G) (50) | | A (G) (50) | | |
| | UMKDK3-15-2 Prac Mktg Sklls | | | | | | | | A (100) |
| | UMKDK4-15-2 Ac &Mgt Skills | | | | | | | | A (100) |
| **Compulsory Modules Level 3** | UMKDK5-15-3 Strat Comms Mgt | | | | | | A (100) | | |
| | UMODK6-15-3 Ac Grth & Mng Org Change | | | | | A (100) | | | |
| | UMKDK7-15-3 Intl & Int Cult Comms | A (100) | | | | | | | |
| | UMKDK8-15-3 Crit App to Comms Strat | | | | | | A (100) | | |
| | UMKDK9-15-3 Bus to Bus Ct Mkty | | | | A (G) (50) | A (G) (50) | | | |
| **Optional Modules Level 3 Employability** | UMCD9Y-15-3 LDoSYA | | | | | B (20) + (80) | | | A (100) |
| | UMCD9X-15-3 LDoP | | | | | B (20) + (80) | | | A (100) |
| | UMKDKA-15-3 Crtg Prof Profile | | | | | | | | A (100) |
| **Optional Modules Level 3 Extended Project** | UMCD9W-30-3 Crit Bus Enq Project | | | | | | | A (100) | |
| | UMCD9Q-30-3 Ent Project | | | | | | | A (100) | |
| | UMCD9T-30-3 Work Based Enq Project | | | | | | | A (100) | |
| | UMCDHU-30-3 Applied Bus Project | | | | | | | A (100) | |

**Part 6: Programme Structure**

BA(Hons) Marketing Communication Management

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

level and credit requirements; interim award requirements

module diet, including compulsory and optional modules

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|---|---|---|---|---|
| | Year 1 | UMKDJS-15-1 Introduction to Marketing<br><br>UMKDJ3-15-1 Analysing Markets and Marketing<br><br>UMKDJT-15-1 Applied Marketing Communications<br><br>UMADJU-15-1 Marketing and the Regulatory Environment<br><br>UMMDJV-15-1 Project Management in a Marketing Context<br><br>UMSDJW-15-1 Building a Marketing Business<br><br>UMKDJX-15-1 Academic and Management Skills 1<br><br>UMKDJY-15-1 Practical Marketing Skills 1 | None | CertHE  Marketing Communication Management<br><br><br>Other requirements:: |

| | Compulsory Modules | Optional Modules | Interim Awards |
|---|---|---|---|
| Year 2 | UMKDJ4-15-2<br>Integrated Marketing Communications<br><br>UMKDJ5-15-2<br>Market Research and Analytics<br><br>UMKDJ6-15-2<br>Market Insight for Maximum Effectiveness<br><br>UMKDJ7-15-2<br>Managing Business Services<br><br>UMPDJ8-15-2<br>Managing Marketing Teams<br><br>UMSDJ9-15-2<br>Real Live Case<br><br>UMKDK4-15-2<br>Academic and Management Skills 2<br><br>UMKDK3-15-2<br>Practical Marketing Skills 2 | None | DipHE Marketing Communication Management |

Sandwich/Placement Year:
All students are registered, by default onto a sandwich programme. All sandwich students will undertake a work placement of a minimum of 40 weeks normally in an area of a business that will support a dissertation related to the specialism of the degree and this provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning and Development on Placement* or *Learning & Development on Study Year Abroad).*

| | | Compulsory Modules | Optional Modules | Interim Awards |
|---|---|---|---|---|
| Year 3 | | UMKDK5-15-3 Strategic Communications Management<br><br>UMKDK7-15-3 International and Intercultural Communications<br><br>UMKDK8-15-3 Critical Approaches to Communications Strategy<br><br>UMODK6-15-3 Achieving Growth and Managing Organisational Change<br><br>UMKDK9-15-3 Business to Business Communication<br><br>Students who have not successfully completed a Placement or Study Year Abroad module must take:<br><br>UMKDKA-15-3 Creating a Professional Profile | None | BA Marketing Communication Management (SW)<br><br>BA Marketing Communication Management (FT) |
| | | Final Year Project (30 credits) – choice of<br><br>UMCD9W-30-3 Critical Business Enquiry Project<br>OR<br>UMCD9Q-30-3 Enterprise Project<br>OR<br>UMCD9T-30-3 Work-based Enquiry Project<br>OR<br>Applied Business Project UMCDHU-30-3 | | |

**GRADUATION**

| Part 7: Entry Requirements |
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The University's Standard Entry Requirements apply.

| Part 8: Reference Points and Benchmarks |
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Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

In the design of this programme, reference has been made to the QAA Level Descriptors to ensure that appropriate skills and attributes have been built into the curriculum and are appropriately assessed.

**In Year 1 (QAA Level 4):** The suite of modules at this level has been designed to ensure that students acquire a solid understanding of the underlying concepts associated with business and management within a communications industry context. The task-oriented, problem-based approach adopted across all modules in the programme proactively encourages students to critically appraise and evaluate the relative value of different approaches within any given situation. Specific context knowledge is accrued through the Introduction to Marketing, the Applied Marketing and the Analysing Markets and Marketing modules. In modules such as 'Analysing Markets and Marketing' and 'Marketing and the Regulatory Environment' students demonstrate their ability to present, analyse and evaluate qualitative and quantitative data whilst 'Building a Marketing Business' encourages students to adopt a holistic overview of the subject and draw together the knowledge they have accrued in their modules in the form of a business plan. The 'Practical Marketing Skills' and the 'Academic and Management Skills' modules run throughout the academic year and support the development of a range of skills and include information search and communication across a range of media.

**In Year 2 (QAA Level 5):** The task-oriented, problem-focused approach continues into the second year of study where the focus is upon development and application of learning from the previous level, develops it and explores what it means when applied within an employment context. In the 'Market Research and Analytics' and 'Market Insight for Maximum Effectiveness' modules, students are expected to demonstrate a knowledge of the main methods of enquiry in the field and be able select the most appropriate according to given research objectives. In modules such as 'Managing Marketing Teams', 'Project Management in Marketing' and 'Integrated Marketing Communications', concepts and principles are explored within the context of a specific functions and roles within the marketing communications sector whilst the 'Real Live Case' encourages students to draw upon learning and apply concepts from a range of modules to address a real challenge found in industry. As in the previous year, the 'Practical Marketing Skills' and the 'Academic and Management Skills' modules run throughout the academic year with a focus upon professional attributes and employability skills.

**In Year 3 (QAA Level 6):** In their final year of study, students undertake a range of modules that explore the wider strategic questions that are faced by organisations operating within the field of marketing communications. The range of modules studied encourage students to take a critical approach that recognizes the limitations of knowledge in the field together with issues of ethics and sustainability. The extended project, in particular encourages students to assess the relative value of and then deploy the most appropriate methods of enquiry in relation to a given marketing communications question. Working independently they are expected to draw upon a range of sources, including refereed journal articles and practitioner reports, many at the forefront of the discipline. Students graduating from this level will have demonstrated sound information search and analytical skills. They are able to compile and evaluate evidence, reaching sound and logical judgements and are able to communicate those judgements effectively using appropriate media.

**Part 8: Reference Points and Benchmarks**

Having consulted with marketing communications practitioners as to the knowledge base and skills desirous in graduate applicants, the next step was to ensure that these also corresponded to the benchmarks for the QAA UK Quality Code for Business and Management programmes. It is noteworthy that inclusion of skills-based elements, creativity and critical thinking together with legal aspects resulted in the programme corresponding well to a number of the elements of the QAA Subject Benchmarks Communication, Media, Film and Cultural Studies. The learning outcomes were also matched with the National Qualification Framework to correspond with Levels 4,5 and 6.

On this programme, individual subject benchmarks are addressed across a range of modules. Specifically:

1) *Markets; the development, access and operation of markets for resources, goods and services*
   - This is addressed in Introduction to Marketing, Analysing Markets and Marketing in Year 1 (Level 4), 'Real Live Case' in Year 2 (Level 5) and Achieving Growth and Managing Organisational Change in Year 3 (Level 6).

2) *Marketing and sales: different approaches to segmentation, targeting and positioning, generating sales and the need for innovation in product and service design.*
   - this is addressed in 'Analysing Markets and Marketing' in Year 1 (Level 4), 'Market Research and Analytics' (Level 5) and 'Market Insight for Maximum Effectivenes's in Year 2 (Level 5) and 'Achieving Growth and Managing Organisational Change' in Year 3 (Level 6).

3) *Customers: management of customer expectations, relationships and development of service excellence*
   - this is addressed in 'Project Management in a Marketing Context' in Year 1 (Level 4), 'Managing Business Services' in Year 2 (Level 5) and 'Business to Business Communications' and 'International and Intercultural Communications' in Year 3 (Level 6).

4) *Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.*
   - this is addressed in 'Business and the Regulatory Environment' and 'Building a Marketing Business' in Year 1 (Level 4) and in 'Real Live Case' in Year 2 (Level 5).

5) *People: leadership, management and development of people and organisations including the implications of the legal context.*
   - this is addressed in the 'Marketing in the Regulatory Environment' in Year 1 (Level 4), Managing Marketing Teams in Year 2 (Level 5) and 'Achieving Growth and Managing Organisational Change' in Year 3 (Level 6).

6) *Organisational behavior: design, development of organisations, including cross cultural issues, change, diversity and values.*
   - this is addressed in 'Marketing in the Regulatory Environment' and 'Building a Marketing Business' in Year 1 (Level 4), 'Managing Marketing Teams' in Year 2 (Level 5) and 'Strategic Communications Management', International and Intercultural Communication' and 'Achieving Growth and Managing Organisational Change' in Year 3 (Level 6)

7) *Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems*
   - this is addressed in 'Project Management in a Marketing Context' in Year 1 (Level 4), 'Managing Business Services' in Year 2 (Level 5)

It is noteworthy that inclusion of skills based elements, creativity and critical thinking together with legal aspects resulted in the programme also corresponding well to a number of the elements of the Communication, Media, Film and Cultural Studies benchmarks.

## Part 8: Reference Points and Benchmarks

University strategies and policies

The design of this programme corresponds directly with the priorities of 'Outstanding Learning' and 'Ready and Able Graduates' as cited in the UWE 2020 strategy in that the 'flipped' pedagogical philosophy combines academic rigour with the development of practical skills required in industry. Moreover contributions made by practitioners in the development and (where ever the opportunity arises) delivery of content facilitates the creation of 'Strategic Partnerships, Connections and Networks' and any opportunities for research that come out of these relationships is likely to be highly applied and thereby offer the opportunity for 'Research with Impact'.

It has already been noted that, in terms of both the content and the delivery structure, this programme aligns well with the UWE Graduate Attribute Framework and corresponds with objectives cited by UWE's 2020 Strategy. The combination of practical application and academic rigour ensures that graduates are ready and able to make a positive contribution within a communications management function from the point of graduation. In addition, a sense of 'connectedness' is developed by students as they engage with real world situations and network with internal stakeholders and external organisations. Students' sense of creativity and innovation are cultivated as they engage with real world challenges  which not only support a sense of global responsibility but also a connectedness to the wider community. In sum, this programme enables students to accrue relevant marketing, communications and business knowledge so that they can make an early and developing contribution in a range of organizational roles and acquire a solid foundation for life-long learning.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?  This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Extensive consultation has taken place to ensure the highest standards of learning can be achieved within the context of this programme. Internally, in addition to consultation with students and academic staff, feedback was elicited from a range of other services which included staff from the Library, Disability Services, Student Support Advisors, Careers and Employability Advisors, members of the Student Administration team and the Quality Management and Enhancement Manager. Externally, feedback was received from two External Examiners, the Chartered Institute of Marketing (CIM) and Jonnie Galvin-Wright, Managing Director of Stuff Advertising.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.