Queen Margaret University
EDINBURGH

SCHOOL OF ARTS, SOCIAL SCIENCES AND MANAGEMENT

MEDIA COMMUNICATION AND PERFORMING ARTS

**BA (Hons) PR AND MEDIA
BA (Hons) PR, MARKETING AND EVENTS**

Programme Handbook

This should be read in conjunction with the School Student handbook available through the QMU website

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1. Summary

Programme title(s)	**BA (Hons) Public Relations and Media**
SCQF level of award	*10*
Subsidiary exit points	*Certificate of Higher Education (CertHE) level 7* *Diploma of Higher Education (DipHE) level 8* *BA Public Relations and Media level 9*
Delivered by	*QMU*
Professional registration and / or professional body accreditation	*Chartered Institute of Public Relations Partner institution with Public Relations Consultants Association*
Mode of study	*FT / PT*
Duration	*Minimum and maximum time periods for completion, full and part time. Minimum 4 academic years for full time, 6 years for part time. Maximum 7 calendar years.*
Division	*Media, Communication and Performing Arts*
Programme Leader	*Ann Turner*
Academic Link Person	*N/A*
Expected student numbers	*15 FTE in level 1* *20 FTE in level 2* *20 FTE in level 3* *20 FTE level 4*
Start date	*September 2014*

Programme title(s)	**BA (Hons) Public Relations Marketing and Events**
SCQF level of award	*10*
Subsidiary exit points	*Certificate of Higher Education (CertHE) level 7* *Diploma of Higher Education (DipHE) level 8* *BA Public Relations Marketing and Events level 9*
Delivered by	*QMU*
Professional registration and / or professional body accreditation	*Chartered Institute of Public Relations Partner institution with Public Relations Consultants Association*
Mode of study	*FT / PT*
Duration	*Minimum and maximum time periods for completion, full and part time. Minimum: 4 academic years for full time, 6 years for part time. Maximum 7 calendar years.*
Division	*Media Communication and Performing Arts*
Programme Leader	*Ann Turner*
Academic Link Person	*N/A*
Expected student numbers	*15 FTE in level 1* *20 FTE in level 2* *20 FTE in level 3* *20 FTE level 4*
Start date	*September 2014*

2. Introduction

The BA (Hons) named awards in Public Relations and Media and Public Relations, Marketing and Events builds on the experience of successful provision of public relations degrees at QMU since 1995.

Taking an interdisciplinary approach, the programmes are designed to offer knowledge of public relations, media, marketing and events management as areas of academic study, social institutions and fields of professional practice. The shared knowledge and skills base offered by the public relations stream of modules will be given a specific emphasis by the partner subjects – media and marketing and events management. BA (Hons) Public Relations and Media ranges across general areas of media, culture and communication, providing the student with the opportunity to focus on the way in which media and public relations are interlinked as institutions and practices. BA (Hons) Public Relations, Marketing and Events has a particular focus on promotional practices and dynamics of consumer consumption.

The programmes are recognised by the professional body, the Chartered Institute of Public Relations (CIPR) and QMU is one of a selected number of universities in the UK working in partnership with the Public Relations & Communications Association (PRCA). Both bodies recognise the quality of the teaching and research undertaken by staff delivering the courses. We pioneered the development of the CIPR Diploma and are the only HEI in Scotland to deliver accredited undergraduate and postgraduate PR programmes, PhDs, as well as delivering the CIPR Professional Diploma, CIPR Diploma in Public Affairs and the CIPR Diploma in Internal Communication.

3. Aims and objectives

3.1 Overall programme aims for BA (Hons) PR and Media and BA (Hons) PR, Marketing and Events are:

1. To offer high quality education for professional communication practitioners based on an interdisciplinary approach
2. Develop a deeper understanding of the relevant body of knowledge and students' personal and professional skills in order to contribute to the development of the subject area, field or profession
3. To enhance students' lifelong learning skills and personal development so as to better contribute to a sustainable society at local, national and international levels

3.2 The Programme Objectives are for graduates to:

1. Recognise and engage with key issues of modern societies such as equality, diversity and sustainability both as citizens and professional communicators
2. Have an informed, critical and creative approach to understanding public relations, media, marketing and events management in contemporary society
3. Have an informed, critical and responsible approach to professional practice in a range of industries and environments
4. Meet the challenges of employment (including self-employment) in a society in which integrated and intercultural communications and converged media play an increasingly central role
5. Have developed their intellectual capabilities of analysis and interpretation, critical evaluation, selection and synthesis, reasoned argument, research and creative problem solving

3.3 Learning Outcomes for PR, Marketing and Events

A   Knowledge and Understanding

On completion of the programme, the students will have gained knowledge and understanding of:

A1. The shape and character of the Public Relations, marketing and events industries in the global environment

A2. A critical understanding of the principal theories, concepts and paradigms at the forefront of the subject disciplines

A3. The wider societal, cultural and economic context of public relations in the way political and corporate policy and decision making impact on each other in the UK, Europe and internationally

A4. The wider societal, cultural and economic context of marketing in relation to social marketing, consumerism, consumption and commodification

A5. The application of technical, production, managerial and interpersonal skills and knowledge to develop, propose and evaluate practical and theoretical solutions to problems in the PR, marketing and events area

A6. The convergence of media forms and the impact on society, the media, organisations and individuals.

A7. Societal, organisational and popular culture as it relates to public relations, marketing and events

A8. The regulatory frameworks, codes of conduct and ethical parameters of corporate, social and government communications

A9. The way people engage and influence behaviour in cultural contexts and practices on a local, regional, national and global level

B   Intellectual Skills

On completion of the programme, students will be able to:

B1. Engage critically with major thinkers, debates, intellectual paradigms, theories and principles applicable to the Public Relations, marketing and events domain

B2. Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry

B3. Formulate appropriate research questions and employ appropriate qualitative and quantitative methods for exploring those questions

B4. Select, analyse, summarise and synthesise evidence drawing on a range of sources and conceptual frameworks appropriate to public relations, media, marketing and events in order to develop lines of argument and sound judgement.

B5. Apply and critically evaluate, from a practical, ethical and theoretical perspective a variety of communication methods that apply public relations and marketing techniques and disciplines

B6. Select and apply appropriate knowledge, methodologies and theories to problem solving

B7. Consider and evaluate their own work in a reflective manner, with reference to academic and/or professional issues, debates and conventions.

B8. Take responsibility for their own learning and continuing professional development to be lifelong learners who can reflect and build on their experiences to achieve success.

C   Practical Skills

On completion of the programme, students will be able to:

C1. Plan, design, execute and evaluate practical activities using appropriate techniques and procedures, informed by and contextualised within, the relevant theoretical issues and debates

C2. Produce creative and innovative materials suitable for a variety of audiences and in a variety of media forms

C3. Undertake fieldwork with appropriate consideration for ethics, safety and risk assessment

C4. Demonstrate professional competencies when undertaking work experience

C5. Plan, design, execute and communicate a sustained piece of independent work using appropriate media

C6. Use information technology in the PR, Marketing and Events workplace and in the analysis of findings and presentation of work.

D   Transferable Skills

On completing the programme, students will be able to:

D1. Communicate and present information effectively in oral, written, electronic or other formats

D2. Apply information skills accurately and effectively

D3. Successfully interact with others and work as a team showing abilities at different times to listen, contribute and lead effectively

D4. Be confident, creative problem-solvers who can bring together skills of enquiry, research, evidence and critical analysis to investigate complex problems and propose solutions.

D5. Take innovative approaches and adapt to changing circumstances

D6. Identify appropriate sources and apply appropriate social scientific methods used in the cognate disciplines

D7. Reflect on their own practice

D8. Plan and manage learning and work to deadlines

D9. Work and learn independently demonstrating confidence and self-reliance.

D10. Develop appreciation of a sustainable society, cultural, ethical and gender issues

3.4   Learning Outcomes for PR and Media

A   Knowledge and Understanding

On completion of the programme, the students will have gained knowledge and understanding of:

A1.   The shape and character of Public Relations and media industries in the global environment

A2.   A critical understanding of the principal theories, concepts and paradigms at the forefront of the subject disciplines

A3.   The wider societal, cultural and economic context of public relations in the way political and corporate policy and decision making impact on each other in the UK, Europe and internationally

A4.   An understanding of the social, cultural and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged

A5.   The application of technical, production, managerial and interpersonal skills and knowledge to develop, propose and evaluate practical and theoretical solutions to problems in public relations

A6.   The convergence of media forms and the impact on society, the media, organisations and individuals

A7.   Societal, organisational and popular culture as it relates to public relations and the role that media and cultural institutions play in society

A8.   The regulatory frameworks, codes of conduct and ethical parameters of corporate, social and government communications, as well as the legal, ethical and regulatory frameworks that affect media production, manipulation, distribution and circulation

A9.   The way people engage and influence behaviour in cultural contexts and practices on a local, regional, national and global level

A10. Analyse how media and cultural policies are devised and implemented, and the ways in which citizens and cultural communities can play a part in shaping them

A11. An understanding of the role of technology in terms of media production, content manipulation, distribution, access and use

B   Intellectual Skills

On completion of the programme, students will be able to:

B1. Engage critically with major thinkers, debates, intellectual paradigms, theories and principles applicable to the Public Relations and media domain

B2. Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry

B3. Formulate appropriate research questions and employ appropriate qualitative and quantitative methods for exploring those questions

B4. Select, analyse, summarise and synthesise evidence drawing on a range of sources and conceptual frameworks appropriate to public relations and media in order to develop lines of argument and sound judgement.

B5. Apply and critically evaluate, from a practical, ethical and theoretical perspective a variety of communication methods that apply public relations and media techniques and disciplines

B6. Select and apply appropriate knowledge, methodologies and theories to problem solving

B7. Consider and evaluate their own work in a reflective manner, with reference to academic and/or professional issues, debates and conventions

B8. Take responsibility for their own learning and continuing professional development to be lifelong learners who can reflect and build on their experiences to achieve success

C   Practical Skills

On completion of the programme, students will be able to:

C1. Plan, design, execute and evaluate practical activities using appropriate techniques and procedures, informed by and contextualised within, the relevant theoretical issues and debates

C2. Produce creative and innovative materials suitable for a variety of audiences and in a variety of media forms

C3. Undertake fieldwork with appropriate consideration for ethics, safety and risk assessment

C4. Demonstrate professional competencies when undertaking work experience

C5.Plan, design, execute and communicate a sustained piece of independent work using appropriate media

C6. Use information technology in the Public Relations and media industries workplace and in the analysis of findings and presentation of work

C7. Produce work showing capability in operational aspects of media production technologies, systems techniques and professional practices

D   Transferable Skills

On completing the programme, students will be able to:

D1. Communicate and present information effectively in oral, written, electronic or other formats

D2. Apply information skills accurately and effectively

D3. Successfully interact with others and work as a team showing abilities at different times to listen, contribute and lead effectively

D4. Be confident, creative problem-solvers who can bring together skills of enquiry, research, evidence and critical analysis to investigate complex problems and propose solutions.

D5. Take innovative approaches and adapt to changing circumstances

D6. Identify appropriate sources and apply appropriate social scientific methods used in the cognate disciplines

D7. Reflect on their practice

D8. Plan and manage learning and work to deadlines

D9. Work and learn independently demonstrating confidence and self-reliance

D10. Develop appreciation of a sustainable society, cultural, ethical and gender issues

4.   Programme structure

4.1   Modular Structure
The named awards follow a modular structure that operates across the institution and delivery of all modules follows the University's semester system. There are two semesters in an academic session, totalling 30 weeks. Teaching is delivered across 10-12 weeks and there are a number of weeks at the end of each semester without class contact. This time is set aside for independent study, examinations, for completion and marking of assignments.

A 20 credit module, the credit norm for modules on this programme, is expected to require a notional 200 hours of student effort. The exceptions are the *Dissertation* and *Professional Communication Placement* which are worth 40 credits and so require a notional 400 hours of student effort.

The named degrees have been designed to combine a good knowledge and understanding of public relations with partner subjects of Media, Marketing and Events. The BA (Hons) PR and Media programme combines public relations and media studies, giving it a distinct sociological and cultural character, different from the applied focus of the BA (Hons) PR, Marketing and Events.

In every year of the degree students are required to complete at least 60 credits worth of modules in PR which are common to both named awards. In level 3 and 4 this may be higher depending on option choices, type of organisation selected for work experience and dissertation topic.

4.2   Programme Outline: BA (Hons) PR, Marketing and Events

This degree takes an integrated approach to communication by focusing on the interlinked disciplines of public relations, marketing and events management.

Level 1

The first year of study is devoted to the introduction of the three subjects as academic disciplines, fields of research and professional practice. It introduces you to a number of key concepts and practical skills. You will spend time learning the history of public relations as well as engaging with contemporary practice, especially on-line PR. Much emphasis is given to understanding ways in which communication is studied, particularly the way in which consumers engage with converged media. This knowledge serves as the basis for developing professional skills needed in conducting media relations. A similar approach is taken in the Marketing and Events modules where key concepts of markets, customers, organisations and their marketing activities are explored, alongside an introduction to the events industry, principles of cultural management and events tourism at national and global levels.

Level 2

In second year, the programme focuses on extending the knowledge of professional practices in public relations and marketing. There are five key elements in this year: an understanding of market research methods used in practice; a more extended understanding of the organisational, social and political context of professional PR and marketing practice; consideration and implementation of the competencies and skills required to create, manage and evaluate events; systematic approaches to conducting, measuring and evaluating professional work focused on the media and organisational needs; and finally an explicit introduction to skills of critical thinking and the development of reasoning skills and structures of argument.

Level 3

The third year is guided by concepts of strategy and persuasion both in public relations and marketing. There is a focus on the promotional aspects of marketing looking at branding and advertising; consumer behaviour and consideration of global business trends and concepts of CSR and sustainability as applied to the fashion industry. A broad and integrated understanding is developed of the research process, main research methods and research literature relevant to research into and for public relations. You are encouraged to develop a proposal for the final year dissertation so you can receive early feedback and guidance on how to develop this over the summer and begin relevant literature searches. Flexibility is built into the structure through options and you can pursue your interests through a range of modules in the fields of business, events management, marketing and public relations.

Level 4

In the fourth year, you are encouraged to work more independently to develop your critical skills and reflect on your learning throughout the course and your ability to apply principles to practice. You develop your understanding of strategic decision making in a competitive and market-driven environment. Again through an option you can pursue your interest as well as select a field in which to base your dissertation research project. You gain valuable work experience by spending a minimum of 20 days on placement and are required to reflect on your strengths and competencies and prepare a portfolio of material suitable to take to a job interview.

4.3 BA (Hons) Public Relations, Marketing and Events: Full Time Programme Structure

Students will study the following:

LEVEL 1	Sem 1	I1144 Introduction to PR (20 credits)	B1113 Introduction to Marketing (20 credits)	B1079 Introduction to Events Management (20 credits)
	Sem 2	I1162 Online PR: Platforms and Practices (20 credits)	I1145 Media Relations (20 credits)	B1078 Cultural Management and Events Tourism (20 credits)
LEVEL 2	Sem 1	I2147 Media Campaigning (20 credits)	I2166 Critical Thinking and Rhetoric (20 credits)	B2075 Marketing Research (20 credits)
	Sem 2	I2148 Employee Communication and Dealing with Change (20 credits)	I2168 Event Management and Evaluation (20 credits)	B2087 Marketing in Practice (20 credits)

LEVEL 3	Sem 1	I3170 Persuasive Communication (20 credits)	I3191 PR Research (year long) (20 credits)	Option in semester 1 or 2 (20 credits)	B3198 Experiential Marketing and Consumer Behaviour
	Sem 2	I3155 PR Theory and Strategy (20 credits)			B3096 Advertising and Marketing Communication (20 credits)

LEVEL 4	Sem 1	I4168 Professional Communication Placement (year long) (40 credits)	B4089 Strategic Marketing Management (20 credits)	I4141 Dissertation (year long) (40 credits)
	Sem 2		Option in semester 1 or 2 (20 credits)	

Level 3 Options
B3137 Organisational Behaviour (Sem 1) 20 credits
I4183 International PR (online delivery Sem 1) 20 credits
I4163 PR and Activism (Sem 2) 20 credits
I4*** Film Festivals (Sem 2) 20 credits
I4170 Student Initiated Module (SIM) (Sem 1 or 2) 20 credits

Level 4 Options
I4183 International PR (Sem 1 online delivery) 20 credits
I4163 PR and Activism (Sem 2) 20 credits
B4128 International Events Leadership & Social Justice (Sem 2) 20 credits
I4*** Film Festivals (Sem 2) 20 credits
I4170 Student Initiated Module (SIM) (Sem 1 or 2) 20 credits

4.4 Programme Outline: BA (Hons) PR and Media

This degree combines public relations and media studies providing a greater understanding of how these disciplines are interlinked particularly in a converged media landscape.

Level 1

The first year of study is devoted to the introduction of the two subjects, a number of key concepts and practical skills. You will spend time learning the history of public relations and media, the industries and their role in society, ownership, regulation and current debates as well as engage with contemporary practice, especially on-line PR. Much emphasis is given to understanding ways in which communication is studied, particularly the way in which consumers engage with converged media. In Media Studies, students are introduced to key concepts such as representation and ideology, media language, political economies, globalisation, cultural imperialism as well as considering audiences and effects. This knowledge offers a theoretical basis from which students can later engage with issues of identity, culture, or justice through optional modules at level 3 and 4. It also provides the basis for developing professional skills needed in conducting media relations. As content creation is an important vocational skill which practitioners are emphasising, students consider how sounds, images and words make meaning and develop skills in directing, shooting and editing.

Level 2

In second year the programme focuses on building and extending knowledge gained in first year. The relationship between media and public relations will be examined in the context of the role media play in a democratic society. You will consider the key scholarly debates in media and cultural studies about the mediated and evolving public sphere, the cultural, social and ideological roles of the media in local and global contexts, regulation and censorship. Consideration and implementation of the competencies and skills required to create, manage and evaluate events. Students will gain knowledge of systematic approaches to conducting, measuring and evaluating professional work focused on the media and organisational needs, especially during change. Production skills are consolidated and broadened as students produce moving and still images for news items and for the corporate sector. Consideration is given to the use of on-line publishing channels for items. Finally you receive an explicit introduction to skills of critical thinking, the development of reasoning skills and structures of argument.

Level 3

The third year offers an opportunity to develop public relations knowledge further using concepts of strategy and persuasion. You have an opportunity to work for a live client developing a campaign proposal. You are introduced to key concepts and theories in the explanation of relations between media, culture and society covering aspects such as ideology, regulation, risk, network governance and representation. A broad and integrated understanding is developed of the research process, main research methods and research literature relevant to research into and for public relations. You are encouraged to develop proposals for the final year dissertation so you can receive early feedback and guidance on how to develop this over the summer and begin relevant literature searches. Flexibility is built into the structure through options and you can pursue your interests through a range of modules in the fields of PR, media,(theory and production) and film.

Level 4

In the fourth year, you are encouraged to work more independently to develop critical skills and reflect on your learning throughout the course and your ability to apply principles to practice. Again through options you can pursue your interest in media (theoretical or production), film or PR as well as select a field in which to base your dissertation research project. Dissertations can be theoretical, empirical or production based. You gain valuable work experience by spending a minimum of 20 days on placement and are required to reflect on your strengths and competencies and prepare a portfolio of material suitable to take to a job interview.

4.5 BA (Hons) Public Relations and Media: Full Time Programme Structure

Students will study the following:

LEVEL 1	Sem 1	I1144 Introduction to PR (20 credits)	I1143 Introduction to Media Studies (20 credits)	I1141 Media Production 1 (year long) (20 credits)	
	Sem 2	I11162 Online PR: Platforms and Practices (20 credits)	I1145 Media Relations (20 credits)		I1146 Media Industries (20 credits)
LEVEL 2	Sem 1	I2147 Media Campaigning (20 credits)	I2166 Critical Thinking and Rhetoric (20 credits)	I2142 Media Production 2 (year long) (20 credits)	
	Sem 2	I2148 Employee Communication and Dealing with Change (20 credits)	I2168 Event management and evaluation (20 credits)		I2146 Media and Democracy (20 credits)
LEVEL 3	Sem 1	I3170 Persuasive Communication (20 credits)	I3168 Media, Culture and Society (20 credits)	I3191 PR Research (year long) (20 credits)	Option (20 credits)
	Sem 2	I3155 PR Theory and Strategy (20 credits)			Option (20 credits)
LEVEL 4	Sem 1	I4168 Professional Communication Placement (year long) (40 credits)	Option (20 credits)		I4141 Dissertation or I4176 PR Production Dissertation (year long) (40 credits)
	Sem 2		Option (20 credits)		

Level 3/4 Options

I3171 Video Production (Year long) 20 credits (open to level 3 students only)
I4183 International PR (Sem 1 online delivery) 20 credits
I4162 Photography and Visual Culture (Sem 1) 20 credits
I4166 Screenwriting (Sem1) 20 credits
I4170   Student Initiated Module (SIM) (Sem 1 or 2) 20 credits
I4163 Public Relations & Activism (Sem 2) 20 credits
I4152 Film and the Family (Sem 2) 20 credits
I4174 Television Drama (Sem 2) 20 credits
I4160 Critical Perspectives in Radio (Sem 2) 20 credits
I4106 Popular Music (Sem 2) 20 credits
I4172 Photography Practice (Sem 2) 20 credits
I4173 Storytelling in Convergent Media (Sem 2) 20 credits
I4***   Film Festivals (sem 2) 20 credits

4.6   International Exchange Programme

In Level 3 students are able to study abroad for one semester. Successful applicants can choose whether this is semester 1 or 2. To qualify for the selection process applicants must pass all their assessments first time in levels 1 and 2. This is to assure exchange institutions that we will only send academically sound students and is part of the formal exchange agreement we have with partner institutions. Students do not have to pay fees at partner institutions. Students are responsible for paying for travel, insurance, accommodation and general living expenses themselves. There is a small (non-means tested) monthly EU grant available for students going to Sweden (under the ERASMUS/SOCRATES programme). Successful applicants must choose modules equivalent to Level 3 core modules for their degree programme at QMU, but may be free to choose other options in consultation with the QMU Exchange Tutor, Mark Percival, (pending availability at partner institutions).

Due to incompatibilities in international marking systems, QMU recognises the common international exchange practice of recording student marks achieved abroad as a simple pass/fail on the QMU student information system. Students obtain 60 credits for passing one semester on exchange, but the actual marks received will not affect the grade average contributing to a student's overall degree mark (and classification) at the end of Level 4 at QMU.

It is not possible for direct entry students to level 3 to undertake an international exchange, however direct entry students to level 2 may apply.

List of Exchange Institutions:

Malmo University, Sweden

Fachhochschule Kempten, Germany

University of Alicante, Spain

Saxion University, Netherlands

University of Angers, France

Lulea Technical University, Sweden

Eastern Connecticut State University, Connecticut, USA

Central Connecticut State University, Connecticut, USA

Southern Connecticut State University, Connecticut, USA

UMass Amherst, USA

St Edward's University, Texas, USA

University of Nebraska, Lincoln, USA

Slippery RockUniversity,Pennsylvania,USA

Acadia University,Nova Scotia, Canada

Brock University,Ontario, Canada

La Trobe University, Australia

Griffith University, Australia

Auckland University of Technology, New Zealand

4.7   Eligibility for Awards

Information on the minimum QMU requirements for different awards is available on the Quality website

The tariff for Undergraduate programmes is:
Certificate of Higher Education   120 credit points at SCQF Level 7
Diploma of Higher Education   +120 credit points at SCQF Level 8
Degree   +120 credit points at SCQF Level 9
Degree with Honours   +120 credit points at SCQF Level 10

5.   Learning, Teaching and Assessment Methods

5.1   Student Centred Approach

You are expected to increasingly take responsibility for your own learning as you progress through the programme. The teaching and learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules is designed to facilitate flexibility and allow you to follow your own specific interests. It is also designed to balance the needs of academic scholarship with the practical skills and knowledge required to work in the communications sector. We seek to produce graduates who are:

Critical thinkers capable of analysis and evaluation of ideas and information

Effective communicators in verbal, written, electronic and audio-visual formats

Investigative learners who use a range of print, electronic and original sources

Active participants in group discussion (face to face and/or through computer mediated communication) and learning

Proactive researchers who seek innovative approaches to investigating topical issues

Independent learners who, supported by the programme team, take responsibility for their own learning environment in which learning takes place.

5.2   Teaching and Learning Approach

5.2.1 Blended Learning

The programmes adopt a blended learning approach with teaching and learning activities falling into three broad categories, each of which is seen as best suited for particular types of activities:

Seminars, workshops and lectures

Seminars and workshops comprise the majority of the hours of staff-student contact on the programmes. Seminars will often be student-led, with staff taking the role of facilitator.   Students will present seminar papers; poster presentations; participate in active debate on theories, concepts and ideas in the academic field; collaborate on problem solving; and engage in close textual analysis of media texts. Workshops are the primary form of student-staff contact for the production modules and modules with practical components, with students engaging in practical activities facilitated by the lecturer.

The lecture, while useful for clarifying and elaborating information is by its nature particularly lecturer-directed, and thus can be the least active and thus least effective type of learning experience for the student. However, the large student numbers on some of the programme's modules necessitate its continued use. The programme team therefore takes steps to ensure the lecture is as interactive and student centred as possible. This includes asking questions and encouraging small group discussion and presentation of ideas, presentation of student opinions on topics such as current affairs, Q&A sessions with guest lecturers, use of voting clickers to gather quantitative data from students projected in real time to whiteboard/screen.

5.2.2 Peer Group Activities

We recognise that student-student interaction can be a highly effective learning activity and design various forms of group work, problem-solving groups, case based learning and project production teams to enable this. Peer teaching is enabled through the use of seminar presentations, conference style poster presentations, postings of individual and group research results on the Hub and collaborative film work. Peer assessment will form part of the assessment strategy for a number of modules that include group work so individuals can be rewarded for outstanding contribution.

5.2.3 Self Directed

Students are encouraged to be enquiring, critical and innovative. Emphasis will be placed on analytical, divergent ways of thinking. In addition to your own independent learning, you will also initiate and lead individual tutorials with members of staff in relation to coursework or dissertation supervision. Students will be supported in their self-directed learning through guided readings on the Hub and on-line discussion forum topics. Being able to shape some of your own assignments in later stages of the degree, allows you to tailor what you produce to most effectively supportyour personal development planning.

5.2.4 Problem Based Learning

In some modules such as *Media Campaigning* a problem based learning approach is adopted. Students learn about developing a media strategy for a client through the experience of problem solving. Through lectures they are signposted to key concepts and theories and work in small groups to apply this knowledge to a practical context of developing a proposal for a media strategy to address key communication objectives of a live client. The aim is to encourage students to develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. In seminars groups identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The tutor facilitates learning by supporting, guiding and monitoring the learning process.

5.2.5 Visiting Lecturers and Speakers

Industry professionals are used across a number of modules primarily to enrich a discussion that has been introduced by the teaching team. We draw on our extensive network of industry contacts to bring in a wide range of guest speakers and open many of these talks to other undergraduate and postgraduate students. In addition visiting PR scholars often give guest lectures and students are invited to the Division's research seminars.

5.3   Assessment Strategies

Assessment on the programme is designed to evaluate how well students have achieved the learning outcomes of the programme. The programmes use a mixture of formative and summative assessment and individual and group work.

The programmes' assessments include some examinations but are largely assessed through a variety of forms of coursework, including:

> Academic Essay
> Presentation
> Research Report
> Electronic Posting
> Case Study
> Practical or creative product (in appropriate medium)
> Reflective report
> Portfolio
> Dissertation

5.4 Assessment Regulations

The programme follows QMU's Assessment Regulations for Undergraduate Programmes:

https://www.qmu.ac.uk/media/4038/assessment-regulations-2017-final.pdf

The marking criteria for each assignment will be explicitly set out in the assignment specification distributed to students on the module. In brief, a mark is awarded from an assessment of the total performance. The grading structure and the evidence of attributes students must demonstrate in their assessments to achieve recognition at specific grades is available at the above link.

6.   Placements

The aim of the *Professional Communication Placement* module in level 4 is to provide you with valuable practical experience relevant to your programme. It gives you the opportunity to develop, integrate and apply theoretical knowledge and skills gained across the course in a practical working environment.

You are also expected to develop further your competence in core skills such as communication and problem solving and to work on your interpersonal skills. You will be required to exercise your initiative and time management skills in a professional setting and work effectively as a member of staff in the host organisation. This experience will allow you to assess career opportunities in the fields of PR, Media, Marketing and Events Management.

You are required to undertake a minimum of 20 days (equivalent to 150 hours) with a host organisation. This is unpaid work experience, but we encourage hosts to pay travel and subsistence expenses.

To help you prepare for placement there are refresher workshops, September- end October, to refine practical skills including guidance sessions from the Careers service to help you prepare CVs and interview practice.

We encourage you to find your own placement, so that you can arrange work experience at a convenient location. Students negotiate the start date, whether they work a single block of time or day release and arrange with their host the daily hours of work to fit around study and home commitments.

We also organise a speed interviewing event at QMU in October to help match students with hosts. This event is for students who have not already secured a placement using their own contacts. It is also possible to undertake work experience at the end of year 3 over the summer vacation. You need to speak to the module coordinator, Ann Turner, if you would like to pursue this route. At the speed interview event usually between twenty and thirty organisations participate. Following an information briefing about the placement scheme, the role of hosts and our expectations, there is a two hour speed interview process with students moving around from host to host. This is followed by an informal lunch to facilitate further networking. If an organisation is unable to attend the event, but is offering a placement opportunity, students are asked to contact them direct with their CVs and covering letters and then interviews at the host location may be set up.

Over the many years we have been running the placement module, we have developed a comprehensive database of companies who regularly participate in our placement scheme. If any students are unsuccessful in securing a placement at the speed networking event, we provide access to the database so students can contact them direct to explore opportunities. In addition students are encouraged to join the QMU current and former student group on LinkedIn and contact alumni direct to see if they could host a student on placement. In addition the PRCA and the CIPR offer student members access to their internship and placement listings.

There are placement handbooks setting out the aims and expectations of the placement scheme for both students and hosts.(see separate documents) Ann Turner is in charge of facilitating and overseeing placements and acts as a contact for both students and hosts if any issues arise during the placement. If students secure their own placement with an organisation that is not on our database, then checks are made that the organisation is suitable. Companies must have a contact person who has a number of years' experience in Public Relations, Marketing or Events Management and will act as a mentor and supervisor to the student while he/she is working with them. The host premises need

to be suitable and an appropriate work space provided for the student. Site visits may be made by the academic coordinator to ensure the venue is suitable. Students keep an electronic diary or blog while on placement which the tutor has access to so can monitor how the student is doing. In addition students and hosts should contact the module coordinator if any issues arise that cannot be dealt with between host and student. Meetings can then be held with both parties to resolve issues. If on the rare occasion relations break down, an alternative placement may be secured after discussion with the module tutor.

The assessment for this module is the submission of a reflective report that utilises a learning diary the student keeps whilst on placement. It is an opportunity to reflect on the consolidation and application of knowledge and understanding in a professional setting and reflect on their experiences and learning in the workplace. Students are also required to produce a portfolio of materials that demonstrate their skills and competencies gained across the degree programme. They are encouraged to start an e-portfolio in level 1 in the module *Media Relations* and add to this throughout their programme of study. The end product should be suitable to take to a job interview. Assessment is by the academic module co-coordinator, rather than the hosts having any involvement in this aspect of the students' learning and assessment.

7.   Student support

This is provided at both institutional and subject area level. Students on programmes delivered at QMU have full access to on-site Student Services which include Disability Service, Counselling Service, Financial Advisor and Careers Service. Students have an opportunity to feed back on Programme and general quality issues via regular meetings of the Staff Student Consultative Committee. Support is available to students in developing their study and learning skills from the Effective Learning Service email els@qmu.ac.uk or phone 0131 474 0000 and ask for 'ELS' or 'Effective Learning Service'.

7.1 Personal Academic Tutors

Each student has a named Personal Academic Tutor (PAT) from within the programme team. Check your student portal to see who your PAT is. They can provide academic support and liaison with service areas to offer other support and guidance as appropriate. Students can request a meeting as needed. The PAT will discuss with students their academic progress and help them develop an individual learning plan.

7.2 Dissertation and Student Initiated Module (SIM) Supervisor

Each student is allocated a dissertation supervisor and if students select to take the option *Student Initiated Module (SIM)* at level 3 or 4 they will be appointed a supervisor from the teaching team. Dissertation supervisors are responsible for providing 5 hours supervision to each student in relation to this module. This includes guidance on the field of study, data, literature sources and copyright, advising on the dissertation proposal, suggesting specialists the student may contact and facilitating planning and writing, ensuring academic rigour. SIM supervisors will be responsible for providing guidance on the approach to the project and will meet with the student to discuss progress of the project and the academic assessment. This will be up to 5 hours supervision.

7.3 Library and IT Resources

The Learning Resource Centre (LRC) is a one-stop shop for the learning, teaching and research needs of the staff and students of QMU. Parts of the LRC are open 24 hours, 7 days a week. There are 1000 study spaces, with over 600 of these having computer terminals. There is a mixture of networked and wireless access study spaces available. LRC provides a wide range of print, online and audio-visual resources:

95000 print books
122000 online books
3500 AV items
23000 print and online journals

All on-line services are available to students via the library web pages on the University's network and off-campus via Remote Access. There are facilities for group working, individual study spaces as well as quiet and silent study spaces. Education Resource Centre is located within LRC, as are IT labs, printing and photocopy facilities.

The LRC has a Service Desk for general enquiries and subject specific support is delivered by a dedicated Liaison Librarian. On-line information and tutorials are available via the Library web site to assist in the use of the online resources.

New students receive a general induction to the LRC at the start of their studies. Tailored information literacy sessions, usually delivered within the programmes, are provided.

Students have open access to extensive central IT resources. This uses thin client technology allowing students' access to their own account (their own files, email, software etc.) from any terminal within the University and also from any internet connection remote from the University.

The Assistive Technology Room in the LRC houses various pieces of equipment and software for students with disabilities. The room has fully adjustable computer desks suitable for students with mobility difficulties.

7.3.1 The HUB

The Hub is QMU's virtual learning environment and all lectures and supporting material will be available on the Hub either before or after each session as appropriate. Students can also access ePortfolio and support is available centrally and through individual modules such as level 1 *Media Relations* and level 4 *Professional Communication Placement*. Students on the PR named awards can also access specialist software for production modules and media databases such as PRMax for sourcing and producing targeted media lists. In addition the Education Resource Centre can loan equipment which students may require for their assignments. This includes digital cameras, video recorders and digital tape recorders.

7.4 Effective Learning Service

The Effective Learning Service (ELS) provides guidance and support for all students wishing to develop their study and learning skills. The ELS runs study skills workshops and produces a range of useful advice leaflets on topics such as planning essays, critical thinking and reflective learning. Students can book one-to-one appointments to get advice on any particular aspect of learning with which they are having difficulty.

7.5 Royal Literary Fund Writer in Residence

The RLF fellow is available to students for support on all forms of writing, both creative and academic and can offer a one-to-one session in which they provide feedback on a specific piece of the student's writing.

7.6 International Students

Specific support is provided institutionally for international students. This includes English language support, information on life in the UK, and information on immigration and visas.
https://www.qmu.ac.uk/study-here/international-students/

7.7 Student Services

Student Services is a professional support department working to ensure students have the information, advice, guidance and opportunities necessary whilst studying at QMU. Staff work with students to address issues and overcome obstacles that might stand in the way of their progress. Staff in Student Services acknowledge the diversity of students' backgrounds and experiences and have established a range of support services designed to meet students' needs and requirements.

They have a team of specialists in the areas of careers and student employment, disability advice, counselling, student funding advice, transitions and pre-entry guidance, and a medical service linked to the Riverside Medical Practice in Musselburgh.

https://www.qmu.ac.uk/study-here/student-services/

7.8 Students with Disabilities

QMU is committed to equality of opportunity and believes in a culture of diversity and inclusion. A team of Disabled Student Co-ordinators in academic and support departments, specialist tutors and student assistants, supported by full time Disability Advisers, are dedicated to the provision of information, support and guidance for disabled students. Through a system involving an Individual Learning Plan (ILP) for each disabled student, the institution offers a package of academic and personal support, which is constantly monitored and adapted to meet individual needs. The ILP is developed by the Disability Adviser for the School in consultation with the student and forwarded to the Academic Disabled Student Co-ordinator (ADSC) in the subject area of MCPA. He meets with students to discuss suitable adjustments and sign the ILP. The information from this plan will then be shared with other staff with whom the student will come into contact to ensure his/her requirements are taken into consideration. For the role of the ADSC and more information see https://www.qmu.ac.uk/study-here/student-services/disability-service/

The Disability Service assesses student needs, upon request, and can institute an Individual Learning Programme for students. Each subject area in the university has an Academic Disabled Student Co-ordinator (ASDC) who overseas this process for their subject, keeps contact with students concerned, and advises on other QMU-wide disability provision.

7.9 Careers Service and Student Employability Service

The Careers and Employability Service offers help and support to students throughout their studies. The JobShop offers advice and guidance on part-time employment, voluntary work, relevant work experience and graduate employment for up to two years after graduation. Students can sign up to an online vacancy service. They also organise a series of employer presentations and workshops to prepare for the world of work. https://www.qmu.ac.uk/campus-life/careers-and-employability/

7.10 Students' Union

The Students' Union is run independently by students providing a focal point for the representative, welfare, sporting, cultural and recreational needs of QMU students. The union is home to Maggie's café and bar as well as The Advice Centre, which offers confidential, impartial advice on all matters affecting students such as housing, finance and health. The SU will also assist students with academic appeals and lodging complaints.

For further information see: https://www.qmu.ac.uk/campus-life/students-union/

8.   Programme management

Head of Division
The Head of Media, Communication and Performing Arts, Dr David Stevenson, has managerial and operational responsibility for the quality of all the programmes offered by the subject area.

Programme Leader
The programme leader for both named awards is Senior Lecturer, Ann Turner. She provides the academic and organisational leadership for the programmes through the programme committee

Programme Committee
The committee comprises all staff that teach or assess students on the programme, as well as student representatives. The committee is responsible for the maintenance and enhancement of the academic standards of the programme. It monitors the objectives and structure of the programme, ensures student feedback is collected, reviewed and reflected upon by the programme team, reviews assessments, responses to External Examiners' reports, reviews NSS results and programme action plans, reviews Annual Monitoring Reports, develops teaching and learning methods, monitors resourcing, monitors admissions and progress and submits minutes of its meetings to the School Academic Board.

Student-staff Consultative Committee
The Programmes have a student-staff consultative committees (SSCC) which feeds in to Programme Committee. The SSCC will meet at least once per semester. The function of the committee is to provide a forum for constructive discussion of the programmes in general terms, of the demands of the programme on students, and of possible developments. We seek representatives from each level each year to serve as class representatives.

9.   Contacts

Programme Leader – Ann Turner   aturner@qmu.ac.uk

School administrator – Ann Hubbard/Emily Harmer Schooloffice@qmu.ac.uk
Library Liaison Officer for MCPA: Robbie Lumsden RLumsden@qmu.ac.uk

<u>Teaching Team</u>
Sally Chalmers   schalmers@qmu.ac.uk
Magda Pieczka   mpieczka@qmu.ac.uk
Emma Wood   ewood@qmu.ac.uk
Dominic Hinde

Grade A* 80% and above
Outstanding performance, exceptionally able –pass
- Articulates an outstanding and comprehensive understanding of the question or problem
- Includes all of the most relevant information and issues raised by the question
- Demonstrates outstanding in-depth knowledge of appropriate reading through extensive references to texts, including journal articles
- Shows outstanding originality in problem solving, critical thinking, analysis and evaluation
- Presents outstanding arguments in a fluent and convincing manner.
- Displays an outstanding ability to synthesise concepts, knowledge and theory
- Shows in-depth awareness of value judgements and assumptions embodied in the question

Grade A 70-79.9%
Excellent performance – pass
☐ Articulates an excellent understanding and interpretation of the question or problem
☐ Includes most of the relevant information and issues raised by the question
☐ Demonstrates an excellent in-depth knowledge of appropriate reading through references to texts, including journal articles
☐ Shows originality in problem solving, critical thinking, analysis and evaluation
☐ Shows an excellent understanding of theoretical/conceptual issues
☐ Presents excellent arguments in a balanced and coherent way
☐ Demonstrates excellent ability to analyse issues raised, synthesise materials and evaluate evidence presented
☐ Shows awareness of value judgements and assumptions embodied in the question

Grade B 60-69.9%
Very good performance – pass
☐ Articulates a very good understanding and interpretation of the question or problem
☐ Includes many of the most relevant information and issues raised by the question
☐ Demonstrates a very good knowledge of appropriate reading through references to texts, including journal articles
☐ Shows some elements of problem solving, critical thinking, analysis and evaluation
☐ Shows consistent understanding of theoretical/conceptual issues
☐ Present arguments in a balanced and coherent way
☐ Demonstrates a very good ability to analyse issues raised and evaluate evidence presented
☐ Shows some awareness of value judgements and assumptions embodied in the question

Grade C 50-59.9%
Good performance – pass
☐ Articulates a good understanding and interpretation of the question or problem
☐ Brings in several of the main points and issues raised by the question
☐ Demonstrates a good knowledge of appropriate reading through references to texts, including journal articles
☐ Shows some elements of problem solving, critical thinking, analysis and evaluation, but not consistently applied
☐ Shows good understanding of some theoretical/conceptual issues
☐ Presents most arguments reasonably clearly
☐ Demonstrates a good ability to analyse issues raised and evaluate evidence presented
☐ Shows good awareness of value judgements and assumptions embodied in the question

Grade D 40-49.9%
Satisfactory Performance – pass
☐ Articulates satisfactory but limited understanding and interpretation of the question or problem
☐ Discusses some of the main points/issues raised by the question
☐ Demonstrates satisfactory knowledge of appropriate reading through references to texts, including journal articles
☐ Shows some satisfactory but inconsistent attempts to problem solve, analyse and evaluate
☐ Shows partial understanding of theoretical/conceptual issues
☐ Presents some arguments with some clarity
☐ Demonstrates a satisfactory ability to analyse issues raised or evaluate evidence presented.
☐ Shows satisfactory but limited awareness of value judgements and assumptions embodied in the question
☐ Indicates that additional engagement may be required to sustain and enhance performance in subsequent modules and levels

Grade E 30-39.9%
Unsatisfactory performance - fail
☐ Articulates very limited understanding of the question or problem set
☐ Discusses few or none of the main points/issues raised by the question
☐ Demonstrates insufficient knowledge of appropriate reading through references to academic texts, including journal articles
☐ Shows narrow understanding of theoretical/conceptual issues
☐ Includes arbitrary or inaccurate factual information
☐ Presents arguments with little clarity
☐ Demonstrates very limited ability to analyse issues raised or evaluate evidence presented
☐ Shows limited awareness of value judgements and assumptions embodied in the question

Grade F 20-29.9%
Unsatisfactory performance- fail
☐ Articulates extremely limited or no understanding of the question or problem set
☐ Discusses mostly marginal or irrelevant points
☐ Demonstrates very limited or no knowledge of appropriate reading through references to academic texts, including journal articles
☐ Shows very narrow understanding of theoretical/conceptual issues
☐ Includes arbitrary or inaccurate factual information
☐ Presents arguments with very little clarity, or presents no argument at all
☐ Demonstrates little or no ability to analyse issues raised or evaluate evidence presented
☐ Shows very limited or no awareness of value judgements and assumptions embodied in the question.

Grade G < 20%
Unsatisfactory performance or non-submission- Fail
☐ Articulates little or no understanding of the question or problem set
☐ Discusses only marginal or irrelevant points
☐ Demonstrates virtually no knowledge of appropriate reading through references to academic texts, including journal articles
☐ Shows very narrow or no understanding of theoretical/conceptual issues
☐ Includes arbitrary or inaccurate factual information
☐ Presents arguments with very little clarity, or presents no argument at all
☐ Demonstrates virtually no ability to analyse issues raised or evaluate evidence presented
☐ Shows very limited or no awareness of value judgements and assumptions embodied in the question