BA (Hons) Digital Marketing

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

Copyright

Contents

Course Details

1.   Named Awards

BA (Hons) Digital Marketing

2.   Course Code (and UCAS Code if applicable)

C2326S (NP53)

3.   Awarding Body

University of Portsmouth

4.   Teaching Institution

University of Portsmouth

5.   Accrediting Body

None

6.   QAA Benchmark Groups

The Business and Management benchmarks, as well as Computing and Communication, Media, Film and Cultural Studies were used to develop variants angled to recognise the specialist contexts on this degree.

7.   Document Control Information

Version 9, September 2018

8.   Effective Session

2018/2019

9.   Author

Emma Winter

10. Faculty

Faculty of Business and Law

11. Subject Group

Marketing and Sales

Curriculum

12. Educational Aims

The Digital Marketing programme aims to:

- Provide students with a detailed understanding of the core aspects of marketing as well as teaching the technical skills to create digital artefacts.   By learning key theory alongside plenty of opportunities for practical and creative application, students will have a clear understanding

of how digital experiences and interactive applications can be created and utilised for marketing a product, brand or organisation.

- Provide a framework for understanding the marketing function and the contribution it makes to achieving organisational goals.
- Provide a challenging and stimulating study environment.
- Provide students with the opportunity to study a flexible coherent programme up to and including a maximum of 40 credits worth of option units (including IWLP Languages 20 credits in Level 5 and not for credit at other levels).
- Equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets.
- Provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.
- Provide an appreciation of the discipline of business and management research, as it applies to marketing.
- Encourage ongoing critical, evaluative and strategic thinking.
- Enable students to view change and enterprise as constants in business and society and an integral part of business learning.
- Encourage students to recognise of the importance of the industry-education relationship.
- Provide a platform for subsequent professional development in Marketing.
- Integrate research undertaken by academic staff into teaching.

13. Reference Points

- University of Portsmouth curriculum framework document.
- The scholarship and research expertise of academic members of staff
- Subject Benchmark Statements (SBS) for Business & Management and Communication, Media, Film and Cultural Studies
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- The University of Portsmouth is a Chartered Institute of Marketing (CIM) Accredited Study Centre. Through the CIM's Graduate Gateway, students on BA (Hons) Digital Marketing gain exemptions to some CIM modules and have the opportunity to gain CIM qualifications alongside their degree studies by undertaking additional learning and CIM assessments here at the University of Portsmouth.
- Additionally, students taking this course can undertake the Chartered Postgraduate Diploma (and CIM Professional Diploma level for students with less than 1 years' work experience in a marketing role) upon graduation from this course, whereby students have been granted exemptions from certain CIM assessments. Students can therefore gain advanced entry to the Chartered Institute of Marketing (CIM) "Chartered Postgraduate Diploma" assessments on successful completion of the programme.
- Students completing a placement year can successfully qualify for a PBS Placement award.
- Framework of Higher Education Qualifications
- National Qualifications Framework
- Vocational and professional experience of academic members of staff

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:
- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:
- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:
- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge

- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

Students will be able to demonstrate ability to:

- Understand the subject areas and apply appropriate analysis and development techniques
- Research topics, show initiative, develop appropriate media, devise and sustain arguments and justify decisions in the subject areas
- Discuss current research, scholarship and limits of knowledge related to subject areas
- Take responsibility for their own learning and engage in self-directed independent study, which will include carrying out an extended piece of independent enquiry or project work.
- Communicate information in a manner appropriate to subject and the intended audience.

Benchmark Statement

The General Business and Management Statement applies to general Business and Management Honours degree programmes. Outcomes which cross reference directly to the General Business and Management Benchmark Statement are shown with a **#**. As this degree combines areas of learning from both business, marketing and digital media, there are complementary benchmark statement and reference points for content delivered by the School of Creative Technologies at The Faculty of CCI, indicated by a ***** (predominantly computing, ICT and communication media as below).

Business and Management

- Organisations
- External Environments
- Management

Context-specific to Marketing: (below, each of the headings of the general business and management benchmark statements have been contextualised to apply directly to marketing and digital media for marketing content)

- Markets - exchange processes; customer value; market evolution; market definition; competitors; competitive advantage; suppliers; market research. How the management of marketing and the design of marketing strategies shape and are shaped by changing markets for goods and services
- Customers - buyer behaviour; segmentation; targeting; positioning; customer-focused strategies, customer research. Significance of marketing strategy and policies in the generation and support of customer-responsive management. Internal and external customers. **(#)**

- Finance - financial implications of marketing decisions; budgeting; activity costing; pricing; sales forecasting; shareholder value analysis, strategic links between marketing and finance functions (budget management, sales account management, market share analyses). **(#)**

- People - managing marketing personnel; organisation behaviour; business relationships. Contribution of marketing strategies and policies to the general process of international communications for people-management, relationship management and links to human resource development. **(#)**

- Operations - links between marketing and operations; managing supply chains; marketing channels; forecasting supply and demand; quality control. Contribution of marketing policies and practices to general operational practice; the nature of marketing as an operational practice (logistics, stock management, inventory management, category management). **(#*)**

- Information Systems - marketing information systems; market research; market analysis; database marketing. Development and uses of marketing information systems. **(#*)**

- ICT - Internet marketing; advertising; public relations; customer relationship management. **(#*)**

- Computing* - An understanding and appreciation of the capabilities of modern computer technologies as used in the development and implementation of multimedia software and computer graphics. An understanding of a scripting language, various multimedia tools, 2D-3D modelling animation, web-based authoring tools and music hardware/software. Critically analyse human perception of images and sound and applications within the entertainment technology industry. Manage and organise projects through problem identification, the analysis, the design and the development of a system, with accompanying documentation. Identify practices within a professional and ethical framework and understand the need for continuing professional development. Discuss applications based upon the body of knowledge. Hardware and networks, graphics processing, object libraries, visual modelling techniques and algorithms, programming, image processing, animation and manipulation of images, information content, class definitions, scripting, video images, representation and storage, data transmission and digital forms and tool support. **(*)**

- Communication, Media, Film and Cultural Studies – Understand diversity of forms of culture and the role of communication, media and culture within contemporary societies. Consider and evaluate work in a reflective manner, with reference to academic and/or professional issues, debates and conventions. Produce work, which demonstrates the effective manipulation of sound, image and/or the written word. Manage time, personnel and resources effectively, by drawing on planning and organisational skills. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity. Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively. Deliver work to a brief and deadline, referencing sources and ideas and making use, as appropriate, of a problem-solving approach. Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users. **(*)**

- Business Policy - strategic marketing planning; competitive strategies; collaborative strategies; resource-based marketing strategies. Contribution of marketing to business strategy; strategic marketing decision making. **(#)**

- Contemporary issues - marketing ethics; social marketing, plus as per general business and management benchmarks: - Markets; Customers; Finances; People; Operations; Information Systems; Communication and Information Technology; Business Policies and Strategies; Contemporary and Persuasive issues. **(#*)**

A. Knowledge and Understanding of:

A.1 Fundamentals/Principles of a range of business functions / key ideas and techniques in strategic marketing. **(#*)**

A.2 Interrelationships between organisations, the business environment and society/ Marketing concepts: customer orientation. **(#*)**

A.3 Processes relating to people and their management in organisations. **(#)**

A.4 Complexity of organisational governance. **(#)**

A.5 Interaction [synthesis] of management theory and business practice/ Marketing targeting; positioning and segmentation / planning the marketing mix. **(#*)**

A.6 Nature of innovation and entrepreneurship. **(#)**

A.7 Significance of key contemporary issues for Marketing such as globalisation and digitalisation: Special situations; planning for international and services marketing / new developments in marketing; Direct, database and internet marketing. **(#*)**

A.8 Complexity of values and norms adopted in business. **(#*)**

A.9 Comparative and cross-cultural dimensions of marketing. **(*)**

A.10 Business and Marketing Planning and project management: transactional and relational approaches. **(*)**

A.11 Research techniques for marketing decisions coupled with the value and utility of research in creative practice. **(*)**

A.12 Practical and theoretical understanding of computer technologies relevant to Digital media (includes: Computer graphics, authoring software packages, Basic programming, Visual design and composition, Music software packages, equipment and musical styles, and the role of technology, Professional issues in entertainment production and management. Industrial software and technologies and their application domains, the digital media production process including concept production and post-production, The manipulation of digital media by computer programming, The underlying processes relating to media artefacts transfer and presentation, Values and responsibilities in production.

B. Cognitive (Intellectual or Thinking) Skills, able to:

B.1 Identify, define, explore and solve business and digital media scenarios/problems [using logical and creative approaches]. **(#)**

B.2 Identify tacit assumptions and limitations of data and information, making effective use of a wide range of digital media software and hardware. **(#)**

B.3 Discriminate between business and/or managerial alternatives and evaluate them, whilst applying appropriate professional codes of conduct and giving consideration to appropriate ethical practice. **(#)**

B.4 Analyse and interpret a range of business documentation. **(#)**

B.5 Argue cogently in oral and written form. **(#)**

B.6 Think creatively in dynamic, unpredictable business situations, working both autonomously as an individual learner and as part of a group. **(#)**

B.7 Apply mathematical and statistical analysis to business tasks. **(#)**

B.8 Reflect on own learning, and apply skills to actively manage studies. **(#)**

C. Practical (Professional or Subject) Skills, able to:

C.1 Use techniques for planning and scheduling work/projects.

C.2 Carry out academic and entrepreneurial research and analyse to deciding on the feasibility of client projects and working plans, given time and resources available.

C.3 Liaise and negotiate with clients.

C.4 Self-management to meet deadlines in business to effectively manage projects on a defined digital media / marketing client brief. **(#)**

C.5 Use interpersonal skills to relate to, and collaborate effectively with colleagues. **(#)**

C.6 Understand cultural and ethical sensitivity. **(#)**

C.7 Apply information search and data retrieval skills and tools, using traditional and electronic sources. **(#)**

C.8   Use IT skills including spreadsheets for data analysis and multimedia projects. **(#)**

C.9   Ability to use and manage appropriate ICT/multimedia software and hardware to produce designed outcomes to process and progress business tasks.

C.10 Update professional knowledge using business resources on the internet.

C.11 Internal and external networking and employability skills through preparation of CV, personal (e-) portfolio, and pursuance of appropriate career paths.

C.12 Effectively communicate through a range of formats including written essays/reports according to academic and professional practice conventions, using of a range of oral presentation forms and appropriate computer software/hardware professionally. **(#)**

D. Transferable (Graduate and Employability) Skills, able to:

D.1   Communicate effectively (persuasion, influencing, project management) through graphical, visual, oral, computer-aided and written means.

D.2   Continually develop knowledge and implementation of Information Technology. **(#)**

D.3   Develop problem solving strategies appropriate to the problem domain Problem Solving. **(#)**

D.4   Use ICT's to handle numerical data as a guide to decision making in typical technology or business orientated situations. Effective analysis of relevant financial statistical information, ability to read and synthesise complex documents from different sources such as research papers, journal articles and practitioner sources. **(#)**

D.5   Demonstrate self-development, reflection and improving own Learning and Performance (via PDP, ILP, CPD activities), building on previous experience and different sources of information in order to generalise ideas and skills.

D.6   Work with Others (in a team environment), sharing information to achieve goals. Demonstrate effective project management skills. **(#)**

16. Learning and Teaching Strategies and Methods

Knowledge will be gained through formal lectures, tutorials, workshops, self-directed study, peer support and practical project work.

This will be supported by professional practice visits to entertainment industry events, which are particularly related to the subject Pastoral support is provided by study skills sessions and designated personal tutor, which have strong operational links with the course management team.

Teaching and learning is developed through a range of methods. Lectures provide theoretical/conceptual foundations (L0 A1, A2, A3, A4, A5, A6, A7, A8, A9, A10). Seminars, workshops and surgery sessions build on and develop further knowledge and understanding (L0, A1, A2, A3, A4, A5 A7, A8, A9, A10, A11 and A12). Sandwich students' knowledge and understanding are further developed through their placement experience. (L0 A1, A2, A3, A4, A8, A11 and A12).

Cognitive skills are developed through lectures supported by other class-based sessions and independent learning (see PBS UG Programme policy document on Student Private Study Guidance).

CCi additional complementary learning and teaching related projects will provide through research, development, planning, production and post-production stages a full range of experiences and opportunities to develop critical engagement and evaluation in the subject. Teaching and learning will involve group and individual work. Regular seminar and presentation during the various stages will allow the development of students' ability to contextually position and justify the work. Practical laboratory sessions will reinforce and develop techniques in media transfer and presentation.

C1, C2, C4, C5, C10, C11 and C12 are developed through self-management and individual and group-based seminar and workshop activities. Due to the practical nature of the discipline, most units provide plenty of opportunity for application of knowledge and therefore development of all Practical Skills are embedded within the teaching and learning in units across all years. For units using live client work, there is particular focus on skills C3, C5, C6, C11, and C12

Seminar activities across the programme will provide the primary mechanisms for the development of transferable and keys skills.

17. Assessment Strategy

Assessment is via a mix of coursework and examination. Coursework includes individual and group work, presentations, learning logs or portfolios and assignments.

Knowledge and Understanding are assessed through all assessments for core units. (Learning Outcomes, A1, A2, A3, A4, A5, A6, A7, A8, A9, A10 and A11).

Assessment is both formative and summative. Cognitive abilities (Learning Outcomes B1, B2, B3, B4, B5, B6, B8) will be evidenced through course work projects, examinations, journals, portfolios, essays, blogs, case studies, oral presentations, individual and group work. B7 is assessed in units with a quantitative element. The Placement is also assessed via employer reports and a self-completed learning log discussed with an academic tutor and accredited by City and Guilds.

C1, C3, C6, C7, C8, C9 and C11 are assessed through relevant unit assessment artefacts. These plus C2, C4, C5, C10 and C12 form part of self-managed learning and are key to performance in a range of assessments. Students' practical skills are additionally assessed via University tutor and employer reports plus a learning log completed by the student for students undertaking a placement year. CCi / Digital Media subject specific skills will be evidenced through planning, concept generation, research and development, effective project management of live client work and production of a completed product or artefact. Competence in the application of underlying technologies may be assessed, in part by examination, case studies and demonstration.

Transferrable skills will be assessed in units across the programme. D6 is assessed through group project activities. D1 and D3 are assessed in specific assessment artefacts. D2 is assessed in units requiring IT input and D4 in quantitatively based units. D5 forms part of independent learning developed through the course by learning logs, portfolios and final year project/dissertation.

All assessments for core units on this programme are considered to provide opportunities for students to demonstrate knowledge and understanding of the subject matter relating to the degree programme. Some assessments lend themselves more readily to the development and demonstration of cognitive skills. Others provide evidence of practical, professional and subject specific skills. Most assessments will provide opportunities for students to demonstrate the achievement of transferable and key skills). Consideration of this has been given at each level whilst acknowledging that there is a rising expectation of the development of these skills as the programme progresses.

Summative assessments become longer in duration in accordance with University guidelines. This allows students further opportunity to demonstrate their knowledge and understanding of the subject matter and their ability to work under pressure.

Level 4

The assessment approaches for the core units include online tests, examination and course-work. Seminar and workshop sessions provide opportunity for formative assessment and feedback, and reflective writing and learning logs are used as devices to stimulate student self-reflection.

Level 5

Development and application of marketing skills centred on concepts such as market research, communication, digital marketing and metrics will be assessed in units such as Developing Marketing Communications and Introduction to Digital Marketing. The workshop and seminar sessions provide opportunity for formative assessment of these skills which will then be summatively assessed through coursework and examinations. Live client work and production of artefacts will form the basis of assessement on CCi units

At Level 5 students are assessed on longer essays for example the research proposal. This provides them with the opportunity to develop the intellectual skills of evaluation, knowledge and analysis. Presentations continue to provide opportunities to develop further collaborative skills, an understanding of group dynamics and an analysis of the individual student's role in that process.

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Level 6

Students will be required to demonstrate the higher skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding of the relevant areas of marketing. These skills will be assessed through a mixture of coursework, and case studies and essay questions set in time-constrained examinations across all the core units at this level.

The ability of students to engage in independent research will be formally assessed through the various 40 credit independent study projects such as the Dissertation and Marketing Consultancy Project. These provide an opportunity for students to develop self-management skills along with researching, analysing, documenting and evaluating to produce a substantial piece of work.

As for Level 5, seminars and workshops will also provide the opportunity for formative feedback prior to summative assessment.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search][1] for full details on the course structure and units

- The equivalent of 360 credits is required in order to be awarded the Honours degree. Standard University rules apply. The Regulations must be consulted for a full description of exit awards.
- One credit is equivalent to 10 hours of learning.
- Each level comprises of a minimum of 120 credits.
- Units are offered as 20 credits or 40 credits.
- The final year project is a 40 credit unit.
- The Digital Marketing Pathway is offered in both three-year full time and four-year Sandwich mode. It is divided into three levels: Level 4 (Year 1), Level 5 (Year 2), and Level 6 (Year 3 or Year 4). The sandwich placement year is not classified as a freestanding level. To be awarded the degree "in sandwich mode" students must complete an approved work placement of at least 48 weeks and submit and pass the reflective report.
- Units are either core to the pathway, subject core optional (e.g. final year project) or optional. IWLP units (Languages) of 20 credits (offered in Level 5 only) each provide an opportunity for students to study an additional topic outside of their main subject area. Other optional units from Marketing, CCi, and other subject groups such as Strategy, Enterprise and Innovation (each at 20 credits) are offered for credit, at academic Levels 5 and 6 only and provide an opportunity for students to study a topic outside of their main subject area. This gives students the opportunity to learn a variety of subjects as part of their studies and benefit from specialist knowledge of colleagues.

19. Employability Statement

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The Digital Marketing degree is by nature a vocationally oriented programme which provides a range of opportunities to learn about and from a range of practitioners in the teaching teams and throughout the delivered curriculum. The five strands (self-awareness, opportunity awareness, decision-making, transition and organisation/market awareness) of the University's employability strategy are supported by career management skills (Route C) being embedded in the curriculum. Informal links with employers and alumni occur through informal discussions with graduating alumni and employers e.g. EA games, Sony UK and Cine Site through CCi Faculty can further enhance student employability and networking skills.

These are supported by:

- Personal and Professional Development Planning (PDP) is embedded in timetabled sessions delivered at all levels of study as part of the personal tutoring system. The personal tutoring programme is incorporated into Marketing in Action (Level 4) and Employability Research and Professional Development (Level 5). PDP activities challenge students to develop self-

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[1] www.port.ac.uk/unitwebsearch

awareness of their skills, supported by delivered sessions at all levels of study and reinforced through integrated activities at each level in other units

- Wednesday afternoon is kept free of formal tuition so that students may participate in the range of sports and other special interest clubs offered by the University.
- In Levels 4, 5 and 6 there are core and optional units such as Marketing in Action, Introduction to Digital Marketing, Creative Communications and Marketing Consultancy Project which provide students with the opportunity to apply their skills and knowledge to resolve real marketing issues for real organisations.
- International and global market awareness are more generally embedded throughout the curriculum via a "matrix" of content throughout all units and levels and covered specifically in the L6 unit – Strategic Marketing in a Global Environment
- There is an optional placement year during which students can undertake relevant work experience. To prepare students for this opportunity, there is a dedicated Placement Office series of workshops where external employer guest speakers talk to students about roles they are offering and how to prepare and apply for placement opportunities. Through delivery of Employability Research and Professional Development, students are required to contact careers service staff at Purple Door as well as being encouraged to make additional independent contact and use of Purple Door facilities.
- At Level 6, career management aspects are discussed generally within the tutoring unit Success in Your Final Year, as well as being individually reviewed between personal tutor and tutee.
- Employer links are facilitated through industry guest speakers, CIM networking and local business projects which take place at all levels.

Course Management

20. Support for Student Learning

- The Course is managed by the Director of Undergraduate Marketing Programmes
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- Faculty Study Support
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP)

21. Admissions Criteria

A. Academic Admissions Criteria

General guidance:

- A-levels: 112 points from a maximum of three A levels or equivalent (equivalent qualifications could include AVCE/AVCEDA, BTEC Nationals – Award, Certificate, Diploma).
- Five GCSEs A-C, including mathematics at Grade C or above.
- The level of English language proficiency required is IELTS 6.
- Professional qualifications & experience are considered positively.
- Mature and International students are welcomed.

- Applicants who meet appropriate University of Portsmouth Recognition of Prior Learning (RPL) requirements can be considered for direct entry

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- University Academic Contact in CCi for day-to-day running of the course and matters relating to CCi units
- Board of Studies with overall responsibilities for operation and content of course
- Head of Undergraduate Programmes
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes

- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (*see Assessment and Regulations*[2]).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

The Periodic Programme Review 30 November 2016 confirmed 'Fitness of Purpose of Curriculum' and 'Annual Monitoring and Review Processes' as Effective.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see Higher Education Review of the University of Portsmouth, March 2015*[3]).

D. Others

None

26. Further Information

Further information may be found in:

- Student Handbook

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[2] www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

[3] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)[4] and [Portsmouth Business School](#)[5] websites

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[4] www.port.ac.uk/

[5] www.port.ac.uk/portsmouth-business-school/