

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BA (Hons) Marketing and Media Communications BA (Hons) Marketing and Media Communications with Foundation Year	
Programme (AOS) Code(s):	(3 years) BB1MMC1 (4 years) BB1MMC4
UCAS Code:	MAMD MAMF
Name of Final Award:	Bachelor of Arts with Honours, BA (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full Time
Typical Length of Study (Years):	3 years, not including Foundation Year 4 years, including Foundation Year
Professional Body Recognition / Accreditation (including specific requirements where applicable):	Seeking Chartered Institute Of Marketing Accreditation (expected 2020)

Brief Description of the Programme

Digital technology is causing large scale economic and social disruption which is impacting on how people select and buy goods and services and their perceptions and relationships with brands. The old landscape of 30 sec TV ads and press releases is being replaced by a growing range of new types of marketing communications on an ever growth selection of media platforms and technologies, accessed on demand where and when the consumer wants.

Clients, agencies, media owners, technology companies and management consultancies are all vying to provide marketing and media communications expertise for this new landscape. This is creating a demand for graduates with the skills that can demonstrate how to develop and deploy effective marketing and media communications in this new world. Based upon the successful experiences of our previous advertising and PR courses, and working with industry experts, we have created a course to do just this. Students will learn about the basics of design and creativity, to how agencies, clients and media owners operate in this landscape, to the role of technology in the marketing communications process. This will be combined into a portfolio of skills and knowledge that can be deployed on live briefs from clients, agencies and media owners.

The aim is to create graduates with a clear and holistic understanding of how marketing and media communications relates to an organisation as a whole, and to the wider world. By doing this, students will be exposed to and more informed about the different types of roles, jobs and career pathways to be found in agencies, media owners, client technology companies and management consultancies. This will be underpinned by developing higher level skills in problem solving, creative

thinking and collaborative working, in a manner that will encourage students to acquire a desire for life-long learning as they develop their careers.

The academic teaching, with extensive industry experience and connections in the marketing and media arena, supported by access to the latest academic research, will seek to support students as they use their experiences on the course to define their career pathway. Staff will use experiential teaching, blended with an understanding of both established and emerging practices and theoretical thinking to enhance the student's portfolio of understanding, skills and their ability to think critically and apply justified solutions in real world situations. This will be encompassed in a coherent strategy across the course, with an emphasis on skills and knowledge development in Foundation Year and Level 4, a greater emphasis on real world application in Level 5 and exploration of advanced and emerging practices and theories during Level 6.

Programme Aims

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Provide students with a commercial mind-set that enables them to understand how marketing and media communications can be effectively used to achieve business objectives, at both a tactical and strategic level |
| 2 | Develop in students a clear understanding of the evolving role and importance of the consumer in the marketing and marketing communications process |
| 3 | Develop in students an understanding of different types of marketing communications and how they are disseminated via different media platforms |
| 4 | Enable students to develop an understanding of the critical role of digital technology in marketing and media communications and where and how this can be used effectively and efficiently |
| 5 | Instil in students a range of transferable skills to make effective contributions in the workplace, to take responsibility for their continuing personal and professional development and to be lifelong learners |
| 6 | Develop in students an ability to critically assess leading edge thinking and practice and ascertain its practical use |

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
Graduate Attribute: Knowledge and its application (K)	
K1	Understand the relevant theories, practices, tools and methods within marketing and media communications that can then be appropriately and systematically applied to problems and situations in business and marketing
K2	Implement management skills in the development of marketing communications programmes, problem solving and the completion of other tasks, to meet the relevant requirements and timescales
K3	Successfully explain measurement and evaluation methods that support the effective analysis of different types of data from a wide variety of sources
K4	Recognise and be able to utilise the business, technological and social contexts in which marketing and media communications takes place
Graduate Attribute: Creativity (C)	
C1	Analyse the advantages and disadvantages of different marketing and communication strategies as potential approaches for successfully achieving marketing communications and business objectives
C2	Creatively deploy tools and techniques learned on the programme to address a range of diverse problems
C3	Critically assess the success of applying innovation to the solution of simple and complex projects, and reflecting on this to reveal information that can be used by the self and others when addressing future challenges
C4	Demonstrate adaptability and flexibility in response to new, changing and unpredictable situations
C5	Critically evaluate information, arguments and concepts
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Behave in an honest and ethically responsible way, showing respect for others
S2	Implement the necessary data protection principles, such that information is used fairly, lawfully and transparently
S3	Adhere to any principles and guidelines of conduct applicable to professional practice, such as integrity, confidentiality, competence and fairness, providing support to colleagues and acting properly towards clients and others
Graduate Attribute: Leadership and self-development (L)	
L1	Take responsibility for the identification, planning, realising and recording of one's own continuing personal and professional development
L2	Recognising the different roles within a team, be able to make different and appropriate contributions to a collaborative project, according to the nature of the problem and the skill set within the group

L3	Effectively communicate information in different formats, be it in verbal interaction or written documentation, in a clear and professional manner, to meet the needs of the task and audience
L4	Utilise lessons learned from successes and mistakes, and use constructive feedback from others, to improve and develop self

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and Creativity	N/A	Core	Yes
FY027	Preparing for Success: Self Development and Responsibility	N/A	Core	Yes
FY028	Inquiry Based Learning	N/A	Core	Yes
FY021	Introduction to Business Studies	N/A	Core	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
BM461	Global Business Environment	15	Core	Yes
MG407	Consumer Psychology	15	Core	Yes
MG420	Principles of Creative Theory and Practice	15	Core	Yes
MG412	Principles of Marketing	15	Core	Yes
MG409	Marketing Communications	15	Core	Yes
MG410	Career Viewpoint	15	Core	Yes
MG414	Organisational Behaviour	15	Core	Yes
MG413	Data Insights For Business Decisions	15	Core	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
MG529	Strategic Marketing	15	Core	Yes
MG531	Marketing and Communications Management	15	Core	Yes
MG515	The Media Business	15	Core	Yes
MG532	Modern Marketing Metrics	15	Core	Yes
MG533	Marketing Communications Planning	15	Core	Yes
MG534	Creative Content Development & Production	15	Core	Yes
BM565	Digital Business and New Technologies	15	Core	Yes
MG526	Customer Experience	15	Core	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
BM631	Research Methods	15	Core	No
MG633	Digital and E-Commerce Strategy	15	Core	Yes
MG618	The Consumer-Brand Relationship	15	Core	Yes
MG634	Corporate Communications and Content Management	15	Core	Yes
MG632	Integrated Marketing Communications Strategy and Planning	15	Core	Yes
Choose one option from BM634 or BM635:				
BM634	Dissertation	30	Option	No
BM635	Consultancy Project	30	Option	No
Choose one option from BM633 or MG628:				
BM633	Strategic Agility	15	Option	Yes
MG628	International Marketing Management	15	Option	Yes

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Modules on this programme will be taught in line with best practice across the University, within the sector and in related courses, namely the Business and Marketing degrees taught within the Department of Business, Computing and Law. These courses deploy a three stage strategy. Here, the Foundation Year and Level 4 are seen as platforms to enable students to develop an understanding of the sector itself, namely marketing and media communications and the component skills and theories that underpin it. Level 5 will see students add to this understanding and begin to actively deploy skills through more in-depth analysis of the sector and its key elements, whilst practicing and using these skills via examination of real world examples and live briefs. Level 6 will be a more focused approach, involving the development of critical analysis of existing knowledge and practices, aligned with exposure to new and emerging methods and theories. Within Level 5 and Level 6 each student will be able to, via course content and discussions with staff and the industry, use their studies to focus on potential career pathways and to develop a strategy to successfully enter the workplace.

Therefore the teaching and learning strategies throughout the course will be those judged to be the most appropriate for each module aligned with the above strategy. This has been designed to ensure that there is an evolution from formal teaching through to student-centred and independent learning, as a student progresses and develops through these different levels of the course.

A range of teaching methods will be used including:

Lectures

This is the most formal teaching strategy employed in teaching the modules. It is generally used to deliver a body of theoretical information to a large group of students and is most effective when followed up by a seminar or tutorial session to consolidate learning.

The lecture format may be supported by reference to set texts, Web or library references which serve to reinforce and expand the audio-visual information presented. In addition, staff will make appropriate use of the VLE (Virtual Learning Environment - Blackboard) facilities. Where appropriate, material will be as up to date as possible in order to keep pace with the rapid changes within the marketing and media communications industry. This should enable lecturers to enhance the traditional communication and learning media, as well as making material available to students at home and on the university campus.

Workshops/ Practical Sessions/ Demonstrations

Often in smaller groups, demonstrations and guided learning sessions, will enable students to create material, or explore practical skills and techniques related to a particular module. This will be via online exercises and information sheets with demonstrations of different techniques and technologies with the help of a lecturers working through practical exercises in, say, a computing room, or studio facilities. As students move through the course some of this work will be done independently with lecturers acting as advisers and coaches. This will cover work in a specialist facility such as a studio or IT room, as well as mentors for groups or individual students working on live projects or specialist reports and dissertation material.

Seminars

These can vary from large group seminars, which provide an opportunity for the student-led formal debate of particular topic areas, to ‘impromptu’ discussion sessions with smaller groups, which may, for example, follow the showing of a video. These will be carried out alongside scheduled industrial visits, guest lectures and computer-aided learning tools, these being used where appropriate. This variety of techniques is aimed at stimulating student learning. The teaching and learning strategies for individual modules are detailed in the relevant module descriptions.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

The university will provide access to the appropriate facilities and equipment to allow you to do your course. However, a student on this course may find it useful to have their own computer or laptop, so that they can work flexibly at home and elsewhere, if necessary. Whilst it is difficult to be exact, other common annual costs can be:

- Text books - £120 to £160 per year
- Travel £80 to £100 per year for visits to agencies, exhibitions, etc.
- Printing - £30 to £50 per year

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or ‘stage’ of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Foundation Year	336	864	0
Year One	360	840	0
Year Two	360	840	0
Year Three	360	840	0

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the ‘three-week turnaround’).

Assessment Strategies

Underpinning the practical skills development will be a strong framework of an understanding of concepts, models and theories and how these are being challenged, adapted and developed to this new landscape. The course will complement this by enabling students to develop and test their skills and knowledge via guest speaker lectures, visits to clients and agencies, and other organisations through assignments based both upon live briefs and real world scenarios. The latter will provide opportunities to acquire skills in leadership and management and to understand how marketing and media communications operate alongside other business disciplines at both an operational and strategic level.

A variety of assessment vehicles will be used as appropriate to the different modules, including assignments carried out in the student's own time, in-class assignment, workshops, presentations and formal examination. The form of assessment has been chosen so as to motivate students to achieve their best, and create learning activities for the students. The assessment vehicles for individual modules are detailed in the module descriptors.

Assessments will be appropriate to the task, achievable, motivating and vocationally-focused and will form a constructive part of the learning process.

Assessments will develop general transferable skills as well as academic skills.

Assessments will provide sufficient opportunity for the best students to exhibit a level of innovation and creativity associated with excellence.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university. Course content and Learning Outcomes will relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 assessments will be primarily formative and will encourage the development of appropriate academic practice and concepts so that the student develops a clear understanding of the concepts and principles underpinning the subject and how to evaluate these via different types of research sources. The emphasis will be on frequent small-scale assessments wherever possible with a balance between formative and summative assessment.

Level 5 assessments will be more demanding, with the emphasis still on development of knowledge, skills, and concepts but now encouraging learning at greater depth, emphasising the development and deployment of critical thinking and the active acquisition and use of practical skills. This will be achieved through communicating appropriate findings to different audiences on live briefs and real world case studies. Assessment will also ensure that students develop creative thinking, problem solving skills at a formative level and an ability to use these alongside teamwork and project management in formative and summative assessments.

Level 6 assessments are designed so as to allow students to demonstrate critical thinking and to clearly demonstrate conceptual understanding of both existing and emerging theory and practice with a clear indication that the student has become an effective, independent learner. The emphasis is on summative assessment, whose development is clearly supported by informal and ongoing assessment at the group and individual level.

Advice, Feedback and Collaborative Learning

Assessment is an integral part of the education process, promoting student learning by providing a focus for consolidating, applying and demonstrating understanding of the subject matter. The summative assessment regime measures and grades learner development and achievement in relation to the intended Learning Outcomes. It also generates feedback information for students about the strengths and weaknesses in their work, with tutors affirming what students have done well whilst giving constructive criticism and encouraging advice about areas requiring reflection and further improvement.

In fact, tutor feedback on formal assessment elements is just part of the ongoing dialogue with students about their learning and personal development. Tutors will offer students frequent opportunities to discuss their progress, where their work can be examined and reviewed, including the evaluation of plans and drafts for assignments prior to submission. This supportive engagement helps to clarify what “good performance” is, with reference to published criteria and expected standards; it also encourages, motivates and directs students towards achieving their full potential.

Different strategies for timely advice and effective feedback will be adopted, according to what is appropriate for students and modules. For instance: good or bad examples of previous student work not only give students clues about appropriate content, structure and presentation of assignments but also highlight common mistakes and omissions; mock exam papers and formative tests; work portfolios represent a collection of structured activities completed over a period of time with regular interactions with the tutor; individual and group tutorials; practising presentations with other students can invite peer review; model answers can supplement and extend the feedback given on assessments; group discussions can promote reflection and collaborative learning; audio and video recordings can be used at various points to explain topics and to give guidance; other technology (such as the VLE) can facilitate information sharing, and support learning and collaboration.

Classification

Calculation of final award:

Level 5 - 33%

Level 6 – 67%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Students whose prior studies have included business, psychology, sociology, media and English can continue to explore the subject areas with a marketing and media focus. The course may also be of interest to mature applicants who have experience of working in a front-line customer service role or who have run their own business and who want to formalise their practical experience with an acknowledged qualification.

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

Applicants will normally have some interest, experience or employment ambitions related to marketing and media communications. The programme is not just aimed at recent leavers of School/College but is also an option for mature candidates who may have aspirations to return to education, perhaps as a springboard towards a significant career change. Standard University entry requirements will apply.

Do applicants require a Disclosure and Barring Service (DBS) Check?

No

Opportunities for students on successful completion of the programme

The course is designed to provide students with a spectrum of knowledge that can be used in a variety of organisations involved in marketing and media communications. These range from marketing agencies, media owners, client side marketing and communications departments, digital technology companies and management consultancies. Students will gain knowledge so that they operate either as client/account managers, digital and data specialists, communications planners and strategists, creative content developers, corporate communications executives or specialist consultants

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Programme specific support (if applicable)

N/A

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Business and Management (2015)
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Ethics Sub-committee	Business Sub-Committee
Date Published / Updated:	September 2019
Date programme re-approval required:	September 2025

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	CertHE in Marketing and Media Communications
Credits requirements:	120 Credits
Module requirements:	ALL 120 Credits at Level 4
Learning Outcomes	
Demonstrate knowledge and understanding of the underlying concepts and principles associated with key marketing communications foundation disciplines, such as business environment, consumer behaviour, marketing, organisational behaviour and media communications	
Demonstrate a range of personal and interpersonal skills, including the capacity for continuous learning, self-reflection, taking initiatives, performing to deadlines, communicating effectively and persuasively, skills which are necessary for employment requiring the exercise of some personal responsibility	
Evaluate the appropriateness of different approaches to problem solving and decision making. Actively engage in business and marketing and communications briefs and activities that encourage enterprise and entrepreneurial capability Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.)	
Demonstrate knowledge and understanding of the role of information and researching business and marketing communications process	

Name of Exit Qualification:	Diploma of Higher Education (DipHE)
Full name of Qualification and Award Title:	DipHE in Marketing and Media Communications
Credits requirements:	240 Credits
Module requirements:	ALL 120 Credits at Level 4 PLUS ALL 120 Credits at Level 5
Learning Outcomes	
Display empathetic and effective two-way communication skills including listening, negotiating and persuading or influencing others	
Demonstrate knowledge and critical understanding of well-established principles of key marketing and marketing communications disciplines and the way in which these have developed.	
Demonstrate knowledge and understanding of key theories and concepts of strategic marketing communications and decision making, creativity and innovation within an international environment	
Evaluate the range of activities within the key business functional areas and their interrelationship Actively engage in business and marketing and marketing communications briefs and activities that encourage enterprise and entrepreneurial capability.	
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	

Name of Exit Qualification:	Ordinary Degree
Full name of Qualification and Award Title:	BA Marketing and Media Communications
Credits requirements:	300 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 PLUS 60 credits from the following Level 6 modules: <ul style="list-style-type: none"> • BM631, MG633, MG618, BM634 or BM635, MG634, MG632, MG628, or BM633
Learning Outcomes	
Clearly demonstrate conceptual understanding of both existing and emerging theory and practice that relates to marketing and media communications and how this relates to modern business practices	
Display an ability to communicate fully justified rationales of ideas used to format modern strategic communications plans and operations	
Display and ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline	
Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects	
Display the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts 	

Display the learning ability needed to undertake appropriate further training of a professional or equivalent nature.