

**BRIEFING AND RESOURCES DOCUMENT**

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| **Faculty** | Faculty of Media and Communication |
| **Partner** (if applicable) | N/A |
| **Department** | Corporate & Marketing Communications |
| **New programme(s) titles for approval** | BA (Hons) Marketing Communications with Advertising  BA (Hons) Marketing Communications with Public Relations  BA (Hons) Marketing Communications with Digital Media |
| **Existing programme(s) titles for review** | BA (Hons) Marketing Communications |
| **Document date (month / year)** | May 18 |

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| **APPROVED FOR PRESENTATION TO THE EXTERNAL PANEL MEETING**  Signed on behalf of the Faculty by the Deputy Dean Education and Professional Practice or the Head of Department | |
| **Signature** (electronic)**:** |  |
| Position: |  |
| **Date:** |  |

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| OVERVIEW |
| Aim and Purpose of Review This is an early review of the Advertising, Marketing Communications and Public Relations degrees within the Corporate and Marketing Communications Department (CMC). It is being held as to ensure continuous improvement of our degrees and develop programme content and develop a structure that keeps pace with trends in the Marketing Communications industry (used as an umbrella term for all of these related fields) and best practices for higher education programme design and delivery. This review develops a suite of creative industries programmes based on and developed from the strengths of our historic offerings, namely:   * BA (Hons) Advertising * BA (Hons) Marketing Communications, and * BA (Hons) Public Relations.   The above degrees were most recently validated in 2015. That review focused on developing the identity of the disciplines within the existing three degrees and established a clear underpinning education philosophy built on scholarship and best practices for teaching and learning in higher education, which this review maintains, as will be discussed in more detail below and in the individual programme specifications. Since the recent revalidation and against a backdrop of declining enrolments within the department, we have reflected on the delivery of the redesigned degrees and feedback from students, external examiners, and industry partners and organisations. Based on that and the staff expertise within and experience teaching for these fast-paced industries, the department has [redesigned these programmes](#_Structure_and_proposed).  The following sections of this document contextualise the Marketing Communications programmes and compliment the other validation documents and supporting materials. The discussion in this document outlines some of the key activity within the faculty, but narratives pay particular attention to how the learning and teaching, research and professional practice within FMC relate to and support the Marketing Communications programmes. We have also included information about the Faculty of Management as it relates to our shared degree, BSc Marketing. The BSc Marketing is a cross-faculty programme, which is managed by the Faculty of Management but has shared delivery from our Marketing Communications offering. Profile of the Faculty of Media and Communication The Faculty of Media and Communication (FMC) at Bournemouth University is the largest centre of professionally-based higher education for the media and communications industries in the UK. It offers a wide and growing range of high-quality, industry-recognised academic and professional courses in Media Production, Journalism and Communication, Computer Animation, Corporate and Marketing Communications, and Law.  Undergraduate and postgraduate teaching in the Faculty has been assessed as ‘excellent’ by the Quality Assurance Agency and its research secured one of the top BU ratings in the most recent Research Excellence Framework.  The Faculty of Media and Communication is home to the UK's only Centre for Excellence in Media Practice (as designated by Higher Education Funding Council for England) and is also an accredited Creative Skillset Media Academy. This endorsement firmly establishes the Faculty as a major education centre for the media industries. Additionally, FMC is involved in a range of high profile Research and Knowledge Transfer initiatives, which aligns with the principles of Fusion.  In 2012 BU was recognised for its contribution to world-leading excellence and pioneering development in computer animation. The Queen's Anniversary Prizes form part of the national honours system and are the most prestigious awards in UK education. This award celebrates the talent, commitment and knowledge of the University's National Centre for Computer Animation (NCCA). For the past 22 years, the NCCA, based in FMC, has been at the forefront of computer animation education and research in the UK, consistently blending art and design with mathematical and computer science.  Staff in FMC, including on these programmes, have professional as well as academic backgrounds and are engaged in a range of research and practice activities. Students benefit from the professional and academic networks developed by staff in a variety of ways, including through placement opportunities, guest speakers, visiting fellows, etc. Additionally, Faculty programmes are accredited by the following industry bodies:   * Broadcast Journalism Training Council (BJTC) * National Council for Training of Journalists (NCTJ) * Periodicals Training Council (PTC) * Chartered Institute of Public Relations (CIPR) * Chartered Institute of Marketing (CIM) * Institute of Digital and Direct Marketing (IDM) * Institute of Practitioners in Advertising (IPA) * Creative Skillset * Houdini Certified School * Apple Authorised Training Centre * Adobe Authorised Training Centre  *FMC Research Culture* The Faculty of Media and Communication has an international research reputation. Some of the research in the faculty, based on the most recent Research Excellence Framework in 2014, was assessed as outstanding or of very considerable impact. FMC research was submitted to two units of assessment – UoA 34 (Art and Design) and UoA36 (Media and Culture). Specific to research in CMC, which is discussed in more detail below with regards to the research centres, several staff were submitted to the REF and have global reputations in their respective fields, publishing in leading international journals.  The research environment in FMC is robust and active, including a regular seminar series where each research centre is featured and invites guest scholars that will stimulate research and research-led teaching in the Faculty. Students are regularly invited to attend research seminars and events. Additionally, the Faculty regularly welcomes visiting professors and researchers from around the world. *FMC Professional Practice* Colleagues across FMC, including in CMC, have extensive professional networks that draw in visiting fellow from a range of marketing communications, media, political, and industry organisations. These include:   |  |  | | --- | --- | | 23red | Group M | | Bright Blue Day | Hall and Partners | | Cammegh Davies Fleming | Hope and Anchor | | CC Group | ITV | | Channel 4 | Kantar Media | | COG Research | Line Up Media | | Craft Realities | McKenna Townsend | | Digitial I | Mindshare | | Exterion Media | Opinium Research | | Firefish | RT Media | | FutureBrand | SPA Future Thinking | | BBC | Spinach Ltd |   The department where these programmes are located – Corporate and Marketing Communications – also runs a masterclass series where industry speakers attend to discuss cutting-edge practice in promotional and strategic communications, including Google Analytics, charities and NGOs, and advertising, marketing communications, and public relations agencies. *Faculty structure* There are five academic departments within the Faculty through which Learning and Teaching, Research and Knowledge Transfer are organised. They are:   * The National Centre for Computer Animation * Department of Corporate & Marketing Communications * School of Journalism, English & Communication * Department of Media Production * Department of Law  The National Centre for Computer Animation (NCCA) The NCCA offers undergraduate courses in Computer Visualisation and Animation, Computer Animation Art and Software Development for Animation, Games and Visual Effects. There are postgraduate courses in 3D Computer Animation, Digital Effects and Computer Animation (MSc). Many graduates now make important contributions to the computer animation industry in many parts of the world. The department is host to the National Centre for Computer Animation (NCCA), established in 1989, which focuses upon the interface between art and design and computer science.  The National Endowment for Science Technology and Art (NESTA) singled-out the NCCA at BU as a ‘shining example’ of how institutions can combine the arts and sciences, which increases their employability in the animation industry. School of Journalism, English and Communication (JEC) The School pioneered UG and PG courses for journalists working across a range of media including print, radio, television, and online. Graduates from our undergraduate and postgraduate courses in Multi-Media Journalism are working for the BBC, CNN, Bloomberg, Thomson-Reuters and other major news organisations worldwide.  The academic group offer a well-established UG course in Multimedia Journalism, which was the first journalism course in the UK to be accredited by the three main professional bodies. In addition, the group introduced (BA Hons) English, alongside BA (Hons) Communication & Media. Students are taught latest developments in digital literature and new media writing as well as classic texts across various modern media.  The postgraduate offering in journalism is MA Multimedia Journalism. Since 2013, the provision has included MA Adaptation and MA Literary Media. Centre for Excellence in Media Practice (CEMP) Situated within JEC, CEMP is a research and innovation Centre, which is recognised for its research and development around innovative ways of learning to produce the future generation of leaders for the creative media industries. It was awarded its status in 2004 by the Higher Education Funding Council for England and is the only HEFCE-funded centre for excellence in media in the UK.  For the UK to maintain its position as one of the leaders of the creative industries, it is essential that media education can respond quickly and effectively to the pace of organisational, technological, social and cultural change which is sweeping through these industries. CEMP has positioned itself at the forefront of this response, engaging in advanced pedagogical research in media practice, creating original systems and tools to meet fresh technological challenges, and helping to identify, develop and guide the future direction of a fast-changing and dynamic industry.  CEMP is leading initiatives to address the need for:   * new pedagogic approaches to produce innovative practitioners with a real understanding of the potential of new technologies and media convergence; * agile and tailored CPD programmes for the existing workforce, including enhanced management and leadership courses; * tools, structures and mechanisms to support radically new personalised modes of study and which build upon the participative and collaborative nature of the world-wide web.   All of CEMP's work is underpinned by research, with the relationship between learning and creativity at the heart of the research agenda. The centre is interested in how people learn, and how creative activities can facilitate imaginative learning. Its research reputation is based upon CEMP's contribution to higher education practice at national and international level, where Centre staff are researching in areas that have a direct impact on curriculum design and the student experience. The Department of Media Production The Media Production department develops the intellectual, aesthetic and professional capabilities of aspiring media producers, directors and communicators. The emphasis is upon individual authorship and communication. The department runs UG courses in Television Production, Digital Media Design, Radio, Scriptwriting for Film & TV and Media Production, as well as a Top-up in Global Media Practice. PG courses are offered in Directing Digital Film & Television, Producing Film & Television, Post-Production Editing, Radio Production, Screenwriting, Scriptwriting, Soundtrack Production and Cinematography for Digital Film & Television. Graduates from Media Production are now in senior positions with broadcasters, independent production companies, post-production houses and other media organisations. Department of Law The Law department is the latest addition to the Faculty’s portfolio and has offered an interesting opportunity for collaborations, perhaps particularly for the Politics provision in the Faculty. The undergraduate programmes are qualifying law degrees so graduates can progress onto the Legal Practice Course (LPC) to become a solicitor. Specific LLB programmes include Business Law, Entertainment Law, Law, Law with Economics, Law with Taxation, Law with Politics, and BA Law Top-Up. The Law with Politics programme, which launched this year as a pathway in the Law Framework was a collaboration of the Politics and Law programme teams. At postgraduate level, students are able to study for a LLM in Intellectual Property, International Commercial Law, International Tax Law, Legal Practice and Public International Law. There are also a Postgraduate Certificate in Intellectual Property, a Graduate Diploma/CPE in Law and a LPC in Legal Practice.  With a history of more than 25 years, the Law Department graduates go on to sit professional examinations to qualify as a solicitor, barrister or other legal professional. Department of Corporate & Marketing Communications These programmes are situated in the Corporate and Marketing Communications Department (CMC), which has more than 900 undergraduate and postgraduate students. They are attracted by the department and Faculty’s strong reputation for learning and teaching, research and professional practice in the fields of advertising, marketing communications, public relations, and politics. The programmes in CMC have an enviable rate of graduate employment.  The department aims to advance knowledge and enhance professional practice in applied communication, so the degrees are designed to wed the theory and practice of its disciplines. In recent years CMC has achieved research excellence through research centres and clusters on Politics and Media, Public Relations, Promotional Cultures, and Media Management. The nearly 40 permanent staff members, including three professors and two associate professors, produce scholarly work recognised at both national and international level.  The department offers high-quality, industry-recognised undergraduate and postgraduate programmes in advertising, marketing communications, politics, and public relations, as well as a cross-faculty undergraduate programme in marketing and another in politics and economics, both with the Faculty of Management. Staff within CMC also offer a range of credit-bearing CPD courses via the Faculty of Media and Communication’s PG Cert and MA programmes offered through CEMP, as well as industry accreditation programmes like the Chartered Institute of Marketing and the Chartered Institute for Public Relations.  The department has engaged extensively with BU initiatives that aim to enhance research-led teaching and student experience, including those funded by the institution through the strategic plan funding (e.g. Fusion Investment Fund and Student Research Assistant scheme). The discussion of the programmes goes into additional detail on specific student experience initiatives for the programme, but briefly these include integration of industry relevant certifications, the CIM Mike Warne annual lecture, CIPR Meet the Professionals, EdCom AdVenture, and D&AD New Blood awards.  The department’s research is discussed in more detail below, but the department’s research agenda and academic citizenship are firmly outward-facing and much of our research is in collaboration with international partners. Our staff are active in relevant subject associations, including to play leading roles in the Political Studies Association (PSA); Media, Communication and Cultural Studies Association; International Communication Association (MeCCSA); European Communication Research and Education Association (ECREA), International Association for Media and Communication Research (IAMCR), and European Consortium of Political Research (EPCR). Our staff are regularly engaged in research bidding and the development of grants consortiums.  In addition to international research links, we are developing teaching/learning links at an international level and through partnerships such as Erasmus. The programmes have an active student exchange partnership, and through the department’s Global Engagement Lead, is exploring additional student exchange partnerships that would offer students the opportunity to study a semester abroad. Further, our teaching also has an outward facing focus where we regularly involve outside stakeholders in the classroom and in extra- and co-curricular activities. Department members are involved in a Global Challenges ​network funded by the Arts and Humanities Research Council's. This work is partnering Fluminense University in Brazil as well as as the PAWA254 NGO in Kenya and TCF/Sparklab which based in San Diego is currently working with Iraqi and Syrian refugee communities. The aim of the network is to evaluate how digital technologies serve to empower marginalised communities.  Staff and students regularly have the opportunity to engage in professional practice through commercial consultancy and live briefs for assignments. Students on all CMC programmes have participated in paid consultancy work alongside academics. In the last several years we have carried out work for a wide range of organisations including Channel Four, The Mirror Group, ITV, Dorset Wildlife Trust, Salisbury Cathedral Magna Carta anniversary, The House of Lords, Mindshare and Toyota. The work we did for Channel 4 on the Paralympics led to a Marketing Society insights award and numerous academic publications, as well as grant-funded research.  Finally, CMC has a strong reputation for the quality of its placement opportunities for students. All CMC programmes require a placement, including these sandwich degrees. Our graduates, which we’ll go on to discuss below in [graduate destinations](#GRADUATE DESTINATIONS), go on to study advanced degrees or are involved in graduate roles shortly after completing the course. The Promotional Cultures and Communication Centre CMC’s Promotional Cultures & Communication Centre (PCCC) deals with both the broad and focused areas of promotional cultures, encompassing promotional communication such as the media, advertising and fashion and the symbolic and material consumer practices of the imagination, digital and mobile media, politics, emerging consumer cultures and higher education. In their research on promotional communication practices, the Centre has both a practical and a critical focus on the process of creativity and strategy and other aspects of the work of communication and media professionals.  PCCC’s aim is to generate relevant research that not only furthers theoretical development but also underpin industry practice, policymaking and community engagement. Their work on representations of disability in media and popular culture fed into an award-winning research carried out for Chanel 4 on the 2012 Paralympics and a successful AHRC award on the cultural legacy of parasport. Their pioneering studies on digital consumption helped guide ITV’s digital and branding strategies in 2011 and 2012. More recently, their research with COG on commuters’ engagement with advertising in the London Underground helped Exterion secure the world’s largest advertising contract and received top prizes from the Market Research Society and Media Research Group.  PCCC’s award-winning research has been published in leading industry and academic journals such as Marketing, Theory, Journal of Marketing Management, Consumption, Markets & Culture, European Journal of Marketing, Journal of Consumer Culture, Teaching in Higher Education, Journal of Political Marketing and the American Behavioral Scientist. PCCC members hold editorial duties in Marketing Theory, Consumption, Markets & Culture, Communication Research, European Journal of Marketing and Political Marketing. The Centre is international in its scope and has links with universities in the US, Canada, Peru and Turkey and works closely with UK based academics in and outside of BU.  CMC UG, PG, and PGR student communities benefit from PCCC research activity through the ongoing specialisation undertaken by its members to deliver programmes and research supervision. At UG level, a number of L6 options are shaped directly by PCCC research agendas, and it is where the linkage between research and education is most clear.  The coming of co-creation has brought the additional benefit that students are encouraged to contribute in Centre projects.  PCCC has been instrumental in championing and implementing co-creation projects with CMC students in academic and industry research. This has led to a string of successful projects including a collaborative student research project with the Internet Advertising Bureau, the co-creation of Academic Insights reports for Industry, the Annual Promotional Communications Conference and the founding and editorship of the Journal of Promotional Communications.  The Conference and Journal provide CMC students a unique opportunity to reach a wider audience with their work and to get involved in various aspects of organising an academic event and publishing papers. The Centre’s co-created research has been published in journals (Consumption, Markets & Culture, Journal of Marketing Management), book chapters (Meal Practices, 2015; Digital Virtual Consumption, 2012), and supported research conducted for industry. The Centre’s approach to co-creation has been recognised with a Co-Creation award by CEL.  In all, PCCC offers a dynamic and collegiate environment where students can become fully immersed in their chosen discipline and make meaningful contributions to it. The Centre for Politics and Media Research Additionally, the department includes the Centre for Politics and Media Research, which is one of the largest within the Faculty of Media and Communication and also draws together researchers with both national and international research profiles from across the Faculty. Staff from this research centre work closely together on a range of joint papers and research bids related to Politics and Media, but directly related to these programmes has a particular strength in Political Marketing and Campaigning. The centre strives to link our research with the professional education and training programmes offered by the group, and use our scholarship to underpin the expertise we offer in a range of creative enterprise activities including political communications research and consultancy.  Our research encompasses a range of aspects at the nexus between the fields of political science and political communication; for example members have led national and international studies focusing on: voting behaviour, the exercise of soft power, the professionalisation of political parties, government and pressure group communication, both analytical and normative; the broadcast media framing of politics; its actors and institutions and political events and cases for media reform; everyday political experiences and talk, both offline but also through social networks; civic engagement and social movements; political diversity; gender, race, class, disability and power; and the politics of extremism. Each strand of the centre’s work has a strong link to practice; research has been used to aid and legitimise organisations through their use of communication, informing debates on the conduct of journalists and the link between media reporting and engagement, understanding the motivations that underpin political engagement and activism as well as considering the detection and prevention of emotional or physical involvement with terrorist or extremist causes.  The centre’s research encompasses a wide range of national contexts, from the US, UK and Germany to Poland, Brazil and India. The team enjoys links with research institutions and universities across the globe, from Massachusetts to Prague, Bogota to Auckland, New Zealand. The team also has extensive connections with a wide range of political organisations including the UK political parties and House of Lords, the Thai Chamber of Commerce as well as numerous local, national and international pressure groups, charities and communication consultancies including Amnesty International and The Fawcett Society.  The programme team has wide ranging expertise grounded in years of research within fields of political psychology, voter behaviour, international relations, national diplomacy, political campaigning, political marketing, political journalism, social movement studies, critical race and feminist theory, and media regulation. The Centre has made submissions to a number of high-profile government enquiries, including the Leveson Inquiry and most recently the Department of Culture, Media and Sport Select Committee ‘Fake News’ investigation.  The students have full access to all Centre events, including workshops, conferences and speaker seminars, often supporting the organisation of events and attending giving them opportunities to network with visiting scholars. The Centre also promotes co-creation projects, where students and staff work together on a piece of research with a view to co-publishing work. Students have co-authored articles published in the European Journal of Communication, Critical Studies on Terrorism, and collaborated in Centre publications such as the US 2016 Election Analysis (bringing together 80 contributors from around the world) and the Telling Data Stories Together report. Our Politics and Media Research Centre staff also collaborates with other research-active staff within the Faculty of Media and Communication, including the Emerging Consumer Cultures group, The Journalism Research Group and the Public Relations research group. We do this both through shared teaching across degree programmes, collaborative research projects and in the supervision of PhD students.  The Centre thus offers a highly active research home for students and provides a multi-disciplinary and collaborative environment in which they can work. About the programmes The term marketing communications encompasses a range of dynamic and fast-paced disciplines, which supports organisations and institutions in every sector globally with customer experience, reputation management, advertising, developing and delivering key messages, internal and external communications, promotional events, etc. Marketing communications professionals increasingly need an integrated knowledge of advertising, public relations, direct marketing, and social and digital media in order to deliver relevant, clear and consistent messages to consumers, the public, and stakeholders. At the same time, professionals in these fields need to demonstrate awareness of the political, social, and economic context in which marketing communications operates to ensure that the communications produced are ethical and socially responsible.  Bournemouth University’s suite of Marketing Communications programmes is designed to produce visionary professionals in these dynamic fields. They equip students with key and cutting-edge knowledge and skills in marketing communications, allowing graduates to be flexible and agile in industry. Those students who want to develop expertise in a particular specialism within marketing communications can do so from second year by choosing to focus on  advertising, public relations or digital media. In all, the programmes are designed to enable students to consider and critique industry practice of today to inform the practice of tomorrow. Our graduates will be able to define new industry practice and benchmarks for excellence in marketing communications, advertising, public relations, and digital media marketing; they will be facilitated and supported in becoming independent, innovative, strategic, creative, entrepreneurial, and ethical practitioners.  Alongside the outstanding academic content of the programmes, students will have the opportunity to gain industry-standard qualifications from the Chartered Institute of Marketing, the Institute of Direct and Digital Marketing, The Chartered Institute of Public Relations, and the Institute of Practitioners of Advertising. This will further enhance our students’ employability as in addition to an excellent academic qualification students can graduate with industry-standard certifications.  These programmes aim to transform students into reflective, critical practitioners in a wide range of future career opportunities and potential future study. Graduates develop knowledge and understanding of the historical roots of marketing communications, advertising, public relations, and digital media practice, as well as the context in which it takes place; critical of existing practice and innovative, strategic, and creative in their own practice. Structure and proposed changes The new degrees will have a shared first year that provides threshold knowledge and skills for the creative industries, with a particular focus on how the marketing communications disciplines fit within the creative industries. The first year sets the foundation of theory and practice before students move to level 5 where they have the opportunity to choose to specialise within marketing communications or in advertising, public relations or digital media. This design is new for our department, but tried and tested in other BU programmes and aligns with higher education programmes elsewhere in the sector, according to the [market research](#MARKET RESEARCH) report.  The shared first year is amongst the most significant changes in this review. Other key changes include:   * **Revised programme titles** – The revalidation will transition our existing advertising and public relations programmes to new titles, which the department believes aligns with trends in the creative industries that requires an ‘integrated’ knowledge from these disciplines and meets the needs of prospective students who are seeking university degrees that allow them to build transferrable skills for a range of 21st Century employment opportunities within these fields. The titles are:   + BA (Hons) Marketing Communications – no change   + BA (Hons) Marketing Communications with Advertising – replaces BA (Hons) Advertising   + BA (Hons) Marketing Communications with Public Relations – replaces BA (Hons) Public Relations * **Development of a new programme** **title** – This also seeks to validate a new programme that would provide students with the opportunity to specialise in digital media marketing communications. Although all of the Marketing Communications programmes will include digital media elements, this new degree is designed to enable students to specialise in the strategies and tactics associated with digital media in marketing communications. The new programme will be titled BA (Hons) Marketing Communications with Digital Media. * **Pathway structure** – In Semester 2 of the shared first year, students would under these new programmes have the opportunity to choose their ‘pathway’ that leads to the final degree titles noted above. These pathways provide the specialised/bespoke content for the degree programmes primarily at Level 5, but also through core units at Level 6. See the table below, which outlines the structure of the programme in detail. * **Positioning for future growth** – The foundational first year and pathway structure is designed to allow the department to set a growth strategy around the development of new titles in response to the latest thinking about and trends within the creative industries, ensuring the department remains agile and responsive. It also would enable the development of additional cross-faculty programmes, which aligns with FMC and BU strategic plans. * **Embedding industry-relevant qualifications** – A particular USP for these new programmes is the embedding of industry-standard qualifications from the CIM, CIPR, IPA and IDM, which enable students to graduate with additional qualifications to the degree itself.   In summary, the key features of the programmes are:   * 20 credit units (apart from the dissertation, which is 40 credits); * opportunities for students to develop a specialism by selecting a pathway and further specialisation through options that enables students to personalise their learning and improve student experience; * placement for all students at the end of their second year to enhance student employability; * close linking of programme content with the research and professional expertise of the teaching team; and * significant opportunities for students to contextualise their studies within the wider political, social and economic context. |

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Level 4 |  | **Semester 1** | | | **Semester 2** | | | | BA (Hons) Marketing Communications | Principles of Marketing & Marketing Communications | Academic and Professional Practices for Marketing Communications | Contemporary Debates in Marketing Communications | Consumer & Stakeholder Insights | Digital Essentials | Integrated Marketing Communications | | with Advertising | | with Public Relations | | with Digital Media | | Level 5 | BA (Hons) Marketing Communications | Marketing Communications in a Global Context | Research Principles & Practice | Content Creation | Brands & Branding | Customer Experience | Marketing Communications Campaigns in Practice | | with Advertising | Advertising Fundamentals | Creative Strategy | Media Planning | | with Public Relations | PR Influencer Relations | PR Events | Marketing Communications Campaigns in Practice | | with Digital Media | Digital Consumers | Digital Media Practices | Media Planning | | Level 6 | BA (Hons) Marketing Communications | Strategic Marketing & Planning | Choose 2 options | | Marketing Communications in Action | Dissertation | | | with Advertising | Campaign Planning for Advertising | Portfolio Development | | with Public Relations | Strategic Management for PR | Reputation Management and Crisis Communication | | with Digital Media | Digital Data Insights | Digital Futures |   Options for the programmes are as follows:   |  |  |  | | --- | --- | --- | | **Title** | **Notes:** | **Shared with** | | Behavioural Economics | Existing |  | | Brand Meaning | Existing | BSc (Hons) Marketing | | Consumer Futurising | Existing |  | | Corporate Communications | Revised – developed from existing options to combine and clarify the content |  | | Influencer Marketing | New |  | | Persuasion & Influence | Existing | BA (Hons) Politics  BA (Hons) Politics & Economics | | Promotion, Power and Democracy | Existing | BA (Hons) Politics  BA (Hons) Politics & Economics | | Race, Media and Inequality | Existing | BA (Hons) Politics  BA (Hons) Politics & Economics | | Relationship Marketing | Existing | BSc (Hons) Marketing | | Social and Intercultural Communications | Existing | BA (Hons) Politics  BA (Hons) Politics & Economics | | Social Media Management | New |  | |

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| INTERNAL FRAMES OF REFERENCE |
| Fusion  The Marketing Communications programmes are aligned to the principles of BU2025, especially “inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice.” The department has a more than 25 year history of delivering industry-leading, professionally oriented academic programmes. The interdisciplinary programmes are taught by colleagues with diverse research and professional backgrounds that directly inform the teaching on the programme. Students can engage in research and practice alongside staff in a variety projects, including to work as student research assistants on live research projects which have led to publications in peer-reviewed journals. Each of the programme specifications identify specific activities and aspects of the curriculum that align with BU2025, including the industry certifications and the close relationship between each of the programmes and industry relevant bodies. Additionally, the focus on insight-driven marketing communications aligns with the principles of embedding research in the learning experience. Technology Enhanced Learning The programme teams use a variety of technology to support teaching and learning on the programme, and the University has invested considerable time and resource in support staff use of technology to deliver and enhance student engagement. A key element of the strategy for technology enhanced learning on the programme is the new virtual learning environment, Brightspace, which rolls out across BU from September 2018.  Learning materials and resources, discussion forums, blogs and wikis, etc. are all featured within the VLE that staff have used to extensively enhance student engagement on the programme. By the time this new curriculum is rolled out, the new VLE Brightspace from Desire2Learn will be implemented in the university. This new platform will offer additional capabilities to use technology to enhance student experience, including to provide insights to staff on student engagement through learning analytics, integrated social media, game-based learning, and advanced video features.  The programme has experimented with technology enhanced learning, with the support from the Centre for Excellence in Learning and its TEL Toolkit. Specifically, staff have used Panopto for lecture capture and flipped classrooms, interactive quizzes with Turningpoint and online versions like Socrativ, audio and online feedback with Turnitin, online reading lists that link to BU resources and databases through Aspire, etc. Employability and work-based learning Students on the Marketing Communications programmes will develop a variety of academic and transferrable knowledge and skills that support future employability. This is enabled through discipline specific knowledge and skill development in the curriculum (e.g. research and analysis skills, critical thinking skills, digital media skills, communication skills). This is enhanced through guest lectures and masterclasses, workshops, and group activities that contribute to students’ understanding of the work environment. Additionally, the programmes regularly include live briefs in the assessment strategy to offer an authentic approach to assessment.  Additionally, these programmes enhance student employability through two very important activities – industry-standard qualifications and the sandwich placement. The programme specifications provide additional detail regarding the industry qualifications, but each student on these degree programmes will have the opportunity to undertake the CIM Foundation Certificate in Level 4 and complete an additional, more intermediate/advanced qualification in Level 5 or 6 from the CIM, CIPR, IPA or IDM, as appropriate to the pathway. Students will also have the opportunity to gain the TGI certification during the programme.  Students studying these programmes are also required to engage in a sandwich placement (minimum 30 weeks). This kind of work-based learning supports students’ learning, as they reflect on the experience in the placement assessment, and supports their future employability. The evaluation of that placement was redeveloped in the 2015 review to invite students to write a reflective blog about their experience and to create a poster that is displayed at the placement celebration in October. The celebration enables students to share their placement learning with colleagues also returning from placement, Level 5 students who will go on placement at the end of the academic year, and staff to demonstrate the knowledge and skills they have developed through work-based learning. Industry guests are also invited to attend, offering students a further opportunity to develop their professional network. Globalisation, internationalisation and Sustainability Marketing Communications is an increasingly globalised field and so the degrees have been designed with internationalisation in mind.  In line with BU’s Global Engagement Plan, our research staff have international reputations to support the vision of “driving global thinking”. This expertise will inform teaching and learning on the programmes. Content that is international in its orientation will be embedded into units where appropriate.  Additional opportunities will mean Marketing Communications students contribute to the university’s aims to “delivering global traction and “developing global talent”.  Students will have the opportunity to take a semester abroad with one of our exchange partners.  Our departmental Global Engagement Lead will continue to explore leads for new partnerships with universities, to create opportunities for more CMC students to go on exchange.  Students will continue to be able to participate in global Faculty and University initiatives including the annual Summer Communications Academy in Quito, Ecuador, and BU’s Global Festivals of Learning.  They will also be able to acquire industry experience abroad.  For example, previous students have undertaken work placements in locations including Washington D.C., Australia, Amsterdam and Switzerland.  Finally, our students will be able to enhance their employability and cultural awareness via enrolment in the Global Talent Programme.  Focusing on sustainability, the programme embeds elements of the UN Sustainable Development goals implicitly and explicitly to develop reflective, critical citizens who are globally aware and understand how political, societal, cultural, and economic systems are interconnected. Centre for Excellence in Learning Staff on the programmes have engaged extensively with the Centre for Excellence in Learning, including to attend workshops and conferences hosted by CEL to continually develop their education practice and engage in CEL projects and initiatives. To support the development of this validation, the development team and colleagues who will lead the Level 4 units, which would be implemented in Semester 1 2018, participated in the Learning Excellence Acceleration Programme (LEAP).  Colleagues have explored HEA Fellowship at various levels as appropriate to their experience through the Teach@BU programme and many have gained their Fellowship through the PG Cert in Education Practice. Additionally, colleagues on the programme and in the department serve as mentors for Teach@BU the Head of Education and Professional Practice, is seconded to CEL as theme leader for innovation in assessment and feedback.    Common Academic Structure  All units on these programmes are compliant with the common academic structure. |

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| EXTERNAL FRAMES OF REFERENCE |
| These programmes have been designed considering QAA Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014) and the Subject Benchmark Statements for Communication, Media, Film and Cultural Studies (2016).  Additionally, the programme teams consulted a range of additional resources to review and design the curriculum for these programmes, including:   * Brown, T. 2014. *Back to basics: meeting the needs of today’s marketers and building capability for tomorrow*. Cookham: Chartered Institute of Marketing * Hays Marketing, 2016. *Elements of a Marketer: Skills for a Digital World.* London: Hays Recruitment * Institute of Practitioners in Advertising * AdAge, 2018, Ad Age's 2018 Industry Predictions, AdAge (online), 8th January 2018 * Higginbotham, D., 2017, Overview of the UK's marketing, advertising and PR sector, Prospects (online), December 2017 * Institute of Direct and Digital Marketing * Chartered Institute of Public Relations State of the Profession Report (2016-17) * International Association for the Measurement and Evaluation of Communications, commonly known as the Barcelona Principles (2016) * UNESCO 2015. The Futures of Learning 2: What kind of learning for the 21st Century? * European Commission 2016, Developing future skills in higher education * HEA guidance on 21st Century Skills * JISC Digital Literacies guidance |

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| MARKET RESEARCH |
| As the market research appended below demonstrates, there is significant demand for courses in marketing communications, although applicants tend to be attracted to broader courses. The CMC programmes had been designed to be bespoke to advertising, marketing communications, and public relations. The market research was requested in response to the decline in applications and enrolments to help the department consider these programmes and whether redesigning them would improve applications and enrolments. The research indicates that the programmes would benefit from the strategy proposed, based on responses to the decliners survey and that 66%-72% of programmes in the sector address are combined courses within these fields.  The research recommended that the department develop a suite of degree programmes with a common first year and enabling students to specialise from the second year, which would provide greater flexibility for students and potentially create a larger market for these degrees. |

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| PROFESSIONAL, STATUTORY OR REGULATORY BODY (PSRBs) |
| These programmes are closely aligned with relevant professional bodies, specifically:   * Chartered Institute of Marketing * Chartered Institute of Public Relations * Institute of Practitioners of Advertising * Institute of Direct and Digital Marketing   The programmes gain accreditation from these organisations after revalidation and by demonstrating how the curriculum aligns with the principles from each of the bodies. Additionally, as has been discussed above and in each programme specification, students will have the opportunity to gain industry qualifications, which in most cases is through industry assessments that will be supported within the curriculum. |

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| KEY STAKEHOLDER INVOLVEMENT |
| This review has been developed based on consultation from a range of stakeholders using formal and informal methods:   * Prospective students’ views have been taken based on market research and feedback at open days; * current students through student representation, MUSE, NSS, and academic advising sessions; * alumni through informal discussion with the programme team; * the external examiners through their reports, correspondence and attendance at exam boards; * the 2015 review panel through its feedback; and * the teaching team through unit and programme monitoring mechanisms, programme team meetings, and informal conversations.   Key themes emerging from these consultations related to the repositioning of the titles in line with the changes in industry. Additionally, we have renamed and revised a number of units and unit titles based on prospective and current student feedback. Unit title changes aim to more clearly articulate unit content in an accessible, student-centred language, as well as indicate the alignment with key industry knowledges and skills. |

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| TEACHING, LEARNING AND ASSESSMENT METHODS |
| The overall teaching, learning and assessment strategy of the department is to provide the full range of opportunities for students to learn, recognising that different topics, concepts, theory and practice can best be assimilated by students through a variety of means. In doing so, it aims to be inclusive of all students.  **Lectures**  Where units are shared or have multiple seminar groups, theoretical material and key concepts will often be delivered in lecture format. As students progress through the programme, the level of material covered in lectures will become more complex and students will be encouraged to interact more with the lecturer, developing a two-way intellectual discussion where appropriate.  **Seminars**  Seminars will be facilitated by teaching staff but centred on student activities. These will include case study analysis, individual and group presentations, project and practical work. The experiences students have at the seminars will not only form a part of their academic knowledge and application, but also significantly improve their confidence and skills in terms of discussing, debating, negotiating and presenting. As such, face-to-face seminars are seen as a fundamentally crucial part of Politics students’ learning experiences. They are also a key vehicle for formative learning and assessment.  **Tutorials**  Most units will not have individual tutorials as the primary learning environment. The exception to this is the final dissertation project where students will have individual supervisory meetings with their tutor. However, tutorials are offered on units and students can request tutorials to support their learning and clarify assessment feedback.  **Group Work**  Group work forms an important part of students’ experiences and is included not only because of its proven benefits as a means of learning, but also to ensure that the ability to cooperate and collaborate that will be required for future careers.  **Independent Learning**  Throughout the programme students are encouraged to engage in independent learning. This is facilitated through the VLE and online reading lists. In level 4, teaching includes academic skills development to support independent learning at higher levels, and so there is increasing expectation of student independence as they move through the programme.  **VLE**  The virtual learning environment, as discussed above in [Technology Enhanced Learning](#_Technology_Enhanced_Learning), is an important part of supporting student learning. Students can find unit materials and communications here, and the new VLE will enable additional insights and opportunities for learning and teaching.  **Assessment**  A range of assessment methods are used across the Marketing Communications provision, recognising both the nature of the subjects that students are learning, and the value of assessing outcomes of learning in a variety of ways. Each 20 credit unit will be assessed by work in line with BU regulations on assessment design. In most cases, units are assessed with two elements of assessment and all units include formative assessment elements. The unit specifications provide detail on the planned assessment strategy for the units.  The programmes adopt a range of assessment methods as appropriate to each unit and its intended learning outcomes. The assessment landscape is reviewed annually through a paper board/internal review and the independent marking plan to ensure student assignment calendars and staff workloads are spread appropriately, as well as to review balance of assessment approaches (e.g. individual vs group work; written, oral, practical, etc.).  Coursework takes a variety of forms, including individual and group written assessments (e.g. essay, report, case study analysis, exams), oral assessments (e.g. presentations, debates, pitches), practical projects (e.g. responding to live briefs, developing campaign materials, digital/social media audit).  The programmes include some exams in the traditional sense, but also include online tests/quizzes through the virtual learning environment and other time constrained assessments (e.g. crisis simulation, short turnaround live briefs). Where exams are carried out in exam conditions, these can include seen, unseen, open book/notes, or case study based.  Just as students learn or absorb knowledge and understanding in different ways, so they need to be assessed in different ways. The assessment methods used are chosen to be the most appropriate to meet the individual unit’s learning outcomes and wherever possible timed to best fit in with the rest of the students’ academic work (i.e. some may be done in the first few weeks of the term to provide early feedback, whilst others may be positioned towards the end so that all ILOs can be assessed in one piece of work).  As noted above, formative assessment is embedded in each unit to support student learning throughout the programme, primarily in seminars/workshops, to minimise potential problems with failure rates and assessment offences. Students will receive feedback from their peers and tutors on formative tasks. |

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| STUDENT EDUCATIONAL EXPERIENCE |
| Many aspects of this document and the programme specifications articulate how these degrees have been developed with student experience in mind. NSS, MUSE, student feedback, prospective student views, and alumni have all informed the design and continuous development of these programmes at BU. The suite of Marketing Communications degrees are both full-time programmes that feature sandwich placement to enhance employability on graduation. Some of the key ways in which the programmes will deliver a quality student experience include: Orientation and Induction to Study Students commence their degree with a one-week orientation. The programme of events for the orientation will be designed in alignment with the Student Transitions Working Group, which is led in FMC by the Associate Dean of Student Experience. It will provide new students with appropriate and timely information they need to participate and engage in the programme in the first few weeks, as well as manage and meet student expectations of the university experience. It will focus on introducing students to the timetable, key staff members and key supports within the Faculty and University, which will be reinforced and extended through a longer-term induction to study programme. Academic Advising All students have a named academic adviser to support students throughout the programme and signpost resources as needed (e.g. learning supports, mitigating circumstances, wellbeing). More structured academic advising sessions are integrated into the first year, to support the transition to university, but academic advising is an important part of the programme at all levels and ensures students receive adequate and timely support for their studies. Peer Assisted Learning (PAL) As is the case across BU, PAL is an important part of the department’s provision as it provides students with peer support that is appropriate to the level. For Level 4 students, the PAL leader is a second-year student who mentors them in first year. For Level 5 students, the Placement PAL leader is a final-year student who provides mentorship through the placement process. Field trips, extra-curricular and co-curricular activities Learning outside the classroom and connecting student learning to other experiences is also an important part of the student experience. Each programme specification identifies some of the opportunities available to these students, including the expansion of and closer integration into the curriculum of industry certifications for the programmes (CIM, IPA, CIPR, IDM), masterclasses with leading industry figures (including some of our alumni), industry competitions and awards (e.g. D&AD, the Pitch, EdComm AdVenture), and field trips to agencies and organisations to see these fields in action. There are also active and relevant societies in the Students Union (SUBU) and activities that the Faculty develops where CMC students can get involved, including large-scale media projects (e.g. US2016 – US presidential election night coverage, Your Election 2015 – UK Parliamentary election night coverage) that involve students across the faculty to produce live journalism. The department’s students have been involved in a variety of ways, including advising on the logo for the event and helping to market the news coverage, to presenting, to supporting journalistic analysis through the night. Supporting Students The programme, department, Faculty and University have a variety of mechanisms to support students. These include support for student health and wellbeing, learning development, individual learning differences and disabilities, placement, careers and employability, accommodation, etc. The details of these services are available through the university website and information, but some key services are highlighted below. Disability and Additional Learning Support (ALS) In partnership with the Faculty, Additional Learning Support (ALS) tutors teach active learning strategies that enable students with learning differences and disabilities to become reflective, independent learners, empowered with academic and transferable skills for employment. There are three areas that the ALS team clarifies with the student, the Faculties and the Placement and Careers Service:   * The competence requirements of the degree programme * The operational and competence requirements of the sector into which the student will be employed * Actual and potential performance difficulties related to the disability/learning difference * Regarding general employability skills, the following are from various practise and placement settings, with which Bournemouth University ALS students can have difficulties, and thus will be a primary focus for attention:   + dealing with stress: reducing frustration and anxiety, techniques to offset fatigue and increase performance, productivity coping mechanisms, self-responsibility and ownership, self-advocacy skills   + networks and resources: social, professional, IT and literature-based support mechanisms   + expectations: self-knowledge of capabilities and difficulties, understanding and awareness of disability implications for working and learning styles, self-advocacy skills to inform employers of support needs and counter workplace ignorance, managing the expectations of the placement   + job search: job-searching skills, application skills, CV writing, self-presentation   ALS support students who have:   * Sensory/physical disabilities (e.g. hearing/visually impaired, wheelchair users) * Specific learning differences (e.g. dyslexia, dyspraxia, ADD, Asperger's) * Medical conditions (e.g. MS, cancer, cerebral palsy, epilepsy) * Mental health difficulties (e.g. agoraphobia, OCD, bipolar) * Temporary injuries.   The type of support available includes:   * Provision of information, advice and guidance for disability related concerns * Arrangement of screenings and Educational Psychology Assessments for dyslexia/dyspraxia/ADD * Enabling students to learn specific skills and strategies that will enhance academic study * Help with developing employability skills needed during placements and beyond graduation * Assistance with applications for the Disabled Students' Allowances (DSA) * Provision of one to one individualised support to enable independent learning * Advising the Schools on reasonable adjustments that could be arranged so that disabled students are not significantly disadvantaged.   **FMC Learning Development**  This Faculty resource provides one-to-one academic tutorials to help students develop academic skills. Colleagues in this team have also delivered taught sessions on programmes about critical thinking, academic credibility through referencing, and other academic skills that support independent learning. Workshops and Online Resources Through Library and Learning Support, IT, and the VLE, students are offered workshops and study skills guides on:   * IT Skills Development * Using the Library and E-resources * BU Harvard Referencing * Literature Searching for Dissertations and Research Projects * Revision Techniques * Exam Techniques * Essay Planning * Introduction to EndNote Web * Presentation Skills * Reading and Note Taking   There are multiple dates offered on both campuses for students’ convenience.   Student Representatives Student Representatives are at the core of the student academic representation system run jointly by the University and the Students’ Union (SUBU). Student Representatives are students elected from each year or level of every programme to make sure that there is communication between the University, SUBU and all students. The student representation system is one of the most important mechanisms for ensuring student involvement and feedback in relation to the programme. Student Representatives are trained at the beginning of the year and receive support from SUBU throughout the rest of the year. There are three different types of student representative:   * **Faculty Representatives –** Faculty Representatives are elected as senior representatives within the Faculty. They are invited to attend the Faculty Education and Student Experience Committee to ensure that student feedback is received and addressed. * **Programme Representatives –** Programme Representatives are elected by their fellow students on their programme of study. Programme Representatives are invited to attend Programme Team Meetings to provide feedback on any issues of concern or good practise on their programme of study. There is normally at least one Programme Representative per year/level of each programme. * **Seminar Representatives –** For programmes with very large student numbers, there is the option to elect Seminar Representatives. These representatives will feed back to group tutors on any group related issues, and also to Programme Representatives on any issues affecting the programme as a whole.   In all cases, student representatives are elected to provide the views of the students on their programme rather than their personal opinions.  **SUBU Advice**  A free, independent and confidential advice service offered by the Students' Union at Bournemouth University (SUBU). They provide BU students with a wide range of help and advice on a whole range of issues including:   * Housing, finance and debt * Academic appeals and procedures * Consumer, legal matters and complaints and much more.   **Other support**  At the Bournemouth University multi-faith Chaplaincy, students can:   * Talk to a Chaplain in confidence about personal matters * Be put in touch with local faith communities and places of worship * Explore the concept of religious faith and its implications for justice and peace * Join a group for prayer, study or fellowship * Ask questions about life issues.   Bournemouth University offers a comprehensive counselling service dedicated to helping students with most problems. This is a free service and sessions are offered by appointment.  The team consists of six counsellors and a clinical psychologist, working mainly during normal office hours Monday to Friday. The staff have experience in helping people through a variety of problems; from exam anxiety to bereavement, vague worries and unhappiness, to problematic eating habits and drug problems. As well as individual counselling, the staff also run groups focusing on particular issues. Counsellors are also happy to talk to students who may be distressed by, or worried about, friends, flatmates or family. Students who have used the counselling have been helped with a vast range of difficulties and distressing experiences. |

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| STAFF ACADEMIC PROFILES The BU academic staff profiles for the programme team are hyperlinked in the table below. | | |
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| **Unit name** | **Level** | **Unit leader** |
| Principles of Marketing & Marketing Communications | Level 4 | Click here to enter text. |
| Academic and Professional Practices for Marketing Communications | Level 4 |  |
| Contemporary Debates in Marketing Communications | Level 4 |  |
| Consumer & Stakeholder Insights | Level 4 |  |
| Digital Essentials | Level 4 |  |
| Integrated Marketing Communications | Level 4 |  |
| Marketing Communication in a Global Context | Level 5 |  |
| Customer Experience | Level 5 |  |
| Advertising Fundamentals | Level 5 |  |
| Media Planning | Level 5 |  |
| Creative Strategy | Level 5 |  |
| PR Influencer Relations | Level 5 |  |
| PR Events | Level 5 |  |
| Digital Consumers | Level 5 |  |
| Digital Media Practices | Level 5 |  |
| Research Principles and Practice | Level 5 |  |
| Content Creation | Level 5 |  |
| Brands & Branding | Level 5 |  |
| Live Campaigns | Level 5 |  |
| Strategic Marketing & Planning | Level 6 |  |
| Marketing Communications in Action | Level 6 |  |
| Campaign Planning for Advertising | Level 6 |  |
| Portfolio Development | Level 6 |  |
| Strategic Management for PR | Level 6 |  |
| Reputation & Crisis Management | Level 6 |  |
| Digital Data Driven Marketing | Level 6 |  |
| Digital Futures | Level 6 |  |
| Dissertation | Level 6 |  |
| Behavioural Economics | Level 6 |  |
| Brand Management | Level 6 |  |
| Consumer Futurising | Level 6 |  |
| Corporate Communications | Level 6 |  |
| Data Driven Marketing | Level 6 |  |
| Influencer Marketing | Level 6 |  |
| Media (In)equality | Level 6 |  |
| Persuasion & Influence | Level 6 |  |
| Promotion, Power & Democracy | Level 6 |  |
| Relationship Marketing | Level 6 |  |
| Social & Intercultural Communications | Level 6 |  |
| Social Media Management | Level 6 |  |

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| STAFF DEVELOPMENT FOR THE PROGRAMME TEAM |
| Staff are encouraged to engage in regular professional development to support their teaching, research and professional practice, which is supported through balanced workloads and time to support professional development in these areas.  Staff members who are new to HE teaching and without HEA Fellowship take the PG Cert in Education Practice. More established members of staff without HEA Fellowship or who are interested in pursuing Senior Fellowship are encouraged to engage with Teach@BU.  Additionally, the University offers a comprehensive series of staff development programmes throughout the year through Organisational Development, the Centre for Excellence in Learning, the Graduate School, Research and Knowledge Exchange, etc. Staff across the department have participated in Supervisor Training, Media Training, the Grants Academy, the Writing Academy, and Technology-Enhanced Learning, among others. There is also a Professional Development fund to cover participation and training at external events. Many of our programme team take advantage of these opportunities, particularly attending courses on emergent and digital communications including: Data Visualisation Guardian Masterclass, Think Create Do Sticky Content Development, Silicone Beach, TGI Certifications. Additionally some staff have benefited from research leave and professional secondments. |

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| PROPOSED ENTRY QUALIFICATIONS |
| The department proposes a lowering of the entry qualifications to align with the BA (Hons) Politics programme, thereby providing consistency for the undergraduate programmes in the department. The exceptions to these are the cross-faculty programmes, BA (Hons) Politics and Economics and BSc Marketing, which have a slightly higher tariff requirements to align with the programmes they share content with.  This reduction in entry qualifications is also proposed as a result of the declining applications for these programmes in the last few years.  The requirements would be:   * 104 UCAS tariff points (260 pre-2017) from 3 A-Levels or equivalent qualifications. * No required subjects * General Studies is excluded * IELTS (Academic) 6.5 (with minimum 6.0 in each of the 4 components) or equivalent * 4 GCSEs grades A\*-C (or grade 4 or above in the newly reformed GCSE grading), including Maths and English or equivalent qualifications |

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| KEY INFORMATION SETS (KIS) | | | | | | |
| **Estimated Learning & Teaching Profile** | | | | **Estimated Assessment Profile** | | |
|  | Contact hours | Placement | Self-managed learning (SML) | Written | Exam | Practical |
| Year 1 | 216 (18%) |  | 982 (82%) | **MarComms:** 46% | 42% |  |
| **w/ Advertising:** 67% | 33% |  |
| **w/ PR:** 67% | 33% |  |
| **w/ Digital:** 46% | 42% |  |
| Year 2 | 216 (18%) |  | 982 (82%) | **MarComms:** 83% | 17% |  |
| **w/Advertising:** 92% | 8% |  |
| **w/ PR:**  72% | 8% | 20% |
| **w/ Digital:** 93% | 17% |  |
| Year 3 |  | 1200 (100%) |  |  |  |  |
| Year 4 | 192 (16%) |  | 1008 (84%) | **MarComms:** 35% | 65% |  |
| **w/ Advertising:** 73% | 9% | 18% |
| **w/ PR:** 75% | 17% | 8% |
| **w/ Digital:** 35% | 65% |  |

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| STUDENT PERFORMANCE & ATTAINMENT DATA | | | |
| Evidence from the latest AMER demonstrates student performance is very high with over 80% across the three existing programmes attaining good honours degrees, a figure that is just below 90% for graduates from the BA (Hons) Public Relations programme. The figures shown below represent a pattern across the programmes over their lifetimes. | | | |
|  | Tariff  2015/16 Qualifiers | Good Honours 2015/16 Qualifiers | Value Added |
| BA (HONS) ADVERTISING | 369.02 | 81.4% | 1.032 |
| BA (HONS) MARKETING COMMUNICATIONS | 357.45 | 82.8% | 1.057 |
| BA (HONS) PUBLIC RELATIONS | 352.67 | 89.1% | 1.170 |

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| GRADUATE DESTINATIONS | | | |
| Graduates from CMC programmes enjoy very high employability, with 88-94% gaining employment directly after they graduate with around 90% going directly into a profession directly related to their studies. Our graduates usually have a salary of above £20,000 per year. Typical graduate destinations range from securing positions in-house for major international companies (Barclays, Disney, Hewlett Packard, IBM,), nationally recognised organisations (British Broadcasting Corporation, Sainsbury), or taking on account manager roles for freelance communications agencies (eMotive, Diffusion PR, Kin & Co, McKenna Townsend). A small number also attain work locally, often acting as the sole communications officer or as part of a small team within a small company or local organisation (Bournemouth Borough Council, Aldridge Brownlee Solicitors). The diversity tend to reflect the placement opportunities offered and many students secure jobs with their placement provider as a result of the work they do emphasising the importance of the mandatory 30 week placement for employability. | | | |
|  | % in employment 2015/16 Qualifiers | % professional 2015/16 Qualifiers | Salary  2015/16 Qualifiers |
| BA (HONS) ADVERTISING | 88.1% | 89.2% | £20,500 |
| BA (HONS) MARKETING COMMUNICATIONS | 93.0% | 90.0% | £20,750 |
| BA (HONS) PUBLIC RELATIONS | 94.9% | 91.9% | £22,000 |

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| MANAGEMENT AND QUALITY ASSURANCE ARRANGEMENTS |
| **Management**  The Head of Department for the Corporate and Marketing Communications Department is responsible for the strategic and operational leadership of the department and programmes within it. The Head of Education and Professional Practice, with the support of programme leaders, is responsible for overseeing the quality assurance and management of the undergraduate and postgraduate programmes, as well as strategic development of degrees. The Programme Leader is responsible for the day to day management of the programme, especially as it relates to student experience. Unit leaders are responsible for the content and assessment of their units.  Additionally, the Faculty Student Support office, Programme Support Officers, and Education Services Manager are also key to the management of the programmes, especially as it relates to assignment handling, student records, programme records, academic offenses, student complaints, and other important matters.  **Quality Assurance**  The quality of programmes is monitored through the Annual Monitoring and Enhancement Report and the Faculty Academic Standards Committee. However, a variety of other mechanisms support and feed into the quality assurance process, including, but not limited to, regular programme team meetings with student representatives (once per semester), other programme and department meetings (as needed), unit monitoring reports (annually per unit), examination boards (twice per year), regular Heads of Education and Professional Practice meetings with the Deputy Dean of Education and Professional Practice (several times per year). |

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| LINKS WITH EXISTING PROGRAMMES AND COMMON UNITS | |
| Below is a table of shared units. The notes column also indicates where approval here impacts other programmes not represented at the panel.   |  |  |  |  | | --- | --- | --- | --- | |  | **Unit Title** | **Programmes** | **Notes** | | **Level 4** | Principles of Marketing and Marketing Communications | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | Future opportunity for BSc Marketing to be included in this unit when it goes through revalidation, but presently a similar, bespoke unit runs for that degree | | Academic and Professional Practices for Marketing Communications | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Contemporary Debates in Marketing Communications | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Consumer and Stakeholder Insights | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | Future opportunity for BSc Marketing to be included in this unit when it goes through revalidation, but presently a similar, bespoke unit runs for that degree | | Digital Essentials | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | Future opportunity for BSc Marketing to be included in this unit when it goes through revalidation.  Currently, a Level 5 digital unit is shared between these programmes and the BSc Marketing, but this validation moves the unit to Level 4. The implications of this have been discussed with the Faculty of Management and will be addressed in its forthcoming validation. Where this validation will be rolled out gradually, there is no immediate impact on the BSc Marketing. | | Integrated Marketing Communications | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | Future opportunity for BSc Marketing to be included in this unit when it goes through revalidation, but presently a similar, bespoke unit runs for that degree | | **Level 5** | Marketing Communications in a Global Context | BA (Hons) Marketing Communications |  | | Advertising Fundamentals | BA (Hons) Marketing Communications with Advertising |  | | PR Influencer Relations | BA (Hons) Marketing Communications with Public Relations |  | | Digital Consumers | BA (Hons) Marketing Communications with Digital Media |  | | Research Principles and Practice | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | BSc Marketing shares the existing version of this unit (Developing the Research Imagination), so through validation can adopt the new title/unit specification. | | Content Creation | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Brands and Branding | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | Future opportunity for BSc Marketing to be included in this unit when it goes through revalidation, but presently a similar, bespoke unit runs for that degree | | Marketing Communications Campaigns in Practice | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Customer Experience | BA (Hons) Marketing Communications |  | | Creative Strategy | BA (Hons) Marketing Communications with Advertising |  | | Media Planning | * BA (Hons) Marketing Communications with Advertising * BA (Hons) Marketing Communications with Digital Media |  | | PR Events | BA (Hons) Marketing Communications with Public Relations |  | | Digital Media Practices | BA (Hons) Marketing Communications with Digital Media |  | | **Level 6** | Strategic Marketing and Planning | BA (Hons) Marketing Communications |  | | Campaign Planning for Advertising | BA (Hons) Marketing Communications with Advertising |  | | Strategic Management for PR | BA (Hons) Marketing Communications with Public Relations |  | | Digital Data | BA (Hons) Marketing Communications with Digital Media |  | | Dissertation | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BSc (Hons) Marketing * BA (Hons) Politics * BA (Hons) Politics & Economics |  | | Marketing Communications Portfolio | * BA (Hons) Marketing Communications |  | | Advertising Portfolio Development | * BA (Hons) Marketing Communications with Advertising |  | | Reputation Management and Crisis Communications | * BA (Hons) Marketing Communications with Public Relations |  | | Digital Futures | * BA (Hons) Marketing Communications with Digital Media |  | | Behavioural Economics | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Brand Meaning | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BSc (Hons) Marketing |  | | Consumer Futurising | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Corporate Communications | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media | BSc Marketing shares the existing version of this unit (Corporate Social Responsibility), so through validation can adopt the new title/unit specification. | | Influencer Marketing | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | Race, Media and Inequality | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BA (Hons) Politics * BA (Hons) Politics & Economics | This was previously named Media (In)equality, so the two Politics programmes will require modification to reflect the new revisions here. | | Persuasion and Influence | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BA (Hons) Politics * BA (Hons) Politics & Economics * LLB (Hons) Law with Politics |  | | Promotion, Power and Democracy | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BA (Hons) Politics * BA (Hons) Politics & Economics * LLB (Hons) Law with Politics |  | | Relationship Marketing | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BSc (Hons) Marketing |  | | Social and Intercultural Communications | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media * BA (Hons) Politics * BA (Hons) Politics & Economics |  | | Social Media Management | * BA (Hons) Marketing Communications * BA (Hons) Marketing Communications with Public Relations * BA (Hons) Marketing Communications with Digital Media |  | | |
| CLOSING PROGRAMMESREVIEW FOR CLOSURE BRIEFING DOCUMENT  |  |  | | --- | --- | | **APPROVED FOR PRESENTATION TO THE REVIEW FOR CLOSURE MEETING**  Signed on behalf of the Faculty by the Deputy Dean Education and Professional Practice or the Head of Department. | | | **Signature** (electronic)**:** |  | | **Position:** |  | | **Date:** |  |  |  |  | | --- | --- | | **Faculty** | Faculty of Media and Communication | | **Partner** (if applicable) | Click here to enter text. | | **Department** | Corporate and Marketing Communications Department | | **Framework** (if applicable) | Click here to enter text. | | **Programme award titles** | BA (Hons) Advertising  BA (Hons) Public Relations | | **Document date (month / year)** | 4/2018 |   When a decision is taken to cease recruitment to a programme, the University needs to be assured that appropriate arrangements are in place to ensure that academic quality and standards are managed and maintained for the duration of the programme until there are no remaining students enrolled.   |  | | --- | | **BACKGROUND** | | The programmes have run for a considerable time at BU and have been strong recruiters, each recruiting 100+ students per year. A marked decline in numbers applying for the Public Relations programme over the last two years and similar but less dramatic decline in applicants for Advertising has led to the Department to reconsider the provision of these subject areas. The programmes thrived at times when the professional areas they faced were visible, when advertising was seen as core to gaining awareness and selling products and when public relations had high salience due to news and popular culture. The agency industry has moved to a more inclusive, communication-based service model, offering broad solutions combining disciplines but with specialist operatives. Meanwhile, there is a demand on in-house practitioners to also be experts across the communications disciplines. Hence, within this environment there is limited logic for bespoke programmes within each discipline and for BU to take a more integrated approach in the way it delivers knowledge to students. Therefore, despite the fact that these have been some of the strongest recruiting programmes and have enjoyed high student satisfaction, with NSS scores between 77 and 93 the team decision is to reorient our programme design more closely with the industries we face. |  |  | | --- | | **RATIONALE FOR CLOSURE** | | BU Market research demonstrates that the disciplines are perceived as being less relevant among those currently seeking a career in strategic communication and instead seek Communication or Marketing Communication programmes which offer a broader introduction to these interconnected industries. Hence these degree programmes have suffered and our aim is to arrest the decline in applicants to programmes run by the department. Given that the specialist skills each discipline remain necessary and relevant, but may not appear to be so to the average applicant our offering is being reoriented. The bespoke programmes will be replaced with a model built around pathways. Rather than signing up for a specialist degree programme students will be offered the opportunity to enrol on the BA (Hons) Marketing Communication. A common Level 4 will expose students to an each facet of the strategic communications industry with a view to them choosing pathways at Levels 5 and 6. The pathways will be a straight Marketing Communication or three alternatives, with Advertising, with Digital Media and with Public Relations. These reflect the expertise of the department, the specialists required by the strategic communications industry and so permit students to receive the broad knowledge of the industry while also having the opportunity to specialise according to their interests, abilities and to enhance their career prospects. Hence closure will in practice involve commuting the content of these programmes to a pathway model to reflect the nature of the industry while also affording students making informed choices. |  |  | | --- | | **CURRENT STUDENTS** | | As of April 2018, the following numbers of full time students remain in each cohort:  Level 4: Advertising (42 students) Public Relations (22 students): Expected completion 06/2021.  Level 5: Advertising (44 students) Public Relations (36 students): Expected completion 06/2020.  Level P: Advertising (32 students) Public Relations (37 students): Expected completion 06/2019  Level 6: Advertising (60 students) Public Relations (47 students): Expected completion 06/2018   TOTAL: 320 |  |  | | --- | | **COMMUNICATION TO STUDENTS** | | The closure of the programmes is being managed around the revalidation of the new programmes. Current students are aware of the revalidation, and have been consulted as part of the development process for the new programmes, whilst also recognising that this does not affect their studies. Applicants to the programmes for 2018/19 entry will be communicated to with the changes explained and their ramifications as soon as we have full approval. |  |  | | --- | | **MARKETING OF PROGRAMME TO BE CLOSED** | | The marketing remains for the programmes, but will end following the validation approval at which point all applicants will be communicated with. Arrangements are in place for marketing of the replacement programmes |  |  | | --- | | **APPLICANTS FROM BU INTERNATIONAL COLLEGE (BUINTCOL)** | | No students are currently holding offers from BUINTCOL |  |  | | --- | | **STAFFING AND RESOURCES** | | All physical resources, specifically staffing will be allocated to the new programme BA (Hons) Marketing Communication and pathways. |  |  | | --- | | **STAFF DEVELOPMENT** | | There are no continuing staff development plans which will influence programme delivery |  |  | | --- | | **STUDENT SUPPORT** | | Student support will continue for current students and then continue with the new programme and pathways. |  |  | | --- | | **MODIFICATIONS TO THE PROGRAMME** | | N/A |  |  | | --- | | **EXTERNAL EXAMINERS** | | External examiners share responsibility for units across the programmes and will transfer on to BA (Hons) Marketing Communication and pathways. |  |  | | --- | | **CLOSURE OF THE PARTNER** | | N/A | |
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| TRANSITIONAL ARRANGEMENTS FOR CURRENT STUDENTS INCLUDING CONSIDERATION OF THE CONSUMER LAW REQUIREMENTS |
| Continuing students will only be affected by the revalidation should they fail and be required to repeat elements. All students who successful complete at Level 4, 5 and 6 in 2017/18 will continue on their current degree programme with the units in place as advertised when they applied. The department plans to apply for exceptional modification to the exiting Advertising, Marketing Communications, and Public Relations degrees to include the new core units (those identified in semester 2) for Marketing Communications, with Advertising, and with Public Relations. That request will go to Faculty Academic Standards Committee in the meeting immediately following this validation.  For those students that fail or interrupt their studies, we have identified units (see appendix) that would most closely align with existing units on these programmes.  Students who are required to retake one single unit and, following the examination board, are permitted to trail that fail will be required to attend and be assessed on a suitable replacement unit the ILOs of which map sufficiently onto those of the unit they failed. This will allow them to be awarded the original degree they enrolled on and, providing there are no further failures, graduate with their cohort.  Students who fail multiple units and are required to retake those units or repeat a year will be those most affected. These students will be advised to transfer across to the new programme model so retaking the new units which best correspond to those they failed or the entire year of new units. If they are students who originally enrolled onto the Advertising or Public Relations programmes they will be offered a place on the corresponding pathways.  Our experience following previous revalidations is that when a new programme is rolled out year by year the students who find it necessary to join the new programme structure are very few in number. However largely those students adapt well to the change and often view this as a fresh start. With support from their Academic Advisors their transition will be managed and programme leaders will counsel them on the changes in the programme, the rationale and the potential benefits of the new curriculum. |

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| CHANGES THAT APPLY TO APPLICANTS AND POTENTIAL APPLICANTS |
| All current applicants holding offers to join the BA Advertising and Public Relations programmes will be communicated with as early as possible by the relevant programme leader and offered a place on the BA Marketing Communication L4 with a view to them taking up a place on their chosen pathway for L5. They will also be invited to the July Open Day at BU and be offered a webinar where the department will discuss the benefits of the flexibility the new programme offers and other curriculum enhancements included in this review. This flexibility will personally support them in making their informed choice about their degree choice. All students intending to join the BU CMC programmes will have the opportunity to discuss the programme, discuss the enhancements made and the potential positive implications for employability and flexibility prior to reaching their decision.  Offer holders attending applicant open days have been informed of this review and, independent of the programme they have applied to join, have responded very positively to the concept. |
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| ARTICULATION ARRANGEMENTS |
| Students who successfully complete the Foundation programme for Media and Communication at Bournemouth University International College will be accepted on these programmes. |

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| RESOURCES This section is completed alongside the key programme information in the Programme Specification. It helps inform the panel whether the programme(s) will be appropriately resourced and staffed for effective delivery and will offer a positive student experience.  The development team leader completes the information below in liaison with the Director of Operations.  It is important for the team to have liaised with the Faculty Librarian in Library and Learning Support (LLS) and, where appropriate, Estates and IT regarding the impact of the programme(s) on central facilities, such as library or teaching and learning space.  For programmes involving Partners, teams should also contact the Service Development Manager in LLS for advice. |

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| PROJECTED STUDENT NUMBERS NB each programme is expected to recruit a minimum of 15 students per cohort.  Expected student numbers per cohort for the first three years. | | | | | | |
|  | **Year 1** | | **Year 2** | | **Year 3** | |
|  | September | January | September | January | September | January |
| Level 4 | 140 | N/A | 140 | N/A | 140 | N/A |
| Level 5 | 140 | N/A | 140 | N/A | 140 | N/A |
| Level P | 140 | N/A | 140 | N/A | 140 | N/A |
| Level 6 | 140 | N/A | 140 | N/A | 140 | N/A |
| Level 7 | N/A | N/A | N/A | N/A | N/A | N/A |

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| STAFFING REQUIRED TO DELIVER AND SUPPORT THE PROGRAMME(S) Estimated number of staff (FTE) required to deliver and support the programme(s) including specialist options, work-based learning and requirements for part-time hourly paid staff and lecturer practitioners. | |
| Academic staff | 42.3 FTE |
| Demonstrator/Technical staff | The programmes would benefit from demonstrators to support some of the specialist skills development on the programme, but this has not been proposed in the staffing for validation and will be discussed in faculty once the programmes are validated. |
| Academic administration staff | The programmes are supported by the CMC Programme Support Officers. |
| Other staff | PTHP where required to cover gaps in staffing. |
| If new/additional members of staff are required confirmation that this has been considered through the internal Course Costing process or state ‘not applicable’ | N/A |
| For Partners outline of the academic input required from the lead Faculty, including Link Tutor arrangements. | N/A |

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| LIBRARY AND LEARNING SUPPORT (LLS) | |
| Provide details of:   * library and computing facilities; * learning resources and budgets; * advice and skills development; * Peer Assisted Learning (PAL); * Language Support; * Learning Technologist support / support for Technology Enhanced Learning (TEL); * use of the BU Aspire online reading list tool. | Library and Learning Support (LLS) is part of Academic Services (AS), a service orientated directorate which works in partnership with the Faculties, Professional Services and students striving for continual improvement in delivering service excellence.  **Learning Spaces**  Students can take advantage of library spaces on both campuses that are designed to accommodate different learning activities.  BU Libraries have a total of 1,785 study spaces.  Our libraries feature:     * Zones for both silent study and group or collaborative learning * 649 fixed PCs, including pre-bookable PCs for silent study or group work; * Enhanced Wi-Fi (including printing) and power sockets for laptop users; * 22 Bookable Technobooths: technology-rich, social learning spaces designed for students to work on group assignments or presentations,   In addition to computing facilities within the libraries there are two 24-hour Open Access Centres managed by IT Services with PCs, copying, printing, scanning and binding facilities. Social computing is also available in communal and recreation areas across the two campuses.  The Sir Michael Cobham Library and Bournemouth House Library are open for 78 hours a week in term time and an average of 57 hours a week during vacations with extension during examination periods. Part of The Sir Michael Cobham Library is also open until midnight providing additional self-service access to computers and library materials. Self-service technologies are used for book borrowing and return, renewals and the payment of fines.  **Learning Resources**  BU collections include:   * 280,000 e-books * 270,000 printed books * 56,000 e-journals and report series * 300 journals available only in print * 206 Licensed Research Databases * Institutional Repository (BURO) containing full text access to all BU research thesis and some research outputs. * Over 40,000 Print and eBook titles in the areas of Marketing, Advertising and Public Relations and Digital Communications * Over 6,000 Journals in Marketing, Advertising and Public Relations and Digital Communications including:   *Journal of the Academy of Marketing Science*  *Journal of Marketing*  *Journal of International Marketing*  *Journal of Marketing Research*  *Harvard Business Review*  *Journal of Advertising*  *International of Advertising*  *Journal of Advertising Research*  *Journal of Brand Management*  *Journal of Public Relations Research*  *Public Relations Review*  *Corporate Communications*  *Journal of Communication Management*   * Research databases include:   *Business Source Complete*  *Academic Search Complete*  *Emerald Insight*  *WARC*  *Factiva*  *Mintel Academic*  *Passport (Euromonitor)*  *TGI Salestab (Kantar Media)*  *Gartner*  *Scopus*  *Web of Knowledge*   * Digital Newspaper access through   *PressReader*  *Infotrac Newsstand*  *Lexis Library*  *Factiva.*   * Online recording and viewing service for digital terrestrial TV and radio through Box of Broadcasts   All Library resources can be accessed on and off-campus through the virtual learning environment, Brightspace. Students can also access learning materials, submit assignments, communicate at a time that suits them, view and download lecture notes, check announcements, link to other websites and communicate with tutors and fellow students online.  Reading Lists are linked at unit level in Brightspace. The library’s reading list system (Talis Aspire) enables academics to discover and share lists of accessible, recommended resources. The library reading list team and subject support teams ensure that the best library access to materials is provided within the available budget. Circulation of books that are only available in print is optimised using different loan periods and access is further enhanced by scanning journal articles and book chapters which are then made available electronically on Brightspace under BU’s Copyright Licensing Agency (CLA) license.  **Library Budget**  The library resources budget was £2 million for 2017-18. Resource spend is determined through a close partnership between academic staff and the Faculty library team who work together to identify needs. The Faculty Librarian also provides expertise and advice to enable the best access to information for research, enterprise and learning within the available funds. 80% of annual spend is on electronic information and budgets are traditionally increased in-line with inflation.  **Feedback about Library and Learning** **Support**  Feedback is encouraged through the SUBU student representative scheme at Faculty and framework meetings, through the online suggestion form and periodic library surveys (e.g. LibQual) and the National Student Survey. AS is represented on all Faculty Academic Boards and Faculty Academic Standards Committee and LLS fulfils this function for AS at programme framework meetings and the service contributes to programme validation and review.  **Advice and Skills Development**  Help and advice is available through an extensive range of online and face-to-face access points:   * “CHAT” virtual enquiry service: real-time, online support from our advisors * Telephone Enquiry Service and 24x7 “out-of-hours” telephone enquiries * Library area in Brightspace provides: online “How-to’s” (including short, student-produced videos) on using the library, and guides to relevant subject resources * Study Skills Area in Brightspace and Facebook page covers a range of topics including academic writing, critical thinking, and support for referencing and addressing plagiarism. * Help Zones provide integrated face-to-face support for library, AskBU and basic IT enquiries * Student Assistants provide roving help for self-service, IT and printing and access to resources   Dedicated Professional Librarian Faculty Support Team led by the Faculty Librarian with assistance from two Academic Support Librarians. They work with course tutors to support students’ academic development through:   * Delivering Library and Learning Support induction to all students * On-going programme of support for information literacy and academic skills development through: 1-2-1 appointments, taught lectures, seminars and workshops, and online materials.   **Peer Assisted Learning (PAL)**  BU’s ground-breaking PAL scheme (managed by Library and Learning Support) has been running since 2001 and offers cross-year support between students on the same course. PAL runs across all undergraduate frameworks at BU. Sessions enable first years to adapt to university life and develop their understanding of subject material and study skills through collaboration and discussion led by trained second and final year students.  **Language Support**  Languages@BU provides a range of language development support from the Language Centre in The Sir Michael Cobham Library.  The English LAB (Language Accuracy Builder) scheme covers general language points, such as grammar accuracy, pronunciation and vocabulary development to enable students with English as a second language to improve their academic English.  The access to language learning scheme is a voluntary language learning facility providing online resources and advice for French, Spanish, German, Italian, Arabic and Mandarin Chinese from beginners up to practitioner levels, which is augmented by oral practice “conversation club” classes run by native speakers. |

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| PHYSICAL AND ONLINE RESOURCES | |
| Provide details of:   * subject specialist equipment; * IT hardware and/or software and any licences; * lab equipment; * any other specific resource requirements.   State whether any additional resources need to be acquired, including IT and specialist equipment and other planned purchases.  Confirm commitment to new equipment and projected renewal plans. | The programmes require almost no specialist resource, although students would benefit from access to general Faculty equipment through the FMC Technical Support Desk to support learning and assessment on units where students learn and develop media skills.  Additionally, the programmes would use department computer lab space for some units (e.g. Digital Essentials, Content Creation, Academic and Professional Practices). |
| For online learning programme(s) detail any dedicated staff time or other resources required before the programme can commence to develop online learning materials. If new/additional resources are required confirmation that this has been considered through the internal Course Costing process. | N/A |
| Estimated extent of support required from other Professional Services (or Partner equivalent). | N/A |

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| SPACE REQUIREMENTS Please work with the Faculty’s Director of Operations to complete this section. | |
| State the extent and availability of teaching accommodation including any specialist learning space.  State whether any additional resources need to be acquired, e.g. teaching/lab/studio/ independent study space. | Teaching takes place in University general teaching spaces. |
| **For programmes delivered at a Partner (if applicable):**  Extent and availability of general and teaching accommodation and other facilities such open access facilities, learning support and library facilities including dedicated HE study areas.  State whether any additional resources need to be acquired, e.g. teaching/lab/studio/ independent study space. | N/A |

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| OTHER ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAMME(S) (if applicable): | |
| State any other additional costs. | N/A |

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| **RESOURCE REQUIREMENTS CONFIRMATION AND SIGNATURES (electronic)** | |
| Electronic signatures confirm that the resource requirements have been analysed by the Faculty (and collaborating Faculty where applicable).  Where appropriate, the requirements have been agreed in consultation with LLS (and/or Partner equivalent) and Estates and IT (where applicable) (and/or Partner equivalent) and the necessary resources have been agreed and will be made available for this programme(s).  The corresponding *Course Costing form* has been approved by Faculty Executive and by the Director of Operations and will be reviewed as part of Faculty approval of the programme(s).  For Partners on the Franchise model: resource requirements and availability have been discussed and agreed with the Academic Quality Manager, Faculty Link Tutor and Deputy Dean Education and Professional Practice (or equivalent) as appropriate. | |
| **Faculty Librarian** | Click here to enter text.  05/04/2018 |
| **Director of Operations** **of lead Faculty:** | Click here to enter text.  Click here to enter a date. |
| **Head of Department in lead Faculty:** | Click here to enter text.  Click here to enter a date. |
| **Executive Dean of lead Faculty:** | Click here to enter text.  Click here to enter a date. |

# Appendices

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| **Transitional Arrangements – unit detail** | | |
| **Existing Unit** | | **New unit** | |
| Level 4 | * Principles of Advertising * Principles of Marketing Communications * Principles of Public Relations | Principles of Marketing and Marketing Communications  BA PR students taking this unit would be assessed against the original ILOs and would be supported by their academic advisers.  BA Advertising students can take Advertising Fundamentals (taught at Level 5, but would be assessed at Level 4). | |
| * Advertising, Media and Society * Marketing Communications, Media and Society * Public Relations, Media and Society | Contemporary Debates in Marketing Communications | |
| * Advertising Skillset * Marketing Communications Skillset * Public Relations Skillset | Academic and Professional Practices for Marketing Communications | |
| * Applied Advertising Campaigns * Applied Marketing Communications Campaigns * Applied Public Relations Campaigns | Integrated Marketing Communications | |
| * Brand Positioning for Advertising * Branding Principles for Marketing Communications | Brands and Branding (taught at Level 5, but would be assessed at Level 4) | |
| Decoding Advertisements | Content Creation (taught at Level 5, but would be assessed at Level 4) | |
| Business Environment | Marketing Communications in a Global Context (taught at Level 5, but would be assessed at Level 4) | |
| Reputation in a Global Context | Marketing Communications in a Global Context (taught at Level 5, but would be assessed at Level 4) | |
| Public Opinion and Persuasion | This unit remains on the BA (Hons) Politics curriculum, so can be delivered to PR students who require it. | |
| Level 5 | Digital Communications | Digital Essentials (taught at Level 4, but would be assessed at Level 5) | |
| Developing the Research Imagination | Research Principles and Practice | |
| Media Planning | Media Planning | |
| Insight Development and Account Planning | Consumer and Stakeholder Insights (taught at Level 4, but would be assessed at Level 5) | |
| Creativity for Advertising | Creative Strategy | |
| Global Marketing Communications | Marketing Communications in a Global Context | |
| Consumer Insight Development | Consumer and Stakeholder Insights (taught at Level 4, but would be assessed at Level 5) | |
| Brand Management and Communications | Brands and Branding | |
| Media Management | PR Influencer Relations | |
| Stakeholder Insights | Consumer and Stakeholder Insights (taught at Level 4, but would be assessed at Level 5) | |
| Creativity for PR | Content Creation | |
| * Live Advertising Campaigns * Live Marketing Communications Campaigns * Live Public Relations Campaigns | Marketing Communications Campaigns in Practice | |
| Level 6 | Campaign Planning for Advertising | No Change | |
| Strategic Marketing and Planning | No Change | |
| Strategic Management for PR | No Change | |
| Options Units | The programmes maintain a significant options offering from which students can choose, including some new options units. For those repeating particular units, most of the options units from the previous validation are included here with minimal amendments.  In some cases, units have been combined or amended:   * Media (In)equality becomes Race, Media and Inequality * Corporate Social Responsibility is combined with Corporate Sponsorship to become Corporate Communications   Others have been removed, for example:   * Data Driven Marketing – removed and amended to become the core unit for Marketing Communications with Digital Media * Digital Futures – removed and amended to become a core unit for Marketing Communications with Digital Media * Health and Science Communication – removed but never ran due to low student uptake | |