University of the
West of England
BRISTOL

CORPORATE AND 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, Frenchay Campus
Faculty responsible for programme	Bristol Business School
Department responsible for programme	Business and Management
Modular Scheme Title	
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	
Highest Award Title	Postgraduate Certificate in Social Marketing
Default Award Title	n/a
Interim Award Titles	n/a
UWE Progression Route	
Mode(s) of Delivery	Part time Block delivery
Codes	**UCAS:** **JACS: N500** **ISIS2: N59A62** **HESA:**
Relevant QAA Subject Benchmark Statements	
CAP Approval Date	
Valid from Date	September 2012
Valid until Date	
Version	1

Part 2: Educational Aims of the Programme

This programme is designed to suit the needs of those who wish to specialise after having completed their undergraduate degree, switch career or build on their current related positions.

Social Marketing is both a vocational practice and a subject of academic study. The programme seeks to reflect this by

- Providing an intensive, academically demanding and vocationally oriented programme, that draws from current academic concepts, theories and research and which course members can use to frame their own experience and understanding
- Provide a systematic understanding of knowledge, and a critical awareness of current problems and / or insights, much of which is at, or informed by, the forefront of social marketing
- Developing students' problem-solving and decision-making skills and judgement in the context of complex marketing management scenarios in general and social marketing scenarios in particular
- A comprehensive understanding of techniques applicable to research generally and social marketing research specifically
- Providing an educational experience that will develop personal skills necessary for social marketing management roles and contribute to life-long learning
- Originality in the application of knowledge together with a practical understanding of how research and enquiry are utilized to create and interpret knowledge within social marketing discipline
- To give students from a variety of backgrounds the opportunity to study at masters' level as defined by NQF and facilitate their academic development, progress and achievement.
- deliver high quality teaching that demonstrates a synergy between research and teaching and which represents the most recent evidence based practices in social marketing

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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
On completion of the programme a student will typically have a comprehensive and critical knowledge and understanding of: 1. the nature and role of social marketing within various context including health and environment; 2. social marketing's relation business and general management functions, and its contribution to organisational performance and delivering customer value, particularly social and behavioural change in the social marketing context; 3. the impact of external and internal factors on social marketing activities; 4. the process of strategy development, planning and implementation, within a social marketing context;	**Teaching/learning methods and strategies:** Knowledge and understanding of 1–6 is acquired through a mixture of formal classes and directed/independent study. More than 80% of student time associated with developing knowledge and understanding is spent outside of formal classes. Students are engaged in the completion of directed private study tasks and are expected to undertake significant independent research and reading to supplement what is taught / learnt. Knowledge and understanding associated with 1–5 is consolidated via formal classes which are typically in the form of lectures, interactive workshops, tutor and student led discussions, as well individual and group based activities.

5. the nature, strategies and techniques of customer relationship management and social marketing interventions; **6.** Research philosophies, strategies and methodologies than can be used in social marketing contexts,	**Assessment:** Testing of the knowledge base is through assessed coursework (1,2,3,4,5,) through oral presentation (1,3,5) and through tasks undertaken under controlled conditions (2,3,4,5)

B Intellectual Skills

On completion of the programme a student will typically be able to: 1. critically apply abstract models and theories to practical situations; 2. critically analyse varied scenarios and problems, develop and communicate alternative ways of dealing with these, including the critical evaluation of these alternatives; 3. critically analyse and evaluate texts, articles, theories and arguments, forming judgements on their suitability and validity for addressing specific issues or situations; 4. develop critical and analytical skills in relation to visual texts/images (e.g. advertisements) 5. combine academic material and experience in such a way as to develop new and original insights into understanding of marketing and management theories and creative ways of analysing and resolving social marketing problems.	**Teaching/learning methods and strategies:** Acquisition of 1–3 is through a mixture of directed private study as well as formal classes. The principal learning methods include projects, exercises, as well as case studies, which may be historical or "live" (i.e. involving the acquisition of data). Acquisition of 4 is mainly through independent study. **Assessment:** Coursework, oral presentations and examinations are used to test acquisition of 1-3, whilst 4 is tested though coursework only

C Subject, Professional and Practical Skills

On completion of the qualification a student will typically be able to: 1. use data analysis and modeling to interpret information, review market trends, customer behaviour and organisational performance, make future projections and to develop business cases for social marketing investments; 2. design and evaluate research methodologies, plans and applications to assist in management decision making in relation to social marketing 3. use analytical tools and models in order to perform audits at the marketing or relationship level, to determine strategic options and to select between them; 4. develop effective plans, tailored to organisational contexts and needs and including proposals for implementation and management, including social marketing interventions.	**Teaching/learning methods and strategies:** Acquisition of 1–3 is through a mixture directed private study as well as formal classes. The principal learning methods include projects, exercises, I.T. based activities as well as case studies **Assessment:** Testing of skills 1–4 are though coursework as well as examinations.

Part 3: Learning Outcomes of the Programme

D Transferable Skills and other attributes

On completion of the programme a student will typically be able to:

1. communicate ideas, arguments and information in clear, effective and reasoned ways in written and spoken formats;
2. use IT skills for data capture and manipulation, to locate material and to support private study and research;
3. undertake independent/self-directed study/learning;
4. manage time and work to deadlines.

5. Carry out effective teamwork, presentation and visual communication. However, this point has been added to Learning Outcomes Part 3

Teaching/learning methods and strategies:

Acquisition of 1 and 2 is facilitated primarily through formal class instruction though some independent learning will be needed to support the location and selection of material for research purposes. Acquisition of 3 and 4 is through the completion of set tasks whilst studying modules as well as completion of assessment activities.

Assessment:

Skills 1 and 2 are assessed using a mixture or essays, reports, projects, dissertations, and presentations.
Skills 3 and 4 are not directly assessed. However, completion of assessment activities will be the result of independent thought and work/research by the student and will require completion according to set deadlines.

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY	Year 1	**Compulsory modules** **15 credits** • Social Marketing Principles and Policy UMKCR3-15-M • Social Marketing Planning and Implementation UMKCR4-15-M **30 credits** • Applied Research Project UMKD3G-30-M	Optional Modules none	**Award:** Target/highest: **PG Certificate Social Marketing** • Credit requirements: 60

GRADUATION

Part 5: Entry Requirements

1. An honours degree (minimum 2.2) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution

2. Students are required to complete a University Application form and provide references.

3. **Students for whom English is foreign language**

   Unless gained degree in UK or programme was delivered in English language in home institution then:
   IELTS   6.5
   TOEFL   600 (computer version 250)

   Conditional offers should be made where students apply without language qualification.

3. **Students who do not have a good or recognised honours degree**

   EITHER:
   Must have successfully completed a programme of study post 18 years of age resulting in professional qualifications such as the Advanced Certificate in Marketing or must have achieved excellent results in qualifications such as BTEC.
   and
   Have 3 years relevant work experience

   Or

   Have a GMAT score of 550

Part 6: Assessment

Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; Supervised projects, presentations, exams, and a dissertation project.

Assessment Map for *PG Certificate Social Marketing*

		Type of Assessment*								
		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	**UMKCR3-15-M**	A (100)									
	UMKCR4-15-M								A (100)		
	UMKD3G-30-M									A (100)	

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

The teaching and learning and assessment strategy of Bristol Business School (and its collaborating faculties) encourages students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

To achieve this, a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, on-line learning and case studies), group learning and independent learning are used throughout the programme. In the majority of modules teaching contact accounts for less than 20% of the student learning hours associated with the module.

A blended learning approach, using a combination of face-to-face and online interaction is being utilised, where applicable, in the PG Certificate Social Marketing in order to develop a supported learning environment. The blend will vary according to the disciplinary context and the appropriateness for the student cohort. The use of social media established by student forums is encouraged. It is envisaged that the Technology Learning Environment will be continuously enhanced as new technologies become available and the environment warrants it.

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, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways.

Part 7: Student Learning

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. The dissertation module allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:
- test the students' ability to integrate concepts, theories and practice;

- ascertain their learning strengths and weaknesses and continuing development needs;

- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The faculty supports the University modular assessment regulations and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects and dissertations.

Description of Distinctive Features and Support

This programme is designed in support of the Teaching and Learning Strategy of the Business School which has five key strands. They are:

1. The development of autonomous learners.
2. Provision of learning opportunities which are personally and professionally relevant and quality assured.
3. The maintenance of a supportive learning environment.
4. The promotion of the scholarship of teaching.
5. The provision of continuing professional development opportunities for all staff within a culture of reflective practice.

STUDENT SUPPORT AND GUIDANCE

Academic staff (usually module leaders) provides student support for all issues relating to the content and delivery of the module. Where necessary, the Student Advice Centre provides timely, accurate and confidential advice on all aspects of the provision. This includes matters relating to fees, assessment arrangements, late work and extenuating circumstances procedures, option choice, timetabling and so on as well as where and how to access the support provided by the University. Additional support and guidance is provided by Programme Director and Programme Tutor who are also responsible for ensuring the collection of and response to student feedback. Formal Programme Management Committee meetings involving Programme Director/Programme Tutor, Students Representatives, and Module Leaders are convened each semester to consider the programme and the constituent modules. Module Leaders who attend receive feedback there and then. However, the proceedings are minuted and copies of the minutes are made available to all concerned parties. Module Leaders use the feedback when reviewing their own modules and the Programme Director uses the feedback when producing the annual monitoring and evaluation report for the programme. This report evaluates the year passed and makes recommendations, when appropriate, for changes to the programme for the up-coming year.

LEARNING RESOURCES

All modules have teaching/learning resource booklets and draw from academic material including texts and journal articles. Additional support is provided through library and ICT facilities.

8: Reference Points and Benchmarks

Five key influences have informed the design of this award:

1. The University's mission statement.

2. The Chartered Institute of Marketing statements on the benefits of marketing education.

3. The ABS/QAA draft benchmark statements on postgraduate business and management qualifications.

4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors for Further and Higher Education, 2003.

5. QAA Code of Conduct / Masters provision level descriptors
   http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP_AOS.pdf

1. The University's Mission Statement

This programme reflects the spirit of the university's mission to "advance an inclusive, civilised and democratic society and its enrichment through education, research, consultancy and public service." (www.uwe.ac.uk/vision) The award meets the university's stated aspirations of:

Promoting educational opportunity, — through entry onto the programme and also the availability of AL and AEL processes where appropriate.

Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind, — through the academic content of the modules as well as providing the opportunity to complete company commissioned dissertations

Command an exceptionally high reputation amongst employers — students are well placed to take up of enhance existing professional marketing positions on graduation.

Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture, — through specific academic input in modules and the students' working environment and resources in Bristol

2. The Chartered Institute of Marketing Statement on benefits of Marketing education

This programme reflects the explicit aims of the CIM which are to:
- provide leadership, knowledge and expertise for those involved in the marketing process
- work closely with the marketing profession, industry and commerce to develop greater awareness and understanding of what marketing can contribute to business
- allow individuals to keep abreast of current marketing techniques and skills

3. ABS/QAA draft benchmark statements on postgraduate business and management qualifications

Using the draft guidelines, the programme can be classed as a Type I Masters qualification, i.e. a specialist award for career entry or development. However, in contrast to the ABS guidelines for specialist awards, the PG certificate Social Marketing:
- Will be available to those who do not necessarily have a cognate first degree or extensive experience in a marketing management post

Although the learning outcomes relating to knowledge and understanding specified by the draft ABS/QAA guidelines pertain to general business and management qualifications, Appendix 1 details how the MSc Social Marketing achieves these benchmark statements,

4. SEEC Southern England Consortium for Credit Accumulation and Transfer: Credit Level Descriptors for Further and Higher Education (2003).

The proposed award, in common with all Masters provision in the Business School, conforms to the credit level descriptors at Level 7.

APPENDIX 1

ABS/QAA Subject Benchmarks for masters awards in business and management
KNOWLEDGE AND UNDERSTANDING CONTENT FOR GENERALIST MASTERS PROGRAMMES
(TYPES I & II)

Within the broad framework of organisations, their external environment and management, it is expected that graduates will be able to demonstrate knowledge and understanding in the following:

a.   markets and customers: the development and operation of markets for resources, goods and services; customer expectations, service and orientation
b.   the impact of environmental forces on organisations including legal systems; ethical, social, economic and technological change issues; international developments; change management
c.   the concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations
d.   the financing of the business enterprise or other forms of organisations: sources, uses and management of finance; use of accounting for managerial applications
e.   the management and development of people within organisations: organisational theory, behaviour, HRM
f.   the development, management and exploitation of information systems and their impact on organisations; quantitative methods
g.   the comprehension and use of relevant communication and information technologies for application in business and management
h.   the development of appropriate business policies and strategies within a changing environment to meet stakeholder interests
i.   discussion of a range of contemporary and pervasive issues which may change over time. Illustrative examples may include innovation, creativity and enterprise; e-commerce, knowledge management; sustainability, business ethics, values and norms; globalisation.

PG Certificate in Social Marketing: generic outcomes (knowledge and understanding) for taught compulsory.

Module	Generic Outcomes
Social Marketing Principles and Policy	a;b;h;i
Social Marketing Planning and Implementation	a;b;g
Outside of the scope of the PG Certificate	c,d,e,f

Matching Modules to teaching, learning and assessment methods:

	Modules	Social Marketing Principles & Policy	Social Marketing Planning & Implementation	Applied Research Project
Teaching and learning methods	Lectures	✔	✔	
	Seminars/ Workshops	✔	✔	✔
	Self-directed Learning	✔	✔	✔
	VLE Resources	✔	✔	
	Visiting speakers		✔	
	Case studies	✔	✔	
	Role play			

	Group work	✔	✔	
	Project work			✔
	IT tuition/ practical			✔
Assessment methods	Supervised projects		✔	
	Essays			
	Reports			
	Dissertation project			✔
	Presentations			✔
	Examinations	✔		

Matching modules to primary programme outcomes:

A. Knowledge and understanding of: 1. the nature and role of social marketing; 2. social marketing's relation to business and general management functions, and its contribution to organisational performance and delivering customer value, particularly social and behavioural change in the social marketing context; 3. the impact of external and internal factors on social marketing activities; 4. the process of strategy development and implementation, within a social marketing context; 5. the nature, strategies and techniques of customer relationship management and social marketing interventions; 6. research philosophies, strategies and methodologies than can be used in social marketing contexts		**Modules**	Social Marketing Principles & Policy	Social Marketing Planning & Implementation	Applied Research Project
	Knowledge and Under-standing	A1	✔	✔	
		A2	✔	✔	
		A3	✔	✔	
		A4	✔		
		A5		✔	✔
		A6			✔

B. Cognitive Skills:

1. apply abstract models and theories to practical situations
2. analyse varied scenarios and problems, develop & communicate alternative ways of dealing with these, including the critical evaluation of alternatives
3. analyse & evaluate texts, articles, theories & arguments, forming judgements on their suitability & validity for addressing specific issues or situations
4. combine academic material & experience to develop new insights into understanding of marketing & management theories & creative ways of analysing & resolving marketing problems.

C. Practical skills:

1. use data analysis & modeling to interpret information, review market trends, customer behaviour & company performance, make future projections & develop business cases for marketing investments.
2. design & evaluate research methodologies, plans & applications to assist in management decision making
3. use analytical tools & models to perform audits, to determine strategic options & to select between them
4. develop effective plans, tailored to organisational contexts & needs & including proposals for implementation and management.

D. Transferable skills

1. communicate ideas, arguments & information in clear, effective & reasoned ways in written & spoken formats
2. use IT skills for data capture & manipulation, to locate material & to support private study and research
3. undertake independent/self-directed study/learning
4. manage time & work to deadlines

Modules		Social Marketing Principles & Policy	Social Marketing Planning & Implementation	Applied Research Project
Cognitive Skills	B1	✔	✔	✔
	B2	✔	✔	
	B3	✔	✔	✔
	B4			✔
Practical Skills	C1			
	C2	✔		✔
	C3	✔	✔	
	C4		✔	✔
Transferable skills	D1	✔	✔	✔
	D2			✔
	D3	✔	✔	✔
	D4		✔	✔

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.