Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	Foundation Degree in Digital Marketing, Advertising & Communications
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	13-14th March 2019
Date of latest OU (re)validation	March 2024
Next revalidation	
Credit points for the award	240 points
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Benchmark statements for Business and Management (2023) and Benchmark statements for Communication, Media, Film and Cultural Studies (2019) QAA Subject Benchmark statement: Events, Hospitality, Leisure, Sport and Tourism 2019. Graduating to success- HE Strategy; Economy 2030 Industrial Strategy for Northern Ireland; Skills Barometer 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA Characteristics Statements for Foundation Degrees
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	

Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Part Time
Duration of the programme for each mode of study	2 years (2 semesters each year)
Dual accreditation (if applicable)	
Date of production/revision of this specification	

2. Programme overview

2.1 Educational aims and objectives

- The programme aims to develop theoretical and practical skills, knowledge and understanding relevant to learners working in the fast-paced industry of digital marketing, advertising and communications. Thus preparing students for and enhancing employability prospects for the digital marketing industry.
- The programme aims to develop the learner's academic knowledge, practical application, acquisition of skills and critical evaluation, using a range of different data and sources, but in a way which supports the development of their academic, practical and professional/transferrable skills. The programme will enable the learners to consider the effect of adopting a strategic, holistic, reflective and creative approach to their work in industry.
- The design and delivery of the Foundation Degree Digital Marketing, Advertising and Communications is informed by the QAA subject benchmarks.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
The programme will allow students to progress to a Degree in Digital Marketing Communications or Business related discipline. Students need to complete and pass the Foundation Degree (240 credits) based on a 55% merit to enable progression. The BSc (Hons) Digital Marketing, Advertising and Communications (Top Up Degree) offered at Southern Regional College involves the completion of a further 120 Credits at Level 6. The entry criteria for progression to other courses in other institutions will vary pending the educational establishment entry criteria.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
Assessment is focused on work related learning across the modules in year two. The Professional Project (WBL) and Interpersonal Communication module in year one, will enhance the skills required for the workplace during placement.   Students will also get the opportunity to experience learning on the job through the professional placement.

2.4 List of all exit awards
Certificate of Higher Education Digital Marketing, Advertising and Communications Foundation Degree Digital Marketing, Advertising and Communications

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	
• The Essentials of Digital Marketing • Digital Advertising Toolkit • Creative Communications • Interpersonal Communication • Foundations of Brand Management • Events Advertising & Management	20 20 20 20 20 20			Yes Yes Yes Yes Yes Yes	Yr 1 Sem 1 Yr 1 Sem 1 Yr 1 Sem 1 Yr 1 Sem 2 Yr 1 Sem 2 Yr 1 Sem 2	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Knowledge and understanding **A1:** Appreciate in some depth, and demonstrate through practice, the fundamentals of digital marketing communications **A2:** Become familiar with the theory and practice of a range of marketing stratgies	**Teaching and Learning methods**: lectures; tutor directed seminars to include case studies, independent research and study skills; student-led seminars, to include research, critical thinking, communication and teamwork skills. **Assessment Methods:** • Case studies • Work based projects as groups/individuals

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A3: Have an understanding of professional, economic, social, legal, moral and ethical issues involved in the exploitation of digital technology	• Reports • Presentations • Practical demonstration – video, posters, posts, website, blogs, vlogs, podcast • Client briefs and associated campaigns • Reflective logs • Written exam Practical observation / examination

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
<u>**Cognitive skills**</u> **B1:** Specify, design and implement marketing solutions to agreed standards for a particular scenarios. **B2:** Analyse and deploy relevant modern business practices **B3:** Define the success criteria for given scenarios.	**Teaching and Learning methods**: similar methods will be used as for knowledge skills, however content chosen for these methods intend to tease out cognitive ability in terms of presenting different theoretical and practical interpretation of issues, Methods will include lectures; tutor directed seminars to include case studies, independent research and study skills; student-led seminars, to include research, communication and teamwork skills; practical sessions; e-learning technologies, **Assessment Methods:** Assessment methods will remain the same as per knowledge skills, however the content of the brief/coursework/exam will challenge cognitive thinking.

3B. Cognitive skills	
	• Case studies • Work based projects as groups/individuals • Reports • Presentations • Practical demonstration – video, posters, posts, website, blogs, vlogs, podcast • Client briefs and associated campaigns • Reflective logs • Written exam • Practical observation / examination

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Practical and professional skills **C1:** Apply best practice processes, techniques and tools for the development and documentation of a marketing and communications plan. **C2:** Describe findings to colleagues, management and end user. **C3:**. Develop effective solutions to practical problems individually and as a member of a team in an industrial context.	All students will work or complete placement hours in a digital marketing setting. Visits are made by the tutor ensure a close working relationship between the workplace supervisor and the college tutors. This enables the student to develop their workplace skills. In addition students will engage in a practical toolkit workshop alongside theoretical modules within each semester. The intention is to ensure the development of practical skills which can be used in a professional context and to a professional standard. This will be taught in a practical setting with the relevant hardware and software. **Assessment Methods**: Assessment methods will be used to focus on the quality of the student work experience, in terms of their applied

3C. Practical and professional skills	
	knowledge from theory to practice, gained practical and business acumen knowledge, skill and ability. As such, the latter will be captured using one or more of the assessment methods below: • Work based projects as groups/individuals • Placement reports • Presentations • Client briefs and developed campaigns • Reflective logs • Site visits /Practical observation • Google Garage Certification • Practical demonstration – video, posters, posts, website, blogs, vlogs, podcast • Intellectual Property, copyright, ownership in relation to images.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
<u>**Key/transferable skills**</u> **D1:** Communicate effectively, using a range of media and with a variety of audiences. **D2:**. Work effectively under guidance or supervision, independently and as part of a team. **D3:** Manage one's own learning and development including time management, problem solving, numerical skills, organisational skills and awareness of entrepreneurship issues.	**Teaching and Learning Methods**: Lectures, tutorial, practical sessions and work-based learning. **Assessment Methods:** • Work based projects as groups/individuals • Placement reports • Presentations • Reflective logs / workbook • Site visits /Practical observation

* Exit Award

Exit point: Certificate of Higher Education in Digital Marketing, Advertising and Communications 120 credits at Level 4

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
• Digital Disruption & Innovation • Digital Content, Advertising & Ethics • Digital Customer Experience • Digital Performance & Analytics • Professional Project (WBL)	20 20 20 20 40			Yes Yes Yes Yes No	Yr 2 Sem 1 Yr 2 Sem 1 Yr 2 Sem 2 Yr 2 Sem 2 Yr 2 Sem 1 & 2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
Knowledge and understanding **A1:** Critically evaluation the fundamentals of digital marketing communications **A2:** Analyse the theory and practice of a range of marketing stratgies **A3:** Demonstrate in depth the professional, economic, social, legal, moral and ethical issues involved in the explotiation of digital technology.	**Teaching and Learning methods**: lectures; tutor directed seminars to include case studies, independent research and study skills; student-led seminars, to include research, critical thinking, communication and teamwork skills. **Assessment Methods:** • Case studies • Work based projects as groups/individuals • Reports • Presentations • Research proposal • Debate • Practical demonstration – video, posters, posts, website, blogs, vlogs, podcast • Client briefs and associated campaigns • Reflective logs • Written exam Practical observation / examination

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
<u>**Cognitive skills**</u> **B1:** Research, design and develop marketing solutions to agreed standards for a particular scenarios. **B2:** Examine in detail best practice and recent developments in the marketing industry. **B3:** Construct the key success criteria for a given scenarios.	**Teaching and Learning methods**: similar methods will be used as for knowledge skills, however content chosen for these methods intend to tease out cognitive ability in terms of presenting different theoretical and practical interpretation of issues, use of independent research which will require critical thinking, reasoning and problem solving. Methods will include lectures; tutor directed seminars to include case studies, independent research and study skills; student-led seminars, to include research, critical thinking, communication and teamwork skills; practical sessions; e-learning technologies, to include Go-to meeting, Padlet, Nearpod. **Assessment Methods:** Assessment methods will remain the same as per knowledge skills, however the content of the brief/coursework/exam will challenge cognitive thinking and ensure a deeper level of thinking. • Case studies • Work based projects as groups/individuals • Reports • Presentations • Research proposal • Debate • Practical demonstration – video, posters, posts, website, blogs, vlogs, podcast • Client briefs and associated campaigns • Reflective logs • Written exam

3B. Cognitive skills
	Practical observation / examination

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Practical and professional skills **C1:** Propose best practice processes, techniques and tools for the development and documentation of a marketing and communications plan **C2:** Justify findings to a variety of stakeholders eg Management, Client, Investors etc. **C3:**. Reflect the proposed solutions using analyticals and techniques to draw your conclusions individually or within a team.	All students will work or complete placement hours in a digital marketing setting. Visits are made by the tutor ensure a close working relationship between the workplace supervisor and the college tutors. This enables the student to develop their workplace skills. There are opportunities for students to compare the approach taken in their workplace to those offered in other settings through visits and discussions focused on sharing good practice and professional development. In addition, students will engage in a practical toolkit workshop alongside theoretical modules within each semester. The intention is to ensure the development of practical skills which can be used in a professional context and to a professional standard. This will be taught in a practical setting with the relevant hardware and software. **Assessment Methods**: Assessment methods will be used to focus on the quality of the student work experience, in terms of their applied knowledge from theory to practice, gained practical and business acumen knowledge, skill and ability. As such, the latter will be captured using one or more of the assessment methods below: • Work based projects as groups/individuals

3C. Practical and professional skills	
	• Placement reports • Presentations • Client briefs and developed campaigns • Reflective logs • Site visits /Practical observation

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Key/transferable skills **D1:** Present and ommunicate effectively, using a range of media and with a variety of audiences eg Management, Clients and Investors etc **D2:**. Demonstrate the ability work independently and a team, using leadership and project management skills. **D3:** Develop transferrable skills to include time management, problem solving, numerical skills, organisational skills and awareness of entrepreneurship issues.	**Teaching and Learning Methods**: Lectures, tutorial, practical sessions and work-based learning. **Assessment Methods:** • Work based projects as groups/individuals • Placement reports • Presentations • Reflective logs / workbook • Site visits /Practical observation

[Exit Award - Foundation Degree Digital Marketing, Advertising and Communications]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
  - ➢ where in the structure above a professional/placement year fits in and how it may affect progression
  - ➢ any restrictions regarding the availability of elective modules
  - ➢ where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - ➢ how the delivery of the academic award fits in with the wider apprenticeship
  - ➢ the integration of the 'on the job' and 'off the job' training
  - ➢ how the academic award fits within the assessment of the apprenticeship

- This course will provide the latest theoretical thinking alongside practical knowledge and skill in the fast-paced digital arena required for a successful career in Digital Marketing, Advertising and Communications. It will have an emphasis on the practical skills required by industry to enhance employability prospects. These practical skills will be developed through Workshops based upon an ever-changing digital toolkit and application of such skills and knowledge through meaningful work experience with relevant organisations.

- Southern Regional College commenced the Foundation Degree Digital Marketing, Advertising and Communications Higher Level Apprenticeship programme in September 2019. The course team attended conferences, events, liaised with industry and carried out an audit on Digital Marketing qualifications to determine the content for this qualification. The team are confident that the content and modules selected will meet the needs and expectations of the workforce and industry. If successful with revalidation, the team will proceed with the Higher Level Apprenticeship and part time offering for September 2024, target enrolment of 15 for Higher Level Apprenticeship with a part time infill. Class size will be no bigger than 24.

- Businesses have to adapt fast to keep up with the exponential rate of change in technology. If they haven't they will be left behind. One of the biggest challenges in driving that change in the current environment is finding the right people with the digitally skilled talent required to carry out these jobs. The jobs are widely available however the digital skills gap is growing and growing; therefore this programme must have a strong practical focus with an ability to research, execute and measure branding and campaigns across platforms. The unfortunate thing about this is that the knowledge required will be out of date very quickly therefore this is why the Digital Toolkit is very important as a module. Also, there is a growing need for the professional digital marketer to have the skills to analyse data and measure results. That is why the module Digital Performance & Analytics is being introduced. These will enable students to embed communication skills and an ability for them to manage change and lots of new digital tools, which is why this course will focus on embedding practical experiences and learning on the job.

- SME's in Northern Ireland struggle with the ability to adapt the concepts of digital technology. This programme will explore cutting edge technology for enhancing the competitiveness of the industry as well as the use of ICT as a crucial driver in conducting day to day business, distribution of products, social networking and provision of information to consumers online. It will address the curriculum digital skills gap and contribute towards enhancing the marketing skills of employees or entrepreneurs suited to our growing digital economy in the near future.

- This programme structure is distinctive as it allows students to engage in placement alongside year one and two in order to accommodate more immediate transfer of knowledge. All students will be required to spend at least 400 placement hours in industry applying the knowledge gained. The intention is to engage with industry from the outset in order to secure continuous placement in year one and two.

- The students skillset will also be distinctive as they will be prepared for industry from the beginning of the course as they undertake the Digital Marketing Toolkit module which will provide them with the practical skills in year one of semester one whilst gaining theoretical knowledge. Placement is also seen an integrated and integral part of learning.

- Students are encouraged to disseminate good practice from their work-based learning. These opportunities are planned for throughout the year through group work, discussion and seminars.

- Placement settings are encouraged to have workplace mentors to support students in their practical studies. These mentors attend biannual meetings at college and have a mentor handbook. Mentors do not assess students in the workplace but offer support and guidance and ensure consent and confidentiality is maintained.

- We encourage technology enhanced learning and encourage students to use platforms such as Padlet, NearPod.

- We use Teams to record and share visiting speakers' presentations.

- Students will have the option of progressing to the BSC (Hons) Digital Marketing, Advertising and Communications (Top Up Degree) in SRC or another neighbouring institution. Students would have to complete and pass the Foundation Degree before they would undertake a further 120 Credits to achieve a BSc Hons in Digital Marketing, Advertising and Communications.

Further features of the proposed course include:

- Student learning is based around individual development needs.
- Individual student programme of study applied within the context of their workplace and endorsed by their employer.
- The programme comprises a mixture of digital marketing, advertising and communications skills based modules alongside core work-based learning modules.
- The programme structure allows for modules at both Level 4 and Level 5 that can be designed to focus on the specific needs of a particular employer or sector through optional modules. This also facilitates an exit a level 4 which is Certificate of Higher Education.
- The programme allows for a flexible study mode that enables students to engage with elements of the programme in response to specific professional development requirements, or undertake a fully structured programme of study leading to the final qualification.

![The Open University logo]

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

In order to provide a supportive learning environment, a wide range of academic and pastoral support will be made available to students. The precise form of support available to students registered on the Scheme's programmes will be set out in the individual course documents, but will include the following:

- Information on admission and induction arrangements;
- Academic guidance and tutorial support;
- Exam and assignment support
- Pastoral and welfare support;
- Careers information and guidance.

All students will attend college at the beginning of their programme of study for induction and to be familiarised with the course and its requirements. They will also experience a range of icebreaker and introduction techniques to forge group cohesion. Following this, students will normally attend the college according to the course timetable. The exact structure of each programme will be developed by course teams to remove barriers for entry and facilitate maximum participation.

Staff associated with the programmes will negotiate and provide individual support through individual tutorials, meetings or other contact, which could also be carried out electronically.

Full details are available on the College website under the HE Section https://www.src.ac.uk/tm-courses/higher-education-courses, also available within HE Course Handbook available online on Moodle.

The college currently uses Canvas as its Virtual Learning Environment. Each course has a timetabled personal tutorial/advice support and subject module tutorials that will enhance the student's learning experience.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admissions Criteria
Applicants must be at least **18** years on or before **1 July 2024** and meet the minimum entry criteria set as detailed below.

Applicants must:
• Possess a minimum grade C in GCSE Mathematics & English (or equivalent);
• Have obtained a Level 3 or equivalent qualification equating to 64 UCAS points

Applicants who have already attained a qualification equivalent to or similar in content to any of the Foundation Degree modules will be eligible to be considered for Accreditation of Prior Experience and Learning (APEL). Those who have acquired learning through life, work experience and study not previously attested through formal education or certification may be eligible to be considered for Accreditation of Prior Experiential Learning (APEL). Applicants that obtain APEL for all year 1 modules can start at year 2 of the programme. The course team have identified that this Foundation Degree could be seen as a progression opportunity for previous apprentices on the Level 4 in Digital Marketing and a mapping process is currently underway. Further to this, applicants with APEL for some modules in year 1, but not all modules, can take the year in-part in order to complete the remaining modules. The process will be formalised in the College APEL Policy. In such cases the onus will be on the student to present relevant evidence to the Course Director so that assessment of prior learning may be carried out by the course team in accordance with the standard operating procedure.

All students must undertake 400 hours working in a digital marketing, advertising and communications sector. Assistance will be provided by the college to finalise placement opportunities. The College currently has Monitoring Placement Officers and Business Development Officers who work through the Business Support Unit, they will assist students in preparation for placement, ensuring the necessary audits and checks are completed and a contractual agreement is signed by all parties in advance of the placement. Alternative arrangements will be made through project based learning which will simulate professional placement in the event that a placement cannot be sourced or if a student loses their placement.

Specific requirements of the HLA programme –

Each apprentice is either a new employee or is taking on a new job role, with an existing employer, commensurate to the apprenticeship being pursued an appropriate Apprenticeship Agreement must be in place with the employer.

Admissions Process

Prior to Enrolment
The application and enrolment process involves the following steps for full and part time HE provision in SRC:

1. **Complete the online application form**
2. **Attend a PEAS advice session (Pre-Entry Advice Session)**
3. **Meet the course entry requirements**

1. All SRC applicants must apply online via our [online application form](#):

Once an applicant has submitted their application, they will be invited to attend a Pre-Entry Advice Session.

2. Pre-Entry Advice Sessions

All applicants for Higher Education courses must attend the mandatory Pre-Entry Advice Sessions. Applicants will receive an invitation via email. This email invitation will provide

them with full details of the content of the Pre-Entry Advice Sessions. These sessions will commence in February 2024 continue through to June 2024.

The outcome of the Pre-Entry Advice Session will be communicated to you via email or directly from the course co-ordinator at the end of the Pre-Entry Advice Session.

3. Entry Requirements

Applicants must meet all entry requirements as set out for each individual course. These can be found on each individual course page as specified on the College website.

The application and enrolment process for Higher Level Apprenticeships differs slightly, in addition to following the 3 point process above, the following applies:

Offer of Employment

Applicants must have an offer of employment from a participating employer. SRC will forward the applicants additional information to a list of potential employers identified by SRC or alternatively if the applicant has an employer in mind they can advise the College who will assess workplace suitability. The College has been operating Higher Level Apprenticeships for 4 years and the Colleges Business Support Officers actively promote and finalise employment opportunities for potential applicants. In the event that an Apprentice loses their employment, every effort is made to try and find them alternative employment.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

SRC's curriculum delivery at HE assures consistency and rigour in marking through internal and external moderation or verification as appropriate. Consistency and parity is achieved through the definition of the forms of assessment and a requirement for

each programme to adopt a range of assessment methods. Assessment is governed by a structure which is rigorous and transparent.

9. For apprenticeships in England End Point Assessment (EPA)
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

10. Methods for evaluating and improving the quality and standards of teaching and learning

Evaluation of teaching and learning is assessed through lesson observations, module evaluations, and students' responses to questionnaires, focus groups, students' comments in course meetings. All full-time teaching staff are required to have achieved or be working towards a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are through group and individual staff development.

In addition, all staff must partake in the College Staff Development Programme both of which focus on raising standards in teaching and learning as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual HE Self-Evaluation Report (SER) and any required improvements in the Quality Improvement Plan. The HE SER is validated by the HE Advisory Board and reported to the Governors Quality and Standards Committee.

To support the evidence for the production of this report a number of mechanisms are employed

- Student module reviews
- Student /Staff Committee meetings
- Student Surveys
- National Student Surveys (NSS)

A staff appraisal process is carried out each year to assess the individual lecturer performance and identify any staff development required in the incoming year.

Every 2 years classroom observations are carried out to assess the pedagogic performance of lectures and any develop needed,

The college has developed a team of Teaching and Learning Assistants to help support staff and teams in improving the quality and standards of teaching and learning.

11. Changes made to the programme since last (re)validation

The key focus throughout the revalidation process amongst the Course Director and curriculum team, in partnership with students and employers, has been to ensure that the programme modules reflect the industry, academic and practical skills within the context of digital marketing, advertising and communication settings.

The current students feedback along with the views of past students have led to the production of a course that will not only meet their expectations but also that of industry needs.

We will have a strong student focus and have had numerous discussions with the current cohort in relation to their thoughts on the proposed programme's. Their feedback and the more formalised feedback via our college quality system has helped us shape the current proposal.

In relation to actual course structure, we have taken lessons learnt from past HLA delivery to allow us to balance practical and theoretical elements of the course. Students tend to favour having practical learning opportunities throughout the course and we have attempted to do this with the range of updated and new modules of the programme.

The current programme runs continuous over 2.5 years and includes the summer months. Listening to feedback from both students and employers it was felt necessary to allow students a break over the summer months and to complete the course in two academic years in line with other SRC programmes, and also being mindful of students' well-being and mental health.

The duration of the course will change from 2.5 years to 2 years, with a revised structure to reduce the number of modules from eight modules per year, (3 modules of 20 credits, and 5 modules of 10 credit) to 6 modules per year comprising of 20 credits each and a Work Based Learning module of 40 credit points

New programme structure:

Year	Semester	Months	Module	Area	Level	Credits
1	1	SEP-JAN	Essentials of Digital Marketing	Digital Marketing	4	20
1	1	SEP-JAN	Digital Advertising Toolkit	Advertising	4	20
1	1	SEP-JAN	Creative Communications	Communications	4	20
1	2	JAN-JUN	Interpersonal Communication	Communications	4	20
1	2	JAN-JUN	Foundations of Brand Management	Digital Marketing	4	20
1	2	JAN-JUN	Events Advertising & Management	Advertising	4	20
2	1	SEP-JAN	Digital Disruption & Innovation	Digital Marketing	5	20
2	1	SEP-JAN	Digital Content, Advertising and Ethics	Advertising	5	20

2	2	JAN-JUN	Digital Customer Experience	Communication	5	20
2	2	JAN-JUN	Digital Performance & Analytics	Digital Marketing	5	20
2	1 & 2	SEPT-JUN	Professional Project	WBL	5	40

* Exit Award
Students who do not achieve the full qualification can exit with 120 points at Level 4 and be awarded a Certificate of Higher Education in Digital Marketing, Advertising and Communications.

Essentials of Digital Marketing remains the same and forms a good foundation in digital marketing for the new HLAs

Digital Advertising Toolkits - Digital Toolkit and Advanced Digital Toolkit comprising of 10 points each will be incorporated to become a 20 unit module, incorporating an advertising element and will be delivered in year 1

Creative Communications currently 10 credit units and will be enhanced to delve deeper into the area of communications and become 20 unit module

Interpersonal Communication – will be delivered in year 1 to give students a good foundation in the importance on communication within the workplace

Foundations of Brand Management – remains the same and forms a good foundation in brand management.

Events Advertising & Management – the original events management is enhanced to a 20 credit module with the addition of an advertising element.

Digital Disruption & Innovation - Digital Disruption and Digital Innovation which were 10 credit point units each will incorporated into a 20 credit unit

Digital Content, Advertising and Ethics - Ethics and Legalities modules will combine with Advertising to become a 20 credit unit.

New modules:

Digital Customer Experience is introduced in year 2. With customer behaviour dramatically changing, this new module will help students gain insights into the digital customer experience by understanding the customer journey and how to select appropriate channels to meet marketing objectives.

Digital Performance & Analytics is introduced in year two, based on feedback from employers and current developments in the area of analytics. It is now seen as a requirement for the professional digital marketer to have the skills to analyse data and measure results.

Professional Project/Work Based Learning is a 40 credit module and will run both semesters throughout year two.

These modules are forward thinking, practically based and academically focused as well as considering potential future sector requirements.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annex 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	Essentials of Digital Marketing	✓	✓									✓								✓								✓				
	Digital Advertising Toolkit		✓	✓							✓	✓								✓							✓	✓				
	Creative Communications	✓										✓						✓								✓						
	Interpersonal Communications	✓										✓							✓							✓						
	Foundations of Brand Management	✓								✓										✓								✓				
	Events Advertising and Management		✓							✓	✓								✓								✓					

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	Digital Disruption & Innovation			✓						✓										✓						✓						
	Digital Content, Advertising & Ethics	✓										✓						✓									✓					
	Digital Customer Experience		✓								✓									✓						✓		✓				
	Digital Performance & Analytics		✓							✓								✓								✓						
	Professional Project (WBL)	✓	✓	✓		✓	✓			✓	✓	✓		✓				✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behavious.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																									

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																										

Annexe 3: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.