

## AQH-B2-3b Postgraduate Programme Specification Template

February 2014

### Postgraduate Programme Specification Template

#### SECTION A: CORE INFORMATION

1. Name of programme Public Relations
2. Award title – MA, Postgraduate Diploma, Postgraduate Certificate
3. Programme linkage  
Is this part of a group of linked programmes between which students can transfer at agreed points? (eg a group of programmes with a common set of taught modules)

No

4. Is the programme a top-up only?

No

5. Level of award: Level 7 only
6. Awarding body: University of Sunderland
7. Which department is it in? Journalism, Media and Cultural Studies
8. Programme Studies Board: Journalism & PR post graduate
9. Programme Leader: Ian Blackhall (Diane Green Interim)

**10. How and where can I study the programme?**

*Tick all boxes that apply*

<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	

**11. How long does the programme take?**

	Min number of years / months	Max number of years / months
Full-time	1 yrs	3 yrs
Part-time	2 yrs	3 yrs
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

**SECTION B –FURTHER CORE INFORMATION**

**Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 12 to 22**

**23. Learning and teaching strategy.**

**See Teaching, Learning and Assessment Matrix - Appendix 3** The MA Public programme's learning and teaching strategies are explicitly linked to the learning outcomes of the programme. They are intended to prompt students towards developing practice in public relations, informed by relevant critical opinion and debate, and understanding the processes required to undertake innovative, creative work, within appropriate legal, regulatory and industry constraints. Overall, the teaching strategy will seek to develop an environment in which ideas and approaches to public relations can be tested and challenged. Students will have the opportunity to use their acquired skills

and understanding to apply them in specialist areas of public relations, including media relations, external and internal communications and engaging with social media.

These teaching, learning and assessment strategies have been developed with three key issues in mind:

The need to facilitate student progression from a tutor-centred approach to a student-centred approach at Graduate Certificate stage leading to an emphasis on greater autonomy and self-responsibility at Graduate Masters stage.

An increasing stress on independent research and research-based work

Teaching and learning modes should be appropriate to the full range of subject areas and media forms appropriate to the study of public relations. Teaching and learning methods include: lectures, demonstrations, screenings, seminars, workshops, tutorials, small-group work, debates, group and individual project work, supervised independent learning, open and resource-based learning, and new media learning. Generally, teaching and learning strategies in the theory modules employ a lecture plus seminar format, while practice modules use lecture/workshop and tutorial formats, as appropriate. There is a clear development of the demands placed on the students in terms of both knowledge and skill as they progress through the three stages. The aim is to encourage reflective and autonomous practitioners to emerge who will be capable of researching, planning, contextualising, executing and evaluating their work. Students will receive regular feedback on their work and formal feedback at the assessment points on completion of each module. Assessment will, thus, form an important part of the learning and teaching strategy.

The programme will also include visiting speakers (see section on the CIPR Programme Advisory Panel in Rationale) and academic tutors with current professional experience and specific areas of expertise.

The programme is accredited by the Chartered Institute of Public Relations.

As noted above, the teaching and learning strategies on postgraduate programmes in the Media Area have been developed in order to encourage students to become increasingly self-responsible and independent as they progress through the stages of the programme.

The programme will conform to University regulations on the accreditation of prior learning.

The main learning and teaching methods employed are a combination of:

#### **Lectures**

- To present and explain factual information and give grounding in the key theories, genres and works associated with design practice.

#### **Seminars**

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

**Demonstrations and hands-on tuition**

- To show you practical techniques both in the studio and on the computer.

**Group critiques**

- To allow you to practice presenting your work to others and to develop the ability to become reflective in your practice, and to learn from the feedback of others.

**Electronic learning resources (electronic journals, internet, self-learning DVDs, videos, etc)**

- Develop skills of research and analysis, and encourage you to become an independent learner embracing the notion of professional self-development.

**Independent learning or private study**

- Encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

**Presentations**

- Over time, you will gain practice presenting your work as would be expected in industry in a client presentation situation. This not only helps with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points that can sell the idea to your audience.

**26. Retention strategy.**

The University has a range of strategies in place to guide and support students that 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 is normally a range of fun creative projects, a field trip, prizes, library inductions and students union activities all designed to help students make friends, settle in to University life, find their way around and get ready for their studies

**Student handbook**

All design students receive a student handbook that explains important things 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 Reps**

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.

### **Registers 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.

### **Student experience manager**

The Faculty has a Student Experience Manager who they can meet to discuss anything if a student prefers to discuss issues with someone who is outside of their immediate academic community.

### **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 that offers advice and support across the full range of personal and academic problems that students may encounter. These services are available via the Student Gateway or directed by tutors.

**24. Any other information** – *please add anything you think may be useful to the approval panel.*

## SECTION C - TEACHING AND LEARNING

25. What is the programme about?

### Aims of the Programme

- Provide the opportunity for students to engage in a robust and innovative programme reflecting the latest developments in the public relations industry.
- Meet both student and employer demand for postgraduate public relations' qualifications.
- Provide students with the opportunity to gain a Chartered Institute of Public Relations accredited postgraduate degree
- To meet the university's recruitment and widening participation strategies.
- To enhance the employability of students by providing advanced public relations skills underpinned by theory.
- Provide new career opportunities for prospective students already in employment.

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

Practical skills – news release writing, campaign creation, data base management, pitch and presentation skills.

Understanding of PR theory that could provide gateway to further academic study and research.

### Learning Outcomes Postgraduate Certificate – Skills

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

- **Skills Graduate Certificate Stage**
- ILO S1 – An advanced, systematic ability to research and plan a successful public relations campaign to agreed objectives
- ILO S2 – An advanced, systematic ability to communicate effectively with a broad spectrum of stakeholders using a broad range of public relations techniques
- ILOS3– An advanced, systematic ability to critically examine and engage with the key concepts in ethical theory and their relevance to public relations practice
- ILOS4 An advanced, systematic ability to devise and manage integrated marketing communications plans.

### Learning Outcomes Postgraduate Diploma – Skills

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

- **Graduate Diploma Stage**
- ILOS5– High-level competences in deploying a range of PR techniques relevant to internal communications
- ILOS6– High-level ability to evaluate the success of a PR project against specific corporate objectives
- ILO S7 – High-level ability to engage with a broad range of social media platforms on behalf of a broad range of client organisations.
- ILOS8– High-level ability to apply key research methodologies in the sociology and discourse of public relations

### **Learning Outcomes Masters – Skills**

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

- **Masters Stage**
- ILO S9 – Higher-level ability to demonstrate a high level of self-direction, initiative, independence and originality when producing a substantial piece of work about an appropriate specialist area of public relations

### **Learning Outcomes Postgraduate Certificate – Knowledge**

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

- **Knowledge Graduate Certificate Stage**
- ILOK1– An advanced, systematic understanding of the role, scope and function of public relations across a broad range of organizational contexts
- ILOK2– An advanced, systematic understanding of the key models and frameworks needed for an academic analysis and criticism of public relations activity
- ILOK3– An advanced, systematic critical understanding of the separate roles of advertising, public relations, sales promotion, direct marketing and personal selling in the marketing communications mix. (
- ILOK4– An advanced, systematic understanding of the key approaches to ethical theory and their relevance to contemporary communications practice
- ILO K5 – An advanced, systematic knowledge of relevant media law, current principles, codes of practice, regulations and regulatory bodies

### **Learning Outcomes Postgraduate Diploma – Knowledge**

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

- **Graduate Diploma Stage**
- ILO K6 – High-level critical understanding of the principles and practice of a range of PR techniques deployed by commercial and non-commercial organisations
- ILO K7 – High-level critical understanding of the influence of social media on public relations practice.
- 
- ILO K8 – High-level critical understanding of key contemporary theoretical approaches to the study of media and society

### **Learning Outcomes Masters – Knowledge**

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

#### **Graduate Masters Stage**

- ILO K9 – Higher-level knowledge of suitable theories and methods with which to critically engage with a substantial piece of work in relation to an appropriate specialist area of public relations

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

Taught postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

### **Programme Structure and Content**

#### **Stage 1 – Postgraduate Certificate**

MACM27 Public Relations: Theory & Practice 1 (30 credits)

*[OR MACM30 Public Relations: Theory & Practice 1 (Professional Entry\*) (30 credits)]*

MACM70 PR and Society: Ethics and Critical Contexts (15)

MACM29 PR & Marketing Communications (15)

## **Stage 2 – Postgraduate Diploma**

MACM49 Public Relations: Theory & Practice 2 (30)

MACM69 Social Media & PR (15)

MACM28 Media Research (15)

## **Stage 3 – Masters**

MACM88 Dissertation (60)

*OR*

MACM89 Practical Project (60)

NB: CIPR diploma holders are exempt from Stage 1

*\* Students with the necessary professional experience (see Admissions) will take MACM30 PR Theory and Practice 1 (Professional entry).*

## **Programme content**

At Postgraduate Certificate Stage, students are introduced to theory, research, criticism and practice as it applies to public relations studies. The core entry module (MACM27 Public Relations: Theory and Practice 1) introduces students to basic the fundamentals of public relations practice, firmly grounded in communications theory. Those who are judged to have previously gained sufficient technical skills and understanding through relevant employment for three years or more will have the opportunity to locate this experience in a theoretical context through MACM30 Theory and Practice 1 (Professional Entry). They will be invited to critically evaluate the competing framings of the role of in modern society public relations, from information provider to propagandist, and examine ethical dilemmas facing the public relations practitioner (MACM70 PR and Society: Ethics and Critical Contexts). Students will also gain understanding of how public relations fits into the “marketing mix” through an introduction to related disciplines, including advertising and marketing (MACM29 PR & Marketing Communications).

## **Diploma Stage**

Students at this level are introduced to advanced communication and strategic skills across a number of different platforms as well as the ability to critically evaluate and reflect on both their work and the influence of public relations at a societal level (MACM49 Public Relations: Theory and Practice 2). The techniques and framings needed for academic study of public relations are also studied within the broader field of key contemporary theoretical approaches (MACM28 Media Research).

Building on the particular research expertise developed by the teaching team, they will gain a critical understanding of the influence of social media on public relations practice (MACM69 Social Media & PR).

## Masters Stage

Students have the option of completing a major dissertation (MACM88) researching a public relations- related topic or a practical project (MACM89) drawing on the skills and knowledge of research, strategic planning, delivery and evaluation developed in the previous stages. The emphasis at all levels is to develop the student's capacity for independent learning and self-directed study and at this stage the students have individual tutorial support.

28. 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	

## Teaching and Learning

Teaching strategies are explicitly linked to the learning outcomes of the programme. They are intended to prompt students towards developing practice in public relations, informed by relevant critical opinion and debate, and understanding the processes required to undertake innovative, creative work, within appropriate legal, regulatory and industry constraints. Overall, the teaching strategy will seek to develop an environment in which ideas and approaches to public relations can be tested and challenged. Students will have the opportunity to use their acquired skills and understanding to apply them in specialist areas of public relations, including media relations, external and internal communications and engaging with social media.

These teaching, learning and assessment strategies have been developed with three key issues in mind:

- The need to facilitate student progression from a tutor-centred approach to a student-centred approach at Graduate Certificate stage leading to an emphasis on greater autonomy and self- responsibility at Graduate Masters stage.
- An increasing stress on independent research and research-based work
- Teaching and learning modes should be appropriate to the full range of subject areas and media forms appropriate to the study of public relations. Teaching and learning methods include: lectures, demonstrations, screenings, seminars, workshops, tutorials, small-group work, debates, group and individual project work, supervised independent learning, open and resource-based learning, multi-media and new media learning. Generally, teaching and learning strategies in the theory modules employ a lecture plus seminar format, while practice modules use lecture/workshop and tutorial formats, as appropriate. There is a clear development of the demands placed on the students in terms of both knowledge and skill as they progress through the three stages. The aim is to encourage reflective and autonomous practitioners to emerge who will be capable of researching, planning, contextualising, executing and evaluating their work. Students will receive regular feedback on their work and formal feedback at the assessment points on completion of each module. Assessment will,

thus, form an important part of the learning and teaching strategy.

The programme will also include visiting speakers (and academic tutors with current professional experience and specific areas of expertise).

The programme is accredited by the Chartered Institute of Public Relations.

As noted above, the teaching and learning strategies on postgraduate programmes in the Media Area have been developed in order to encourage students to become increasingly self-responsible and independent as they progress through the stages of the programme.

The programme will conform to University regulations on the accreditation of prior learning.

A list of the modules in 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](#).

**29.** How will I be assessed and given feedback? *Modes of assessment aligned with KIS: choose one or more.*

Written examinations	
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	X	
This programme uses the Subject Specific Assessment Criteria		

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

***Describe the type of assessment which students will encounter***

### **Assessment Criteria for the Programme–**

The purpose of assessment is to enable students to demonstrate the extent to which they have achieved the Learning Outcomes of each module. Within this programme the students are encouraged to perceive the assessment as an integral part of the learning experience. Whilst all assessment tests knowledge and understanding, a variety of modes allow for that test to be conducted in ways which examine the flexibility and application of skills that a student can bring to their studies.

Effective learning and teaching strategies promote assessment methods which would allow students to develop and demonstrate the broad range of competencies demanded by the programme learning outcomes and need to develop skills and systematic knowledge and critical understanding in the field of media writing:

broad-based knowledge and understanding: assessed, for example, through examination or independent research portfolio;

the application of knowledge: assessed, for example, through written assignments/reports;

analytical skills and understanding: assessed, for example, through essays, presentations and critical analysis/evaluations;

the ability to synthesise and make links across subject areas: assessed, for example, through essays;

practice-based skills and knowledge: assessed, for example, through production work and portfolios;

independent learning: assessed, for example, through negotiated and managed project work, portfolios and literature searches;

research skills: assessed, for example through essays or, as evidenced in production work, action-planning and goal-setting.

key skills: skills of time management, of organisation and communication within small and large groups, and of responsibility *for* learning and *to* fellow students are demonstrated in the preparation and delivery of seminar presentations and group projects; information retrieval skills are demonstrated through essay, project work; basic IT skills are demonstrated in all student written work; advanced and specialist IT skills are demonstrated in production work.

In team-taught modules, the module leader acts as moderator, cross-marking samples of student work. In specialist modules, second marking by relevant staff is employed. Dissertations (MACM88) and practical projects (MACM89) are double-blind-marked. External examiners moderate samples of student work at each stage, including all fail work.

Feedback will be provided verbally throughout the programme and in written form on the completion of each module. Students will be required to evidence the progression of all self-initiated projects from a written proposal at the start of each module. These proposals will be negotiated with the module tutor, and require students to examine the module aims and Learning Outcomes and identify in a written statement how these aims and Learning Outcomes can be satisfied through their work.

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

#### **31. How does research influence the programme?**

Students are taught research skills in MACM28 Media Research and MACM88 PR Dissertation

## SECTION D EMPLOYABILITY

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

The programme gives you the opportunity to develop advanced skills and knowledge which you can use in the future. Some postgraduate programmes are associated with a particular career path but most skills can be applied to a range of employment situations. The skills which this programme is designed to develop are listed below.

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

*Explain, as applicable:*

how the programme meets particular vocational demands (you may wish to add a url to an accrediting body website)

<http://www.cipr.co.uk/>

Many of the PR modules teach practical skills required by the PR industry eg **MACM27, MACM49, MACM89** News release writing, campaign creation, marketing communications, pitching and presenting.

how employers are involved in the development of the programme, and which ones they are?

- We work closely with the CIPR regionally which involves a number of regional employers. During our annual CIPR networking event – employers provide feedback to the team and students as to what skills are required within the workplace. This acts as a benchmark for module content.

how the skills gained will help students when applying for graduate jobs and what sort of jobs you would expect graduates to be able to go into (you may want to seek advice on this from the Careers Service). (Be careful not to draw on anything which is extra-curricular).

- The practical skills and knowledge attained through this programme are those skills required for a role as a PR practitioner (see above those skills linked to individual modules)

As described a bespoke networking event involving local employers enables students to build their own contacts, for employers to seek potential interns and employees. We also invite practitioners into the classroom to give master-classes which involve the sharing of real-life experiences.

We also promote a range of industry competitions and other opportunities to enable students to push themselves and demonstrate their abilities on a national platform.

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.

33. Particular features of the qualification. (optional)

34. Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

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

The programme is currently accredited until: August 2016

The relevant PSRB(s) is/are: Chartered Institute of Public Relations

## SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 36 and 37

## SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

38. What are the admissions requirements?

### Admissions requirements

- It is not essential for applicants to have previous public relations experience. Applicants will, however, be expected to have a good honours degree (2i) in a relevant subject area or one demonstrating suitable analytical and communications skills (e.g. History, English, Social Sciences).
- Applicants from areas with little or no engagement with communications or with a 2ii will be considered on a case-by-case basis. Those from applicants without a communications or related background will be required to complete a short writing

exercise – a 500-word essay on a specialist media-related issue which is completed before the application is considered. This is the procedure on the MA Journalism programme which makes similar linguistic demands and offers applicants the opportunity to demonstrate their communication and research skills, reasoning and use of English.

- Applicants will normally be interviewed.
- Students without the above academic qualifications may be invited for interview and account taken of their life/work experience.
- Overseas applicants from countries whose first language is not English are required to produce evidence of advanced competence in English. This will require an IELTS test of score of 7.0 or equivalent. Students with an IELTS score of 6.5 may be accepted if they attend an English for Academic Purposes course in the month prior to course commencement.
- All UK applicants meeting the selection criteria will normally be interviewed by the programme leader as part of the selection process

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.

Can students enter with advanced standing?	<b>Yes</b>	
--	------------	--

If yes, to which Stages?

Stage 1	
Stage 2	X
Stage 3	
Stage 4	

- Those with at least three years professional experience and who can demonstrate their PR skills by way of a portfolio of work will be considered for admission onto MACM30, the “professional entry” version of MACM29, in Stage 1.
- Holders of the CIPR Diploma will be admitted direct to Stage 2 of the MA.

39. 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 least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress, but also as required. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who 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 Stages 2 and 3.

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. 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.

40. What resources will I have access to?

On campus	X	In a partner college		By distance learning	
-----------	---	----------------------	--	----------------------	--

**On campus**

*Tick all that apply*

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

The Media Area provision is located on St Peter's Campus, in a purpose-built, newly-equipped Media Centre which opened in September 2003. Equipment operates on a five-year operational leasing arrangement. Much of the specialist production equipment in the Media Centre is funded in this way. This ensures coherence of equipment systems (they are not acquired piecemeal), speed of response should equipment problems arise, and speed and flexibility of response to changing

technologies. The Faculty IT committee holds the budget for cross-School IT equipment (staff computers and Learning Resource Centres), and co-ordinates the purchasing of IT equipment made from capital and consumable allocations for subject-specific purposes.

Within the Media Area, consumables budgets, staffing complements and academic tutor budgets are allocated on a weighted FTE basis (studio-based modules are weighted more heavily than lecture/seminar-based modules), and are managed by Subject Leaders in consultation with the Associate Dean. Ongoing consumables needs are managed by the Technical Resources Manager, purchased from budgets devolved down to Subject Leader level. Provision of larger, one-off items from within the Consumables budget is determined through consultation between the Subject Leaders concerned, the Programmes Leader, the Technical Resources Manager, and the Associate Dean. Whilst the pressures of high student numbers and limited resources are a constant issue, this structure ensures a fair and appropriate response to demands.

The Media Building provides two purpose-built television studios, four purpose-built radio studios, a cinema, an open-access computer suite, audio and video edit rooms and a range of seminar and lecture rooms. There is full technician support in all these areas.

Most public relations modules are taught in the Journalism Suite.

### 9.5 Further Resources within the Faculty

- free furnished offices, equipped Apple Macs
- free e-mail account and internet access
- free telephone line
- free printing and photocopying facilities
- free use of presentation/meeting room
- free business advice and support
- access to all University facilities within the Faculty of Arts, Design and Media and preferential rates of equipment hire.

41. 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.	X
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)	
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)	

42. How are student views represented?

All taught programmes in the University have student representatives for 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 Academic Experience 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](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

## SECTION G QUALITY MANAGEMENT

### 43. 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. They do not cover all subjects at postgraduate level but those which exist, can be found at [here](#).

Are there any benchmark statements for this programme?		<b>NO</b>
--	--	-----------

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](#).

### 44. 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 through the programme, 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 through the programme and the way in which the final award is made, 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 at [here](#).

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