

Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Digital Marketing & Communications
Teaching Institution	University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2022
Date of latest OU (re)validation	
Next revalidation	June 2027
Credit points for the award	360
UCAS Code	DMC1
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Business Management Communications, Media, Film & Cultural Studies Art & Design
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Institute for Marketing (CIM)
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	FT
Duration of the programme for each mode of study	FT: 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	N/A

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

- To provide a comprehensive foundation in digital marketing practice, based on QAA benchmarks and professional standards, for students wishing to pursue a career in digital marketing and communications.
- To meet local, national & international need for skills in digital marketing. Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing environment.
- Encourage a systematic, creative and flexible approach to problem-solving.
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop a career within digital marketing and communications.
- To promote access to further progression within higher education.
- Develop the leadership, management and analytical skills needed for the direction and delivery of professional digital marketing and communications projects
- To promote access to further progression within higher education, research and professional development.

2.2 Relationship to other programmes and awards

The FD Digital Marketing & Communications programme draws on Business Management (Marketing), Digital Arts and Journalism programmes to offer a distinctive programme for anyone looking to study digital marketing and communications and work in this sector. Students that complete the FD degree can progress to the level 6 of the BA (Hons) degree if they achieve a merit or higher.

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.

Employability & Career Planning Skills L4
Work-based Project – L5

2.4 List of all exit awards

- Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4 – Full time

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic and Professional Skills	15			Yes	Sem 1
Digital Asset Development	30			No	Sem 1
Writing for Media Platforms	15			Yes	Sem 1
Insight into Marketing	15			No	Sem 2
Employability Skills & Career Planning	30			No	Sem 2
Graphic Design	15			Yes	Sem 2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate an understanding of the key marketing concepts and practices, and underpinning theory.</p> <p>A2 Evidence knowledge of the complexities of organisations, in particular the way in which marketing interacts with other key business functions</p> <p>A3 Demonstrate an understanding of the role of advertising within the marketing and communications mix.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include (but are not limited to):</p> <ul style="list-style-type: none"> • Traditional methods of lectures supported with seminars. • Practical workshops, including IT resources. • Class discussions. <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the</p>

	<p>confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and in-class tests; to forms of assessment that align with or simulate, those found in industry e.g. logbooks and critical reflections. In addition, online quizzes are utilised to check academic and personal progress. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Demonstrate underpinning knowledge in a broad range of industry-standard digital marketing skills.</p> <p>B2: Recognise relevant professional responsibilities, ethical and legal considerations.</p> <p>B3: Demonstrate competence in the use of industry-specific software packages to achieve intended purpose.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the</p>

<p>B4: Write clearly and concisely and demonstrate a capacity to articulate key concepts of marketing and communication</p>	<p>confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include methods like coursework essays, oral presentations, and logbooks. In-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.</p>
<p>3C. Practical and professional skills</p>	
<p>Learning outcomes:</p>	<p>Learning and teaching strategy/ assessment methods</p>
<p>C1 Apply marketing theory to practice</p> <p>C2 Think creatively about contemporary marketing communication campaigns</p> <p>C3 Conduct online research and monitoring in relation to digital campaigns</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops, laboratory skills and group learning environments.</p> <p>Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before</p>

<p>C4: Demonstrate basic use of the elements of Microsoft office; Word, Excel PowerPoint & Adobe. Demonstrate good skills in using the Internet and particularly virtual learning environment. Access data and information from the University Centre and other resources.</p>	<p>providing less well specified problems that allow a greater range of solution strategies.</p> <p>Workshops are utilised to teach creative and design skills in modules like Graphic Design.</p> <p>A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and in-class tests to logbooks and oral presentations.</p> <p>Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
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3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Respond to feedback and criticism and reflect on their own developing knowledge and practice;</p> <p>D2 Manage personal workloads efficiently and effectively, meet deadlines and negotiate and pursue goals with others;</p> <p>D3 Utilise information technology skills appropriately within the field of study.</p> <p>D4: Respect diverse cultures, customs and values, being mindful of potentially competing needs of different communities.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths though material and can get instant feedback through in-class tests and peer review.</p> <p>Work-based skills are developed through workshops and tutorials in the workbased learning modules</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include portfolios, presentations and group assessments. These assessment tasks align more closely with the kinds of tasks that students will be expected to perform in the workplace. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4

Programme Structure - LEVEL 5 – Full time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Copyright Images and Ethics	15			Yes	Sem 1
Social Media Marketing	15			Yes	Sem 1
Work-based Project	30			No	Sem 1& 2
Understanding Consumer Behaviour	15			No	Sem 1
Measuring Success	15			Yes	Sem 2
Integrated Advertising	30			No	Sem 2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A4 Demonstrate a broad understanding of the key marketing concepts and practices, and underpinning theory.</p> <p>A5 Evidence a critical awareness of the complexities of organisations, in particular the way in which marketing interacts with other key business functions</p> <p>A6 Demonstrate a broad understanding of the role of advertising within the marketing and communications mix.</p> <p>A7 Integrate creative and digital solutions in a marketing context.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include (but are not limited to):</p> <ul style="list-style-type: none"> • Traditional methods of lectures supported with seminars. • Practical workshops, including IT resources. • Class discussions. <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p>

	<p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and in-class tests; to forms of assessment that align with or simulate, those found in industry e.g. logbooks and critical reflections. In addition, online quizzes are utilised to check academic and personal progress. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.</p>
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B5: Evidence a broad knowledge of relevant professional responsibilities, ethical and legal considerations.</p> <p>B6: Demonstrate competence in the use of industry-specific software packages to achieve intended purpose and apply this knowledge in a range of tasks</p> <p>B7: Write clearly and compellingly across different media and justify decisions in the copyright and image design process.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p>

<p>B8: Articulate their professional and scholarly aspirations through a widening knowledge of the digital marketing and communications industries.</p>	<p>Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include methods like coursework essays, oral presentations, and logbooks. In-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Students also produce podcasts for some modules e.g. Copyright, Images & Ethics. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.</p>
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C5 Integrate marketing theory with consideration of practice</p> <p>C6 Construct a realistic and creative client brief based on a contemporary campaign</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops, laboratory skills and group learning environments.</p>

<p>C7: Set KPIs and conduct online research and monitoring in relation to digital campaigns</p> <p>C8: Demonstrate more advanced IT skills; Use online databases effectively to gain information</p>	<p>Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and in-class tests to logbooks and oral presentations.</p> <p>Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
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3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D5: Demonstrate the ability to use academic, enterprise and employability skills in both scholarly and work-based environments.</p> <p>D6: Work collaboratively, building positive relationships with others as a member of a group and meet obligations to others</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths though material and can get instant feedback through in-class tests and peer review.</p>

<p>D7: Utilise a broad range of information technology skills appropriately within the field of study.</p> <p>D8: Recognize the potential impact of economic, social and cultural differences when working within diverse communities, both locally and internationally</p>	<p>Transferable skills are honed through work-based learning supported by workshops and tutorials</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include portfolios, presentations and group assessments. These assessment tasks align more closely with the kinds of tasks that students will be expected to perform in the workplace. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
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4. Distinctive features of the programme structure

The distinctive features of the Foundation Degree Programme in Digital Marketing & Communication programme are;

- The programme offers a progression route for students with Level 3 qualifications including BTEC, A levels, and HE access courses. For example, it is a direct link for students studying at Peterborough College, the neighbouring educational institution, on the L3 Creative Media Practice programme, which features a Journalism pathway.
- It offers a quick route into the industry with the opportunity to top-up to a full degree at a later date.
- Students who complete the Foundation Degree and achieve a merit or higher can top-up to a full degree provided they do so within 5 years of completion of the FD and they take a bridging module in the summer term.

5. Support for students and their learning.

The timetable is consolidated to run over two days per week. This arrangement has worked well with employers for scheduling work patterns and fulfils our commitment to supporting the widening participation agenda and promoting employability within our cohorts. All delivery is designed to be face-to-face based on previous student and staff feedback; it is proposed that the practical elements of the course and peer engagement cannot be substituted with online learning for the proposed course.

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills, Level 5 on developing skills and autonomy. Following on from this weekly group pastoral tutorial, all modules will have an element of one-to-one formative progress updates with students. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic

research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. For this course, it's through the Academic & Professional skills module and the aim is to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 will introduce and develop the underpinning skills required for higher education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and

statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group, which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

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

48 UCAS points:

- A-levels (DD)
- BTEC (PPP)
- Cambridge Technicals (PPP)
- Access to HE (45 credits)
- Overseas qualifications judged to be equivalent to above.

GCSE English language, mathematics and a science at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised Level 2 English language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

7. Language of study

English

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

The Digital Marketing & Communications programme is accredited by the Chartered Institute of Marketing (CIM). While undertaking their programme of study students can get a level 4 certificate in Applied Marketing and a level 6 certificate in Marketing and Digital Strategy. In order to get these certificates students must pass the CIM accredited modules.

Writing for Media Platforms
 Insight into Marketing
 Graphic Design
 Copyright, Images & Ethics
 Social Media Marketing
 Understanding Consumer Behaviour
 Measuring Success
 Integrated Advertising

Successful completion of these modules will allow students to apply for exemptions towards the Professional Certificate in Digital Marketing from the Chartered Institute of Marketing. Students seeking to apply for this certificate cannot be pass compensated for these modules.

9. For apprenticeships in England End Point Assessment (EPA).

N/A

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

UCP has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on module in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

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

Annexe 1: Curriculum map

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme Outcomes															
		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
4	Academic and Professional Skills	x						x				x		x			
	Digital Asset Development	x			x		x		x		x			x	x	x	
	Writing for Media Platforms			x			x	x	x	x			x	x			
	Insight into Marketing	x	x			x			x	x				x			
	Employability & Career planning			x		x					x		x	x			
	Introduction to Graphic Design			x			x			x				x	x		

Level	Study module/unit	Programme Outcomes															
		A4	A5	A6	A7	B5	B6	B7	B8	C5	C6	C7	C8	D5	D6	D7	D8
5	Copyright Images and Ethics	x	x		x			x		x	x				x		
	Social Media Marketing				x		x					x			x		
	Work-based Project			x		x			x	x				x	x		x
	Measuring Success			x			x					x				x	
	Understanding Consumer Behaviour	x		x		x					x		x	x		x	x
	Integrated Advertising		x	x	x		x				x	x			x		x