

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Digital Marketing, Advertising and Communication (Top-Up)
Teaching Institution	Southern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2023
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120 Top Up
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	Business and Management, Communication and Media
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	10X Skills Strategy Skills Barometer 2021 Economy 2023 Industrial Strategy for NI
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Part Time & HLA Face to Face
Duration of the programme for each mode of study	Part Time over 3 semesters – 1.5 Years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	TBC

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overarching aim of the BSc (Hons) Digital Marketing, Advertising and Communication (Top-Up) course is to provide a coherent yet flexible undergraduate programme of study which will immerse and engage students in an academically challenging and stimulating educational experience; and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the field of Digital Marketing, Advertising and Communication.

The BSc (Hons) Digital Marketing, Advertising and Communication (Top Up) programme provides students with the knowledge, understanding and skills required for employment. Students will apply their knowledge and understanding in a range of relevant situations that develops transferable skills required for lifelong learning.

The BSc (Hons) Digital Marketing, Advertising and Communication (Top Up) programme will focus on developing knowledge of the field (content) whilst giving the learners the opportunities to apply their learning in practical contexts (experience) whilst enhancing their learning through problem solving approaches (challenging and authentic tasks). The learning approaches will take into account the diverse backgrounds of learners at Level 6, whilst developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study (Inclusive environment, activities linked to student experience).

The BSc (Hons) Digital Marketing, Advertising and Communication (Top Up) is viewed as a natural progression route for students completing the Foundation Degree in Digital Marketing, Advertising and Communication within SRC or other Digital Marketing related Foundation Degrees across regional colleges in Northern Ireland.

Digital Marketing is one of the largest areas of academic interest across the UK, with a broad-based body of knowledge and an increasing interest in the development of new knowledge.

According to Gartner Analyst Christi Eubanks in the 'Marketing Data & Analytics Primer 2018', "*Data and analytics have become the foundation of marketing, driving efficiency and effectiveness through better data collection, modelling, optimization and greater relevance to the consumer*". They also reference the fact that as "*marketing leaders are tasked to improve the customer experience, drive retention and increase loyalty and*

returns for the business, they increasingly turn to data to drive their strategies and power their personalization efforts”.¹

Digital Marketing, Advertising and Communication encompasses many other academic areas, such as psychology, data analytics and digital ICT.

Teaching is conducted through lectures, practical sessions (use of industry standard software) and independent research and study. Assessment is based on coursework (written, oral or practical exams). Transferable skills gained include presentation, research, and communication, as well as a deeper academic understanding of Digital Marketing and its impact of society in general.

Digital Marketing graduates are in high demand and there is a rapid increase in the number of jobs, as the demand for Digital Marketing professionals to have that extra edge grows and technology improves. Potential occupations include Digital Marketer/Manager, Digital Analyst/Manager, Content Marketing Officer/Manager and world in areas such as Graphics, Sales, Multi-Media and Video Production.

The BSc (Hons) Digital Marketing, Advertising and Communication (Top-Up) programme seeks to support the vision of Southern Regional College for its learners by challenging current processes and practices and exploring new concepts. It is important that SRC learners are encouraged to adopt a critical approach and challenge conventional thinking about Digital Marketing, Advertising and Communication and teaching related concepts. Learners will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the Digital Marketing, Advertising and Communication industry, reflecting ongoing developments in this evolving subject.

Learners will apply their knowledge and understanding in a range of relevant situations that develops transferable skills required for lifelong learning. Learners graduating from SRC with a BSc (Hons) Digital Marketing, Advertising and Communication (Top Up) will be able to:

- Demonstrate knowledge and understanding of a range of topics in Digital Marketing, Advertising and Communication that are directly related to regional and national job opportunities within the sector, whilst also developing the learners' knowledge and critical understanding of Digital Marketing, Advertising and Communication and its applications modern day life.
- Apply research methods including appropriate designs, methodical data collection, analysis and critical interpretation of data collected and use of appropriate technologies and techniques specific to Digital Marketing, Advertising and Communication.
- Evidence the development of practical and professional work-related skills including the need to meet ethical issues, relevant legislation, and professional codes of conduct.

¹ <https://www.gartner.com/doc/3845367/marketing-data-analytics-primer->

- Demonstrate a range of transferable employability and lifelong learning skills including the use of self-reflection, self-appraisal, and independent approaches to learning.

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)

Students will enter the BSc (Hons) Digital Marketing, Advertising and Communication (Top-Up) having completed the Level 5 Foundation Degree in Digital Marketing, Advertising and Communication.

Students with a Foundation Degree in a Digital Marketing area will be considered.

At level 6 learners will undertake four compulsory 20 credit modules and one compulsory 40 credit module:

Modules	Credit points	Semester runs in
Digital Optimisation	20	1
Strategic Digital Marketing	20	1
Global Marketing	20	2
Research Methods	20	2
Research Project	40	3

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.

N/A

2.4 List of all exit awards

BSc (Hons) Digital Marketing, Advertising and Communication

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Digital Optimisation	20			Y	1
Strategic Digital Marketing	20			Y	1
Global Marketing	20			Y	2
Research Methods	20			Y	2
Research Project	40			N	3

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Critically evaluate the fundamentals of digital marketing communications</p> <p>A2: Analyse the theory and practice of a range of marketing strategies</p>	<p>Teaching and Learning methods:</p> <p>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.</p> <p>Assessment Methods:</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A3: Demonstrate in depth the professional, economic, social, legal, moral and ethical issues involved in the exploitation of digital technology.</p> <p>A4: Discuss the concepts and theories in relation to Digital Marketing.</p>	<ul style="list-style-type: none"> • 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
<p>B1: Research, design and develop marketing solutions to agreed standards for a particular scenario</p> <p>B2: Examine in detail best practice and recent developments in the marketing industry</p> <p>B3: Construct the key success criteria for a given scenario</p> <p>B4: Select synthesise and critically analyse appropriate academic literature in the are of Marketing, Advertising and or communications to make independent judgements.</p>	<p>Teaching and Learning methods:</p> <p>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.</p>

3B. Cognitive skills	
	<p>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.</p> <p>Assessment Methods:</p> <p>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.</p> <ul style="list-style-type: none"> • 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

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Propose best practice processes, techniques and tools for the development and documentation used to assist in planning</p> <p>C2: Justify findings to a variety of stakeholders e.g. Management, Client, Investors etc.</p> <p>C3: Reflect the proposed solutions using analytical techniques to draw your conclusions individually or within a team.</p> <p>C4: Undertake independent project work with a continuous regard for ethics, data safety and risk assessment.</p>	<p>Learning and Teaching Methods:</p> <p>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.</p> <p>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.</p> <p>Assessment Methods:</p> <p>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:</p>

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • Work based projects as groups/individuals • Placement reports • Presentations • Client briefs and developed campaigns • Reflective logs • Site visits /Practical observation • Practical demonstration – video, posters, posts, website, blogs, vlogs, podcast

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Present and communicate effectively, using a range of media taking into account a variety of audiences</p> <p>D2: Demonstrate the ability work independently and or within a team, using leadership and project management skills.</p> <p>D3: Develop transferrable skills to include time management, problem solving, organisational skills.</p> <p>D4: Demonstrate I.T, numeracy and literacy skills to analyse and interpret data.</p>	<p>Teaching and Learning Methods:</p> <p>Lectures, tutorial, practical sessions and work-based learning.</p> <p>Assessment Methods:</p> <ul style="list-style-type: none"> • Work based projects as groups/individuals • Placement reports • Presentations • Reflective logs / workbook • Site visits /Practical observation



Exit Award: BSc (Hons) Digital Marketing, Advertising and Communication

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features 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 programme of study will offer clear routes that facilitate opportunities for successful progression from Foundation Degree to BSc (Hons) Digital Marketing, Advertising and Communication (Top Up).

Southern Regional College will provide learners with Year 3 entry point, one year top up.

The BSc (Hons) Digital Marketing, Advertising and Communication Programme is subject to high levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation, and self-sourced placements on an ongoing basis.

Learners will engage in Work Based Learning (WBL).

Learners completing the final year of study BSc (Hons) (Top Up) programme will have the opportunity to apply their knowledge in all modules.

Personal development planning will also be evident in the tutorial support within the course where learners will engage in activities to allow them to complete their course and progress into employment or level 7-8 education. This will include career planning, job searching, applications and interview techniques.

Learners have access to a range of facilities including, online applications, Adobe Suite, and a range of digital marketing equipment eg tripods, cameras, iPad, gimbals, AR/VR.

Learners have the opportunity to engage in empirical research in an area of their choice.

Learners are able to apply theoretical concepts into practice while networking with potential employers.

A strong teaching team and academic rigour will support industry engagement to give the student a high quality experience of teaching and learning at Southern Regional College.

Microsoft Teams and the College's VLE (Canvas) are used extensively to support learning.

The course team have worked with various employers and has excellent links with organisations such as: internal stakeholders eg SRC Marketing Department and external stakeholders e.g. Newry Chamber of Commerce, Newry, Mourne and Down Council and a variety of local employers.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students and their learning are supported in several ways:

- A comprehensive induction programme for new students takes place on commencement of the course.
- Student handbooks and module booklets are referred to at point of induction and available on CANVAS for students to reference throughout the course duration.
- Timetabled tutorial sessions on a weekly basis will be provided for all students with an experienced course tutor who will offer support for students.
- Access for students to the Course Director and academic staff through an 'office hours' system.
- Student representation on course committee.
- Opportunity to address general concerns through regular scheduled staff / student consultative committee meetings and online surveys.
- Facilities and assistance offered by the library and computer services.
- Student e-mail accounts and full access to the college VLE (CANVAS).
- College's email systems are accessible for student to contact tutors for support and advice in and out of office hours.
- Student services provide help in the field of health, counselling and guidance, careers, finance and special needs, direct access to these services at all times through online sites.
- Placement co-ordinator provides careers advice and the preparation for Work-based Learning.
- The Colleges have protocols for assessment of and provision for students with disabilities.
- Assignment of students to a year tutor for pastoral and studies advice.

- Research Project supervisor assigned to support project.

6. Criteria for admission

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

Entry point - Year 3 (Top up):

Foundation Degree, Diploma in Higher Education, or a Higher National Diploma in a Digital Marketing-related subject, based on a 55% merit or above profile. GCSE Grade C in English and Maths (or equivalent).

Students may gain admission through Recognised Prior Learning:

RPL is the process by which the college can identify, assess and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for RPL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage.

Gaining credit at level 6 does not qualify.

All applicants will be interviewed to assess their suitability for this programme of study and may be asked to provide evidence to support their application (e.g., accredited qualifications from Digital Marketing National Governing Bodies).

*Entry criteria may be enhanced to facilitate selection.

HLA Route/Employer Engagement and Recruitment

SRC invite employers to view the current pool of applicants hoping to gain a place on Level 6 BSc (Hons) Digital Marketing, Advertising and Communications Degree (Top-up).

The pool of applicants could either be an 18 year old A Level 5 Foundation Degree in Digital Marketing, Advertising and Communications or similar qualification.

The HLA Apprentice will attend college 1 day per week and the remaining 4 days with their employer during term time. Outside of term time the HLA Apprentice will attend the workplace. •

The HLA Apprentice will be your employee so will be subject to all your employee policies, procedures and discipline. The only cost to the employer will be the HLA Apprentice wage which includes directed training i.e. HLA Apprentice is paid for 5 days per week – the employer pays the HLA Apprentice for their day in college.

The HLA Apprenticeship will work towards the BSc (Hons) Digital Marketing, Advertising and Communications Degree.

The employer can develop the HLA Apprentice according to their own company's requirements where the academic underpinning knowledge is supported by SRC.

Each HLA apprentice will have an SRC mentor assigned to them for the duration of their apprenticeship. The SRC mentor will be a point of contact to support employer and apprentice as they progress through their qualification.

7. Language of study

English

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

N/A

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)

N/A

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

All HE programmes at SRC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2014) and the QAA HE Toolkit (2021) the following processes are in place:

- Cross marking, internal verification and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers learner feedback from each module.

- Learner/staff consultative meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Annual Course Review procedures consider quantitative and qualitative feedback from each course within a subject area.
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College annually complete the OU course review & evaluation documentation if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered and SRC/OU reporting mechanisms are followed.
- Learner performance data and career progression is annually monitored.
- All team/staff members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management.

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

Validation of New Programme

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

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Global Marketing			X	X	X					X			X				
	Strategic Digital Marketing		X					X		X	X					X		
	Digital Optimisation	X				X				x		X		X				
	Research Methods	X		X		X	X			X				X	X			
	Research Project	X	X			X	X	X				X					X	

Annexe 1 - Curriculum map

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

Annexe 2: 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**:
[Qualifications Frameworks \(qaa.ac.uk\)](http://qaa.ac.uk)
- 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: [Subject Benchmark Statement: Business and Management \(qaa.ac.uk\)](http://qaa.ac.uk)
[Subject Benchmark Statement: Communication, Media, Film and Cultural Studies \(qaa.ac.uk\)](http://qaa.ac.uk)
- 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.