

## AQH-B2-3a Undergraduate Programme Specification Template

August 2015

### SECTION A: CORE INFORMATION

1. Name of programme

Social Media Management

2. Award title

BA Honours

3. Programme linkage

Is this part of group of linked programmes between which students can transfer at agreed points?

**No**

4. Is the programme a top-up only?

**No**

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

**No**

6. Level of award (eg *Level 6 for BA/BSc*)

Level 3

Level 4

Level 5

Level 6 ✓

Level 7

7. Awarding body: University of Sunderland

8. Which department is it in?

Arts and Creative Industries

9. Programme Studies Board?

Journalism and PR

10. Programme Leader

Jenny Wotherspoon

11. How and where can I study the programme?

<b>At Sunderland:</b>	
Full-time on campus	x
Part-time on campus	x
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At the University of Sunderland London campus:</b>	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At a partner college:</b>	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

## 12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time	6 years	9 years
Distance learning		
Work-based learning		

## SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

### 26. Learning and teaching strategy.

This programme is designed to develop independent, active and reflective learners through a varied and progressive range of teaching, learning and assessment methods. Learning environments will be created in which teaching approaches, learning technologies and institutional structures and culture foster self-motivated and engaged learners. Staff will be supported and developed to provide high quality and forward-thinking teaching, learning and assessment within this constantly-evolving subject area, which will be informed by research, professional practice and pedagogic expertise. The programme will promote learning partnerships in which innovative, supportive and challenging practice will inspire students to approach their courses and careers with curiosity, enthusiasm and creativity. It will develop discursive and interactive approaches to teaching diverse groups of students, and will strive to be innovative and keep on top of new developments in learning, teaching and student experience. The programme will work to sustain, support and extend commitment to the Research Active Curriculum, with scope for further research in new technology, communication and audiences, and opportunity to maximise student engagement in research activity. Assessment tasks will be integrated into the learning process as exemplified below, and formative feedback and 'feed-forward' will be integral to learning, teaching and assessment. While the practical aspects of the programme will require students to research and produce industry-standard products suitable for publication, the academic focus of the programme enables students to analyse and evaluate existing practice. The main learning and teaching methods that will be employed are a combination of:

#### Live briefs

- Working with clients to produce, distribute and manage content across social platforms to deadline and on briefs

#### Simulated workplace learning

- Using the innovative Media Hub environment to engage with real world scenarios in real-time with support from the Media Hub newsroom manager who models professional behaviour and supports learning.

### **Lectures**

- to present and explain factual information and give a grounding in the key theories, genres and works associated with social media management practice.

### **Workshops**

- to allow practical application of information delivered in lectures, and to support students in learning and developing relevant practical skills.

### **Placements**

- to give students real world experience of working in social media management and other related roles across journalism, PR, marketing and other relevant and evolving industries.

### **Seminars**

- to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and critical thinking.

### **Group critiques, presentation and pitches**

- to allow presentation and pitching skills to be practiced and to develop reflective learners with the ability to defend and critique their decision-making and incorporate feedback into future learning and assessment.

### **Feedback**

- formative feedback and “feed-forward” will be given both verbally and in written feedback forms, as well being given alongside any assessed work.

### **Tutorials**

- a combination of group tutorials and one-to-one tutorials will allow students to discuss and develop their ideas in order to create reflective and active learners.

### **Electronic learning sources**

- an evolving range of electronic learning sources including online video tutorials, online presentations, webinars, electronic books and journals, and materials added to the VLE will aid the development of independent and active learning embracing the notion of professional self-development.

### **Independent learning and private study**

- to encourage resourceful and self-reliant learners through a requirement to develop initiative and time management skills - core skills that employers are keen to see in graduates.

### **Masterclasses**

- to encourage engagement with industry and industry professionals through the existing regularly scheduled programme of masterclasses. This approach will introduce students to cutting edge industry thinking and new perspectives.

### **Field Trips**

- to support learning through teamwork, confidence building and increased awareness of industry practice.

## **27. Retention strategy.**

The University has a range of strategies in place to guide and support students which help to maintain retention.

### **Induction**

Students enrolling on this programme are taken through a week of induction activities, introducing them to the University, the staff and fellow students. There are a range activities including social events, inductions to necessary University services and talks from graduates, all designed to help students make friends and settle into University life. Returning students will also receive welcome back briefings to promote retention at the start of each year.

### **Student handbook**

All design students receive a student handbook including important information about their academic studies, how and where to get advice and support, and directs them to some of the wider support systems in place for students.

### **Student Representatives**

Students on all programmes at each stage elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

### **Attendance Monitoring and Communications/Meetings**

The University has a system of attendance monitoring using registers that students scan into each contact session, electronically. Any absences are noted and admin staff contact each missing student by text message to make sure everything is okay and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

### **SSLC**

Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

### **Personal tutor**

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

### **Gateway student support**

A Gateway helpdesk at St Peter's library acts as a contact point for students seeking advice about their studies and wellbeing.

### **Comprehensive additional support**

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service, which offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

### **Extra-curricular**

Students will be encouraged to participate in a range of extra-curricular activities, such as involvement in the MediaHub, Spark, Cineclub and trips.

## **28. Any other information.**

## **SECTION C - TEACHING AND LEARNING**

### **29. What is the programme about?**

BA (Honours) Social Media Management is designed to produce graduates who have mastered the art of content creation, publishing, engaging, monitoring and analysing for social media. The programme will create legally and ethically-safe graduates with industry-standard skills equipped to work in a variety of social media and digital careers across a broad range of traditional and emerging industries that need to maintain online presence. Graduates will be equipped to work in emerging roles such as the Social Media Manager, Social Media Strategist, Digital Content Producer and Digital Engagement Manager.

During the programme, students will learn key social media, creative content production, online community management and analytics skills, underpinned by a strong theoretical and critical understanding of relevant academic ideas and theories to produce graduates who are active and reflective and will help advance the industry. Students on this programme will also gain a broad and varied set of communication skills by taking part in both journalism and public relations teaching, to give students a thorough understanding of how to communicate, tell stories, develop a brand voice and manage company reputation for a diverse audiences on behalf of various employers with differing approaches to social media.

The degree will offer students strong connections to industry through practical placements, masterclasses and professional practice, and will include industry-accredited media law teaching. It will culminate in students producing and project-managing a social media management campaign strategy, showcasing the culmination of content, publishing, community management and analytics skills learnt throughout the programme.

### **30. What will I know or be able to do at each Stage of the programme? *These should be brief bullet points for each sub-heading.***

#### **Learning Outcomes Stage 1 – Skills**

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

**S1 – an ability to use, and evaluate the appropriateness of, a diverse range of social media platforms to maintain an online presence in a professional context across multiple platforms and devices**

**S2 - an ability to apply legal, ethical and other regulatory frameworks to the practice of social media management production, distribution and circulation**

**S3 - an ability to use and evaluate the appropriateness of a diverse range of creative content production and community management technologies, techniques, devices and methods for the purpose of engaging and managing online audiences**

**S4 - an ability to discuss and interpret analytics data to develop an understanding of online audience behaviour and make sound and informed judgements regarding the management of social media channels**

**S5 - an ability to employ a diverse range of written skills in order to express ideas across multiple outputs and platforms and evaluate the appropriateness of tone and voice for specified audiences within the wider context of digital content and online community and reputation management**

**S6 – an ability to engage, manage and grow online communities in the context of a diverse range of social media management industry roles**

**S7 – an ability to analyse, evaluate and interpret the underlying concepts and principles of social media management within the wider context of digital media, in accurate, reliable, structured and coherent arguments, considering critical, ethical, and analytical views other than their own**

### **Learning Outcomes Stage 1 – Knowledge**

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

**K1 – knowledge of the underlying concepts and principles of social media management**

**K2 – knowledge of the history and context of digital and social media and online communities, and understanding of how historical and contextual developments are reflected in contemporary debates in those fields**

**K3 – understanding of the diverse contexts in which social media managers operate and of the conflicting needs of customers, audiences, employers, shareholders and regulators in relation to management of client reputation, customer relation and customer experience**

**K4 – understanding of the material conditions of social media consumption, and of the cultural contexts in which people appropriate, use and make sense social media products**

### **Learning Outcomes Stage 2 – Skills**

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

**S8 – an ability to identify and evaluate the appropriateness of different approaches to social media management in the development of a small-scale social media strategy**

**S9 – an ability to apply key creative processes and professional practices to the conceptualisation and creation of social media video content and visualised data content**

**S10 – a developed ability to use established analytics techniques to initiate and undertake critical analysis and critical evaluation of data in relation to the achievement of set goals within a social media strategy**

**S11 - an ability to apply the underlying concepts and principles of social media management within an employment context**

**S12 – an ability to apply professional and occupational codes and practices in the production, distribution and reception of social media management**

**S13 – an ability to be adaptable, creative and reflexive in producing output for a variety of audiences and in a variety of multi-platform media**

## Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

**K5 – critical understanding of the economic and commercial forces that influence and frame the social media management role within contemporary political and cultural life**

**K6 – critical understanding of the established principles and practices of reactive and proactive management of reputation, customer experience and customer reaction, and online communities within the context of social media management**

**K7 – critical understanding of relevant industry standards and how they are defined and achieved**

**K8 – critical understanding of how organisations employing social media managers operate, communicate and are managed, and the importance of the commissioning and funding structures and constraints imposed by them**

## Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

**S14 - an advanced ability to apply professional and occupational codes and practices, and legal, ethical and other regulatory frameworks, to the production, distribution and reception and of a substantial social media strategy**

**S15 – an advanced ability to communicate information, ideas, problems and solutions in the field of social media management and to solve problems creatively using emerging ideas and techniques**

**S16 – an advanced ability to critically analyse and evaluate social media data and apply that to the practices of online community management**

**S17 – an advanced ability to apply creative processes and creative practices to the production of social media content for a specified client, and to initiate, develop and realise distinctive and creative work within digital media**

**S18 – an advanced ability to innovate and experiment with forms, conventions, languages, techniques and practices of social media management**

**S19 - ability to deploy accurately established techniques of analysis and enquiry into the ways in which identities are constructed and contested within digital communities**

## Learning Outcomes Stage 3 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

**K9 – a systematic understanding of the diverse modes of reception and use of media technologies and contents in relation to social media management**

**K10 – systematic knowledge of the ways in which participatory access to social media content is distributed along axes of social division, such as disability, class, ethnicity, gender, religion, age, location, nationality, and sexuality, and a systematic understanding of the ways in which individuals and groups express and communicate their identity**



**K11 - a systematic understanding of the political, economic and ethical contexts surrounding the management of a social media project**

**K12 – a conceptual knowledge of the impact of changing technology in the development of the social media industry, and in the production, manipulation, distribution and access of, and participation with, social media content**

### **Learning Outcomes – Ordinary degree**

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

### **31. What will the programme consist of?**

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the programme regulations.

#### **Stage 1**

In stage 1 students will learn core practical skills necessary for a career in social media management. Their relationship with social media will be repositioned and revised in order to begin using social media platforms as a professional tool. Students will begin to look at effective ways of using a wide variety of social media platforms on a range of devices in order to engage audiences, and will learn a range of stage 1 appropriate content production tools which will enable students to enhance their social media publishing with content such as images, videos, gifs and interactive content. Students will also be taught techniques and introduced to tools to help them build and strengthen the size and quality of their online audiences and to manage the communities developing around the social media presence they are cultivating. In order to measure their success, they will begin to learn how to interpret social media analytics and how to use this data to inform their decision-making when managing social media channels.

Additionally in stage 1, students will be equipped with key media law and regulation knowledge in order to ensure this knowledge can be applied and developed throughout the rest of the degree. Students will learn how to avoid legal suits and regulatory penalties regarding key media law and regulation issues such as contempt, defamation and copyright.

Through journalism and PR modules students will begin to learn how best to communicate through writing to suit the needs of different audiences and different employers. They will learn to write headlines, articles and press releases in order to enhance their overall skillset

and employability, and to develop a clear sense of appropriate tone, style and brand voice while developing a clear understanding of the differences between promotional and non-promotional industries and employers. The PR modules will also teach students to begin considering the importance of reputation management on behalf of the employer, and how to deal with a range of pressures and needs from employers, stakeholders, customers and the public.

These practical skills are underpinned by theoretical learning. Students will consider key debates in the field of social media management and learn about the historical and technological developments in the digital sphere that have led to the creation of the current digital landscape. Theories and ideas surrounding the development of digital communities online identities, digital social structures, and the behaviour and participation in those digital communities will also be considered.

## **Stage 2**

In stage 2 students will further develop their understanding of social media as they are taught techniques and tools with which to create, curate and maintain a social media strategy. Students will learn to use analytics to set goals and measure success using data, and learn to evaluate those findings to demonstrate the achievement of a social media strategy. Students will also learn how social media management is influenced by social media advertising and the latest digital marketing trends including the rise of visual marketing, the emergence of pay-to-play and the rise and role of mobile technology. The relationship between content, social media and SEO will also be studied. Students will also delve further into the key debates and theories relevant to social media management.

Students in stage 2 will build on their content creation skills by developing their ability to film and edit video, and to use social media to share that video. Alongside this they will begin to use data visualisation tools and develop some ability to use graphics software to contribute to both video content and to the data visualisation projects. To enable a deeper understanding of data visualisation students will learn to use data sets, databases, advanced spreadsheet functions and statistical tools and will look at the ethical and theoretical debates surrounding data storage and use.

Students will continue to develop their reputation management skills through a PR module which is a progression of PR skills learnt at stage 1. They will learn to develop a PR strategy for a specified client or organisation and will deepen their understanding of PR theories and debates.

In stage 2 students start using their skills in real and simulated working environments. In the PR, video and data modules students will be producing work for real and simulated clients. Students also take part in a two-week work placement with one or more companies in a social media management setting.

You can also choose a 20-credit option module from a variety of complementary subjects including marketing, journalism, media production, photography and PR.

### Stage 3

In stage 3 students will extend their creative content creation skills as they experiment with the latest cutting-edge technology and tools for digital storytelling. Students are encouraged to help find new and innovative ways of using technology for content creation in a multimedia storytelling module.

They will revisit community engagement, learning the latest tools and techniques for managing, growing and maintaining a strong online community and will extend their analytical and statistical analysis skills to analyse community engagement and feed it back into a social media strategy.

Meanwhile, they will continue to develop reputation management skills through a third PR module in which levels. Students will learn about the economic value of corporate reputation and goodwill along with the implications for corporate responsibility and community relations. They will appreciate the complexity of operations that can be carried out by a corporate communications department and learn how to carry out a communications audit to establish whether the practice matches the theory.

Students will demonstrate a culmination of this work by developing and implementing a substantial social media strategy for a real or simulated client. They will set clear goals and will pitch the strategy, before carrying it out and measuring the engagement and success of their campaign. They will demonstrate their creativity and technical ability in the creation of content for their social media channels across various platforms and devices.

You can also choose a 20-credit option module from a variety of complementary subjects including marketing, journalism, media production, photography and PR.

#### 32. How will I be taught? *Modes of teaching and learning aligned with KIS – choose one or more*

Scheduled teaching activities	x
Independent study	x
Placement	x

The Programme uses a mixed range of teaching and learning strategies that assist in the development of technical and professional skills of students. Across all stages modules offer a variety of individual tutorials, seminars/workshops, teaching-aides, demonstrations, peer review, and feedback. In the early stages of the Programme, the modules are predominantly tutor-led, providing teaching and learning through formal lecture sessions and interactive seminars. Seminars are space to initiate discussions and check student knowledge and they form a key component of the programme's earliest stages.

As students progress throughout their programme, their ability to make independent judgements is encouraged and the delivery of the module content moves towards an interactive workshop-based model. By Stage 2, students will embark upon a work-placement module wherein they will be able to put into practice their acquired knowledge and skill. By stage 3 student independence and academic freedom increases following the development of knowledge and skills in the two years prior. The self-negotiated practical project is a good example of this as it placed greater emphasis on student-initiated learning

and autonomy, supported with staff guidance. Students will be required to pitch viable ideas to staff in order to advance their projects.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

### 33. How will I be assessed and given feedback?

Written examinations	x
Coursework	x
Practical assessments	x

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	<b>YES</b>	
This programme uses the Subject Specific Assessment Criteria		<b>NO</b>

The University regulations can be found [here](#).

### The generic assessment criteria which we use can be found [here](#)

Stage 1 assessment does not impact on your final award. All stage 1 work is assessed by module lecturers who will then provide you with detailed feedback.

For stage 2 and 3 modules, all work is assessed and then moderated by appropriate members of the journalism team. Students will receive detailed feedback. External examiners moderate a sample of work from all modules across stages 2 and 3.

All grades are agreed at module assessment boards across the three stages.

Student feedback an assessment is provided both verbally and in written form, in both cases referring clearly to the assessment criteria and learning outcomes of the module. This enables you to understand the level of your mark, and draw your attention to areas for improvement.

You will be assessed using a range of methods in keeping with the teaching and learning strategy, including:

Essays, critical evaluations and blogs

- are used to test knowledge and understanding. They also test your academic research skills and the ability to select critical detail from large amounts of information and to interpret, evaluate, organise and present a coherent argument or report based on that

information.

#### Pitch/ Presentation

- are used to test your ability to sift key information and present it coherently and succinctly to an audience and your ability to think critically. Depending on the nature of the project, the assessment may require that you present individually or as part of a team.

#### Live client briefs:

- are used to test your ability to apply both your knowledge and practical skills in a real-world setting and operate within a simulated professional environment.

#### Practical coursework:

- is used to test your ability to demonstrate relevant, practical skills such as writing articles, press releases, producing videos and social media content.

### 34. [Teaching, learning and assessment matrix](#)

#### 35. How does research influence the programme?

Teaching on the programme is enriched by Sunderland's cutting-edge research. The programme team hosts the Centre for Research in Media and Cultural Studies (CRMCS). Media research at Sunderland has been rated 'world leading' (25%) and internationally excellent (38%), according to the latest (2014) Research Excellence Framework (REF). A strand of research in the centre focuses on social media and digital technology.

The majority of the teaching team who contribute to the programme are members of the Centre and its active research culture that includes fortnightly research seminars as well as several annual conferences. The Centre continues to consolidate and develop its research activities, skills and methodologies through initiatives based on individual projects, collaborative exchange, and contact with external scholars and funding partners such as the Arts and Humanities Research Council.

Several members of staff hold research degrees at Doctoral and Masters level and are presently engaged in the wider academic community as external examiners on undergraduate and postgraduate programmes at other institutions.

The curriculum is underpinned by staff research within social media. Existing research includes book chapters on 'Sports, Racism and Social Media' and 'Twitter, Disintermediation and the Changing Role of the Sports Journalist'; articles on 'Tweeting with the Enemy', 'Impacts of Twitter on Relationships between Football Clubs and Supporters' and 'The Trouble with Twittering'; and conference papers on 'Twitter Storms: Social Media and the Changing Climate'.

## SECTION D EMPLOYABILITY

#### 36. How will the programme prepare me for employment?

The programme fosters an experimental approach to digital tools and the learning is designed to develop critical thinking in learners. Creative skills are also developed across all levels. This combination provides an excellent foundation for a range of careers in social

media management, community management and roles within creative content agencies, media companies and a wide range of sectors where content is produced for internal and external audiences.

The core Media Law module in first year deliver accredited learning and enables students to choose to take the National Council for the Training of Journalists' (NCTJ) Essential Media Law exam. This is a nationally-recognised qualification and will significantly boost employability in the media industry and other sectors. As part of this learning student also engage with regulatory and ethical contexts which will prepare them for day-to-day publishing dilemmas in their professional life.

Employers fed into the development of the programme and expressed a willingness to provide placement opportunities and live briefs to students. This opportunity to gain experience in industry will generate specific links with employers and boost employability more generally.

Employability support is provided via Sunderland Futures, offering mentoring sessions, internships, placements and leadership skills sessions. Students can demonstrate they have the skills that employers are looking for via the Sunderland Professional Award (SuPA) scheme, providing evidence and formal recognition for those students engaged in extra-curricular activities.

The opportunity to work in the Media Hub environment enables students to engage with professional practice as modelled by a professional Media Hub Newsroom manager. This experience of working on public-facing platforms in a supportive, but ultimately work-like environment will give students skills to succeed in employment.

Other career networking activities that students can attend and participate in include the Wednesday lunchtime Masterclasses, a series of lectures and workshops running throughout the academic year featuring invited industry practitioners

The programme enables students to study abroad at stage 2, which enables students to gain higher levels of independence and maturity while simultaneously broadening their cultural experience and social networks. At Stage 2 students may study in the USA, Canada, Australia and a number of EU countries, where University or subject- specific agreements exist. In each case, students are interviewed and are approved to study abroad subject to satisfactory progress on their degree programme. Students must also have approval for their proposed programme of study. During the period of study abroad tutors maintain contact with students via email. Credits for approved study abroad are counted towards the student's degree programme.

Language skills can increase your international mobility, and it is usually possible to take a module from the free University Language Scheme, which will earn credits towards your degree. The language module can be taken on top of or as part of the 120 credits needed to complete a year. Students can choose between French, German, Spanish, Japanese and Chinese at a range of levels.

There are also opportunities for on-campus students outside your programme of study.

For information about other opportunities available to our students who study on campus, [click here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

**37. Particular features of the qualification (optional)**

Students

**38. Professional statutory or regulatory body (PSRB) accreditation.**

PSRB accreditation is not relevant to this programme	x
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

The programme is currently accredited until:

The relevant PSRB(s) is/are:

The terms of the accreditation are as follows:

The programme is recognised as:

The programme is accredited dependent on, *eg OfSted ratings – to be used when no guaranteed time span is given but there are other criteria for the end point of accreditation.*

Accreditation gives graduates (*status / exemption*):

This depends upon successful completion of the programme.

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts	

(elements) of modules	
Requirements for progression between one Stage and another	
Placement requirements	
Attendance requirements	
Professional practice requirements	
Degree classification	
Other	

Interim or exit awards are not accredited.

Free text for description which is not covered by the options above.

## SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 39 and 40

## SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

42.

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Entry from a University of Sunderland Foundation Year

Can students enter with advanced standing?		<b>No</b>
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If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	
Stage 4	

If yes, with what qualifications?)

**Other:**

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior



Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

#### 43. What kind of support and help will there be?

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.

Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at three times per academic year (or more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the student's progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies which offer expertise to deal with issues of a more personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials. The careers service delivers aspects of the programme at Stage 3.

The Students' Union provides an independent service that offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

#### 44. What resources will I have access to?

On campus	x	In a partner college		By distance learning	
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#### On campus

General Teaching and Learning Space	x
IT	x
Library	x
VLE	x
Laboratory	
Studio	
Performance space	
Other specialist	x MediaHub
Technical resources	x

Text for details listed above:

BA Social Media Management will be mostly taught in the David Puttnam Media Centre on the Sir Tom Cowie campus. The university continually invests in industry-standard equipment and is a centre for excellence for training media students.

The Media Centre has four journalism suites, each with 18 Apple Macs with design applications and video editing. There is an additional open access project completion suite with 20 Apple Macs and colour laser printing.

A key feature of the Media Centre is its state-of-the art Media Hub, a student-run newsroom which houses four online outlets – SRNews, Fashion North, Northern Lights and SportsByte – plus the news desk for awarding-winning student-run community radio station Spark FM.

During term time there is support from the MediaHub newsroom manager and drop-in sessions run by industry specialists, who can advise on projects, assignments and personal portfolios. In addition, technicians are available to help with software and equipment.

The Media Centre has six radio studios including a transmission suite for Spark FM and two broadcast-quality TV studios complete with green room and changing facilities.

Its 203-seat cinema is equipped with full HD projection, 7.1 surround sound facility and the capability to play 3D feature films.

There are currently 18 Canon XA10 video cameras with tripods and microphones available for use during video modules, Premiere Pro editing software is installed on all Macs in the David Puttnam Media Centre, and we also have some accessories for phone filming. In addition to this we have five 360-degree Ricoh-Theta cameras.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

**45.** Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
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Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	x
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

In addition to study materials students can choose to pay for entry into the NCTJ Essential Media Law exam

#### 46. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Student Success Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Student Success Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular you are likely to have virtual rather than physical meetings and discussions. However these arrangements should provide comparable opportunities for you to give feedback. Details are given below.

## SECTION G QUALITY MANAGEMENT

### 47. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	<b>YES</b>	
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The subject benchmark(s) for this programme is/are: Media

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

### 48. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete the [SITS form](#).

## **PART B - PROGRAMME REGULATION/S**

**Name of programme:** *Social Media Management*

**Title of final award:** *BA with Honours*

**Interim awards<sup>1</sup>:** *Certificate in Social Media Management; Diploma in Social Media Management; Ordinary degree in Social Media Management; BA Honours in Social Media Management. The BA Honours in Social Media Management is awarded to students who gain a degree under the University's progression regulations but do not meet the additional progression requirements specified below to meet PSRB requirements.*

**Accreditation:** *MED136 Essential Media Law and Regulation is accredited by the National Council for the Training of Journalists as part of the journalism suite. Students on Social Media Management are entitled to sit the external exam to achieve an NCTJ law qualification.*

**University Regulation** (please state the relevant University Regulation): *4.2.1*

**Regulations apply to students commencing their studies from** (please state the date / intake that these regulations will apply to students for each Stage):

<b>Regulations apply to students</b>	<b>Date the regulations apply</b>	<b>Intakes affected</b>
Stage 1		
Stage 2		
Stage 3		
Stage 4		

### **Stage 1**

**Core modules:**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<i>MED130</i>	<i>Essential Journalism</i>	<i>20</i>
<i>MED136</i>	<i>Essential Media Law and Regulation</i>	<i>20</i>
<i>MAC114</i>	<i>Introduction to Social Media</i>	<i>20</i>
<i>MED122</i>	<i>Introduction to Digital Media Cultures</i>	<i>20</i>
<i>MAC163</i>	<i>Introduction to PR Theory and Practice</i>	<i>20</i>
<i>MED138</i>	<i>Introduction to Community Engagement</i>	<i>20</i>

**Optional Modules**

*None*

**Elective Modules**

*None*

**Progression Regulations**

*There are no programme-specific progression regulations*

### **Stage 2**

**Core modules**

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<sup>1</sup> Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

Code	Title	Credits
MED247	Placement and Practice	20
MED240	Practical Public Relations PR and Theory	20
MAC299	Social Media Theory and Practice	20
MED222	Shoot. Edit. Share	20
MED248	Data Analysis and Visualisation	20

### Optional modules

Choose modules to the value of 20 credits from the following list:

Code	Title	Credits
	All Arts and Creative Industries Modules	20

### Elective modules

There is no provision for an elective module at Stage 2.

### Progression Regulations

There are no programme-specific progression regulations

## Stage 3

### Core modules

Code	Title	Credits
MAC361	Advanced PR	20
MED320	Multiplatform News	20
MED347	Practical Project	40
MED346	Advanced Community Engagement	20

### Optional modules

Choose modules to the value of 20 credits from the following list:

Code	Title	Credits
	All Arts and Creative Industries Modules	20

### Elective modules

There is no provision for an elective module at Stage 3.

### Progression Regulations

There are no programme-specific progression regulations

## Matrix of modes of teaching, learning and assessment

*NB Text in the table below is an example. You will need some means of cross-referring to each of the learning outcomes (LO) specified for the programme. Here they are labelled LO / S (for skills) / 1, 2 etc; LO / K (for knowledge) / 1,2 etc but you do not need to follow that approach. One matrix sheet must be completed for each stage of the programme.*

### Stage 1

Module	Cod e	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO K2	LO S3	LO K3	LO S4	LO K4	LO S5	LO S6	LO S7
Essential Journalism	MED 130	Core	Lectures, workshops, private study,	Portfolio Critical evaluation	D	D			T D A	D	D		T D A	T D A	
Essential Media Law and Regulation	MED 136	Core	Lectures, seminars, court visits, private study	Court report Exams			T D A	D		T D A		D			D
Introduction to Social Media	MAC 114	Core	Lectures, workshops, private study, formative and summative assessment	Portfolio Essay	T D A	T D A	D	T D A	T D A		T D A	T D A		D	D
Introduction to Digital Media Cultures	MED 122	Core	Lectures, seminars, private study, formative and summative assessment	Portfolio Essay		D		T D A		D		T D A	T D A	D	T D A
Introduction to PR Theory and Practice	MAC 163	Core	Lecture, workshop, seminars, private study	News release Essay Group project Critical evaluation	D	D	T D A			T D A		D	T D A	D	
Semi	MED 138	Core	Lecture, workshop,	Essay Planning	T D	T D	D		T D		T D	D		T D	T D



			portfolio, private study	document Individual project	A	A			A		A			A	A
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**Stage 2**

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S8	LO K5	LO S9	LO K6	LO S10	LO K7	LO S11	LO K8	LO S12	LO S13
Placement and Practice	MED 247	Core	Seminars, Masterclasses, Tutorials	Project		T D A		D		T D A	T D A	D A	T D A	D
Practical Public Relations: Strategy and Theory	MED 240	Core	Lecture, Workshop, Seminar, Private Study	News release Group project Essay	T D A	D	D	T D A	D	T D A	T D A	T D A	D	D
Social Media Theory and Practice	MAC 299	Core	Lectures, Workshops, Newsroom, Private Study	Blog Practical project Essay	T D A	T D A	D	T D A	T D A	D	T D A	D	T D A	
Shoot. Edit. Share	MED 222	Core	Lectures, Presentations Workshops, Screenings, Discussions, Demonstrations, Tutorials, Private study	Portfolio, Presentation		D	T D A	D				D	T D A	T D A
Data Analysis and Visualisation	MED 248	Core	Workshop, Private study	Project, Portfolio & Presentation	D		T D A		T D A	D	D			T D A

**Stage 3**

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S14	LO K9	LO S15	LO K10	LO S16	LO K11	LO S17	LO K12	LO S18	LO S19
Advanced	MED	Core	Lectures,	Portfolio	T	T	T	T	T	D	D	T	D	T

Community Engagement	346		workshops, tutorials, private study	Project	D A	D A	D A	D A	D A			D A		D A
Multiplatform News	MED 320	Core	Lectures, workshops, private study	Portfolio Essay	D	D	T D A				D	T D A	T D A	
Advanced PR	MAC 361	Core	Lectures, workshops, seminars, private study	Portfolio Critical Evaluation	T D A	D	T D A	D		T D A	T D A	D	D	
Practical Project	MED 347	Core	Workshops, tutorials, private study	Pitch Project	D A	T D A	T D A	T D A	D A	T D A	D A	D	D A	T D A



### **SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS**

*(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)*

<b>PROGRAMME/SUBJECT/SHORT COURSE DETAILS</b>	
Exit Award: Title of programme/award	BA Honours Social Media Management
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	Arts and Creative Industries
Department:	School of Media and Communications
SITS Programme/Short Course code <sup>1</sup>	
Programme Studies Board <sup>2</sup>	Journalism and PR
UCAS code <sup>3</sup> (if applicable). If other please state method.	
JACS code <sup>4</sup>	P413
Qualification Level / Qualification Aim	Undergraduate Degree

<sup>1</sup> To be allocated in consultation with MISD team in Planning and Finance

<sup>2</sup> Programme Studies/Assessment Board that will have management responsibilities for the programme.

<sup>3</sup> Please contact Admissions Manager for code

<sup>4</sup> JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website [http://www.qaa.ac.uk/WorkWithUs/Documents/jacs\\_codes.pdf](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf))

Modes of delivery and duration:	(delete yes/no as necessary) Full time    yes    .....3.. years Sandwich    no    ..... years Part time    no    ..... years Work Based Learning    no On-campus    yes Off-campus    no
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	Jenny Wotherspoon
Date of Approval /Modification/Review	
Date of next review ( <i>QAE to complete</i> )	2012/22
Start date of programme/Short Course	September 2017
Number of intakes per annum and likely month(s) intake(s) starts.	1 intake per annum, September

<b>FUNDING DETAILS</b>	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other <sup>5</sup>	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	N/A
Is the programme Open or Closed <sup>6</sup> :	OPEN

<b>ACCREDITING BODY</b>	No
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<sup>5</sup> Please confer with Amanda Watson for funding status for programme

<sup>6</sup> An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

<b>PROGRAMME SPECIFIC REGULATIONS</b>	Are there to be programme specific regulations? No								
<b>COLLABORATIVE:</b> Please complete details	<table> <tr> <td><b>UK</b></td> <td>no</td> </tr> <tr> <td><b>Overseas</b></td> <td>no</td> </tr> </table>	<b>UK</b>	no	<b>Overseas</b>	no				
<b>UK</b>	no								
<b>Overseas</b>	no								
<b>Institution</b>	<table> <tr> <td><b>Collaborative model<sup>7</sup></b></td> <td><b>Funding arrangements<sup>8</sup></b></td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> </tr> </table>	<b>Collaborative model<sup>7</sup></b>	<b>Funding arrangements<sup>8</sup></b>	.....	.....	.....	.....	.....	.....
<b>Collaborative model<sup>7</sup></b>	<b>Funding arrangements<sup>8</sup></b>								
.....	.....								
.....	.....								
.....	.....								

**INTERIM AWARD SCHEDULE**

<b>Interim award title</b>	<b>Credits required</b>	<b>Interim structure</b> Please show mandatory requirements if applicable e.g. core module codes

<sup>7</sup> As per QAE guidelines

<sup>8</sup> Please contact Amanda Watson for confirmation of funding details

DETAILS SUPPLIED BY: ..... DATE: .....

## Module List

Award, Route (if applicable) and Level	New/Existing/Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
Level 4	Existing	Essential Journalism	MED 130	20	Core	N/A	Assessment 1: 75% Assessment 2: 25%	None	John Price			P500
Level 4	New	Essential Media Law and Regulation	MED 136	20	Core	N/A	Assessment 1: 50% Assessment 2: 50%	Co-req: Med 130 (and broadcast equivalent)	Carole Watson			P500
Level 4	Existing	Introduction to Social Media	MAC 114	20	Core	N/A	Assessment 1: 60% Assessment 2: 40%	None	Rob Jewitt			P413
Level 4	Existing	Introduction to Digital Media Cultures	MED 122	20	Core	N/A	Assessment 1: 50% Assessment 2: 50%	None	Rob Jewitt			P300
Level 4	Existing	Introduction to PR Theory and Practice	MAC 163	20	Core	N/A	Assessment 1: 20% Assessment 2: 40% Assessment 3: 25% Assessment 4: 15%	None	Diane Green			P210
Level 4	New	Community Engagement	MED 138	20	Core	N/A	Assessment 1: 30% Assessment 2: 20% Assessment 3: 50%	None	Rob Jewitt			P304

Level 5	New	Placement and Practice	MED 247	20	Core	N/A	Assessment 1: 100%	None	Andrew Glover			TBC
Level 5	Existing	Practical Public Relations: Strategy and Theory	MED 240	20	Core	N/A	Assessment 1: 30% Assessment 2: 30% Assessment 3: 40%	Pre-req: MAC163	Diane Green			P210
Level 5	Existing	Point, Shoot, Share	MED 222	20	Core	N/A	Assessment 1: 70% Assessment 2: 30%	MED110 or MED108 or Equivalent	Sue Perryman			TBC
Level 5	Existing	Social Media: Theory and Practice	MAC 299	20	Core	N/A	Assessment 1: 50% Assessment 2: 50%	Pre-req: MAC114	Diane Green			P210
Level 5	New	Data Analysis and Visualisation	MED 248	20	Core	N/A	Assessment 1: 50% Assessment 2: 50%	Pre-req: MED138	Jenny Wotherspoon			P300
Level 6	New	Practical Project	MED 347	40	Core	N/A	Assessment 1: 50% Assessment 2: 50%	Pre-req: MAC299, MED248, MED222 Co-req: MED346	Jenny Wotherspoon			P413
Level 6	New	Advanced Community Engagement	MED 346	20	Core	N/A	Assessment 1: 50% Assessment 2: 50%	MAC299	Rob Jewitt			P304
Level 6	Existing	Multiplatform News	MED 320	20	Core	N/A	Assessment 1: 75% Assessment 2: 25%	None	Neil Macfarlane			P500
Level 6	Existing	Advanced Public	MAC 361	20	Core	N/A	Assessment 1: 25%	Pre req: MED240	Diane Green			P210



		Relations					Assessment 2: 25%						
							Assessment 3: 50%						