Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2026/27

Date created: 01/04/2026 **Last amended:** 30/05/2026 **Version no.** 1 **Date approved by EQED:**
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1. Programme title(s) and code(s):

BA Communication, Advertising and Public Relations

BA Communication, Advertising and Public Relations with a year abroad ^

BA Communication, Advertising and Public Relations with a year in industry ^

Notes

^ Students may only enter this programme by approved transfer at the end of Year 1

a) HECOS Code

HECOS Code	%
100444	50%
100855	25%
100076	25%

b) UCAS Code (where required)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BA Communication, Advertising and Public Relations

The normal period of registration is 3 years

The maximum period of registration 5 years

BA Communication, Advertising and Public Relations with a Year-Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

BA Communication, Advertising and Public Relations with a Year in Industry

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

A/AS-levels: Three A-levels usually required. The entry requirement is BBB for the BA Communication, Advertising and Public Relations. All subjects accepted. Two AS-levels considered in place of one A-Level.
GCSE: No specific requirements.
Access to HE Diploma: Pass relevant diploma with some credits at distinction.
European Baccalaureate: Pass with 77% overall.
International Baccalaureate: Pass Diploma with 32 points
Cambridge Pre-U: D3/M2/M2 in Principal Subjects.
Leicestershire Progression Accord: BBB plus full Accord Credits
BTEC Nationals: Full Diploma with DDM.
Other Qualifications: Other national and international qualifications welcomed. Mature students welcomed.

6. Alternative qualifications considered. Accreditation of Prior Learning

Second Year Entry: Possible for those with advanced qualifications compatible with our degree structure.

7. Programme aims

The programme aims to:

• Offer an education of the highest quality, encouraging and stimulating critical intellectual development through guided learning in a research environment.

• Offer teaching and learning in key areas of communication, advertising and public relations and combine academic and practical elements so as to integrate employability into academic teaching and learning.

• Provide students with knowledge of theoretical and methodological approaches relevant to communication, advertising and public relations, in order to make students aware of their place within their broader social, economic, political, and cultural contexts at both national and international levels.

• Enable students to explore and develop their interest in a wide range of relevant issues and debates, and to develop their abilities to apply concepts, theories and techniques to analyse and explain different areas of communication, advertising and public relations.

• Enable students to articulate ideas and information clearly and competently.

• Enable students to develop independent learning skills and form independent judgments.

• Help students develop a range of analytical, practical, employability and AI literacy skills.

• Develop skills of group management, leadership and peer responsibility.

• Provide a supportive and stimulating learning environment

In addition, for the 'with a Year abroad' variants

- The 'Year Abroad' variant of this programme is offered in accordance with the University's standard specification for the experiential year abroad variant.

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Be informed and critically understand/discuss key debates and developments within the field of media and communication studies.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Guided seminar debates on contemporary theories, weekly reading groups with rotating student-led facilitation, “debate briefs” where students summarise opposing scholarly positions, case study analysis of current media controversies (e.g. regulation, AI, platform governance), annotated bibliographies on core debates.	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, online diaries, reflective commentaries.
Students should be able to: [Year abroad] Acquire knowledge of different debates and schools of thought in an academic context abroad.			

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Explain the attributes and complex role of media and communication within societies.	Lectures, tutorials, seminars, directed reading, independent research, practical classes, team problem solving exercises, media production exercises.	Media diary tracking personal consumption and societal impact, group case study projects on media systems in different countries, simulation exercises (e.g. newsroom decision-making, regulatory bodies, analysis of media campaigns and their societal outcomes.	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, reflective commentaries, computer-based exercises, media production projects.
Students should be able to: Analyse the various theoretical and scholarly approaches to understanding mediated communication processes and phenomena.	Tutorials, seminars, directed reading, independent research, practical classes, team problem solving exercises, media production exercises.	Theory-mapping exercises (visualising links between frameworks), comparative essay planning workshops, application tasks: apply a theory to a real media text/event, small-group “teach a theory” sessions.	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, reflective commentaries, computer-based exercises, media production projects.
Students should be able to: [Year Abroad] Understand and explain the complex role of media and communication within a specific social context abroad.			

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Structured literature review workshops, source evaluation exercises, thematic synthesis tasks	Writing tasks, seminar presentations, contributions to discussions, online forums, online diaries.

Analyse and synthesise literature that addresses key debates within the field of media and communication studies		across multiple readings, collaborative annotated reading lists.	

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse and synthesise literature that addresses key debates within the field of media and communication studies	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Database searching exercises (Scopus, Google Scholar), source comparison grids (methodology, argument, evidence), rapid critical reading tasks (identifying key arguments quickly).	Writing tasks, seminar presentations, contributions to discussions, online forums, online diaries.
Students should be able to: Present problems of the field of media and communication studies in a variety of written and oral formats.	Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Exercises to develop short position writing and poster presentations of research questions, in addition to podcast-style discussions explaining key issues, structured debates with assigned roles.	Writing tasks, seminar presentations, contributions to discussions, online forums, online diaries.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use social scientific and humanistic methodologies to address research questions within the fields of communication, advertising and public relations	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, practical classes, methods exercises.	Research design workshops (qualitative vs quantitative), data collection mini-projects (e.g. surveys, content analysis), methods labs (coding media content, discourse analysis etc.,), replication of a published study (scaled-down).	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, reflective commentaries, independent research projects.

Students should be able to: Critically evaluate scholarly texts and source materials and develop AI literacy	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, practical classes, methods and AI exercises.	Exercises to develop critical review writing, peer-review exercises (students critique each other's work), argument deconstruction tasks (identify assumptions, gaps), AI related exercises	Essays, dissertations, seminar presentations, contributions to discussions, problem-based and AI literacy exercises and reports, portfolios, online forums, reflective commentaries, independent research projects.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop and sustain scholarly arguments, formulating appropriate questions and utilising evidence.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, methods exercises	Essay planning clinics (thesis development, structuring), argument mapping exercises, draft-and-feedback cycles (peer + tutor), writing abstracts and conference-style proposals.	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, reflective commentaries, independent research projects.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Design, research and present an independently conceived research project.	Independent research, methods exercises.	Dissertation proposal development workshops, research logs documenting progress and decisions, supervisor-led research meetings, pilot studies to test methods	Independent research projects, dissertations.

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Demonstrate competency with Information Technology and theoretical knowledge of its development and uses	Study skills workshops, tutorials, seminars, directed reading, independent research, computer practical classes, methods exercises.	Digital literacy workshops (data sources, referencing tools), training in media production tools (audio/video editing), online collaboration platforms (shared documents, forums)	Essays, dissertations, independent research projects, online production exercises, computer-based exercises, online forums, online diaries, methods exercises.
Students should be able to: Use software packages (e.g. SPSS), virtual learning environments (e.g. Blackboard), and the internet for learning and research purposes.	Study skills workshops, tutorials, seminars, directed reading, independent research, computer practical classes, methods exercises.	Guided data analysis exercises (e.g. survey datasets), step-by-step exercises using statistical software, data visualisation tasks (charts, dashboards).	Essays, dissertations, independent research projects, online production exercises, computer-based exercises, online forums, online diaries, methods exercises.

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Manage time effectively.	Directed reading, independent research.	Personal study planning exercises, Gantt chart creation for projects, weekly progress tracking logs.	Essays, independent research projects, computer-based exercises, problem- based exercises and reports, media production exercises.
Students should be able to: Work independently as well as in groups	Lectures, tutorials, seminars, directed reading, independent research, practical classes, team problem solving exercises, methods exercises, media production exercises.	Mixed-mode projects (individual research + group output), peer accountability groups, rotating group roles (leader, researcher, editor).	Essays, independent research projects, computer-based exercises, problem- based exercises and reports, media production exercises.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Present material using appropriate resources, including visual, written and aural material.	Seminars, tutorials, team problem solving exercises.	Exercises to develop: conference-style presentations, multimedia presentations (slides + audio/video), infographic creation tasks, research posters.	Seminar presentations, contributions to offline and online forums/discussions.
Students should be able to: Articulate ideas, information and debates through the use of clear and competent English, including the use of grammar, spelling, sentence construction and clear structure.	Lectures, tutorials, seminars, directed reading, independent research.	Writing workshops (clarity, grammar, structure), editing and proofreading exercises, paraphrasing and summarising practice	Essays, dissertations, seminar presentations, online diaries, independent research projects.

c) Transferable skills

iv) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Plan research and present results using oral and written communication.	Lectures, tutorials, seminars, directed reading, independent research, practical classes, team problem solving exercises, methods exercises, media production exercises.	Mock interviews or media briefings, exercises to write policy briefs or industry reports, or produce blog posts for non-academic audiences.	Essays, independent research projects, computer-based exercises, problem- based exercises and reports, media production exercises.

v) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Lectures, tutorials, seminars, directed reading, independent research,	Interpreting statistical findings in journal articles, basic quantitative	Essays, dissertations, independent research projects, computer-based exercises, methods exercises.

Demonstrate numeracy skills and use statistics in media and communication research.	computer practical classes, methods exercises.	analysis tasks, survey design and data interpretation exercises.	

vi) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate critical self-reflection on learning experiences and apply insights to improve future academic and personal performance.		Lectures, tutorials, seminars, directed reading, independent research, practical classes, team problem solving exercises, methods exercises, media production exercises.	Exercises to create reflective learning journal entries / reflective writing, skills audits and personal development plans.	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, online diaries, reflective commentaries.
Students should be able to: [Year Abroad] Demonstrate inter-cultural awareness and understanding				

vii) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Evaluate and address problems. Develop solutions and recognise further problems that might arise.	Lectures, tutorials, seminars, directed reading, independent research, practical classes, team problem solving exercises, methods exercises, media production exercises.	Scenario-based exercises (e.g. crisis communication situations), media campaign design challenges, real-world briefs from industry partners, Iterative problem-solving workshops	Essays, independent research projects, computer-based exercises, problem- based exercises and reports, media production exercises.
Students should be able to:	Lectures, tutorials, seminars, directed reading, independent research,	Scenario-based exercises (e.g. crisis communication situations), media	Essays, independent research projects, computer-based exercises,

Stimulate interest in problem solving.	practical classes, team problem solving exercises, methods exercises, media production exercises.	campaign design challenges, real-world briefs from industry partners, Iterative problem-solving workshops	problem- based exercises and reports, media production exercises.

viii) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate effective organisational and project management skills, including planning tasks, allocating resources, monitoring progress, and meeting agreed objectives	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, methods exercises.	Project planning exercises (timelines, resource allocation), risk assessment tasks for research projects, managing group workflows using digital tools.	Essays, dissertations, seminar presentations, contributions to discussions, problem-based exercises and reports, portfolios, online forums, online diaries, reflective commentaries
Students should be able to: [Year Abroad] Demonstrate strategies for self-monitoring and continued maintenance and development of skills in a different culture and institution			

ix) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Work in groups and develop skills in group management, leadership and peer responsibility.	Tutorials, seminars, team problem solving exercises.	Group media production exercises , peer evaluation exercises, leadership rotation in team activities, conflict resolution simulations.	Essays, dissertations, independent research projects, computer-based exercises, methods exercises.

Learning in group situations.			

Year Abroad

In addition, for the ‘with a Year abroad’ variants the additional programme outcomes apply

Year in Industry

In addition, for the Year in Industry’ variants the additional programme outcomes apply

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

Course transfers are decided on the basis of our general entry criteria. Each individual case will be evaluated by our admissions tutor and the UG Programme Director, as appropriate

b) Year abroad

For the Year Abroad variant (for experiential Year Abroad only) the additional progression points apply

c) Year in Industry

For the Year in Industry variant, the additional progression points apply

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

- Embedded work placement through the leading AMC-NHS partnership collaboration, and via additional client-led partnerships.
- The development of an extracurricular student-led PR/Advertising/consultancy agency.
- Employability and academic skills embedded from Y1 with touchstone skills modules throughout.
- Each academic year embeds 100 hours work-related learning commensurate with student skills.
- The core teaching team are active researchers in the interconnected fields of Communications, Advertising and Public Relations, enabling a demonstrable research-inspired education strategy.
- Diversity and choice of field are integral to the programme, enabling students to tailor how they apply their developing practical and creative industrial skills, as well as how they plan, produce and evaluate campaigns and case studies. Students are encouraged to reflect critically on the wider social, cultural and industrial significance of their work and their future place in the industry. Through this blended and applied approach, students build a diverse portfolio and gain the experience required to operate confidently across a range of communication and media industries. Student employability skills are embedded from the outset, with assessments and training integrated into a single rigorous programme.

For the Year Abroad variant (for experiential Year Abroad only) the additional Special Features apply

For the Year in Industry variant. The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'year in industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for year in industry undergraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	**Research-briefed:** The programme is research-briefed in that its content reflects current scholarship in communication, advertising and public relations and integrates the most recent research outputs of our internationally recognised staff. Modules introduce students to a wide range of theories, concepts, and analytical approaches, providing a strong conceptual foundation in Years 1–3. This foundation is extended through optional research-focused modules available in Years 2 and 3.
Research-based Framed enquiry for exploring existing knowledge.	**Research-based:** The programme is research-based because students critically examine existing academic studies, communication trends, and theoretical traditions. Teaching and assessment encourage students to interrogate how research is conducted, how evidence is evaluated, and how academic debates evolve. These skills, introduced in Year 1, are deepened through both core and optional modules in Years 2 and 3.
Research-oriented Students critique published research content and process.	**Research-oriented:** The programme is research-oriented through a structured pathway of modules covering research methods and skills across all three years. These modules introduce students to research design, methodological decision-making, and the critical evaluation of published studies. Other modules across the programme also require students to apply similar analytical skills to media products, industries, and practices.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**Research-apprenticed:** The programme is research-apprenticed in that students receive hands-on training in designing and conducting research projects. They learn how to select and apply appropriate research techniques, analyse evidence, and present findings effectively. Foundational skills in locating, evaluating, and communicating information are introduced in the first year and built upon throughout the programme.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

The programme, as part of the wider School of Arts, Media and Communication, hosts a number of events based around media production, writing and research throughout the academic year for which undergraduates are invited.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The BA Communication, Advertising and Public Relations programme is grounded in research-inspired teaching. Its modules—delivered across all three years—draw directly on staff expertise and research clusters in communication, advertising, public relations and media practice. Core and optional modules give students structured opportunities to engage with media research, evaluate methodological choices, and assess the suitability of different research designs. A pathway of research training in both academic and practice-based methods support students in producing scholarly work, creative media outputs, and accompanying critical reflections.

Further, the School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development

13. Indications of programme quality

Existing elements of this programme have sustained a high level of student satisfaction with teaching and learning. Also, External Examiners have reported positively on their quality.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 01/04/2026 **Last amended:** 30/05/2026 **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BA Communication, Advertising and Public Relations

Level 4/Year 1 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	60 credits	60 credits
Optional	Choose an item.	Choose an item.	Choose an item.

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MS1001	Introduction to Media and Communication	30 credits
Semester 1	MS1012	Introduction to Public Relations	15 credits
Semester 1	MS1006	Digital Storytelling	15 credits
Semester 2	MS1002	Studying Media and Communication	30 credits
Semester 2	MS1013	Introduction to Advertising	15 credits
Semester 2	MS1014	AI and Professional Communication Skills	15 credits

Notes
No options in level 4/ year 1]

Level 5/Year 2 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	60 credits	60 credits
Optional	Choose an item.	Choose an item.	Choose an item.

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MS2019	Media Power and the Everyday	30 credits
Semester 1	MS2020	PR and the Media	15 credits
Semester 1	MS2021	PR and Society	15 credits
Semester 2	MS2016	Media & Communication Research in Practice	15 credits
Semester 2	MS2022	Understanding the Advertising Industry	30 credits
Semester 2	MS2003	Filmmaking	15 credits

Notes
[No options in level 5/ year 2]

Level 6/Year 3 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	45 credits	45 credits	60 credits
Optional	Choose an item.	15 credits	Choose an item.

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	MS3030	Dissertation	45 credits
Semester 1	MS3042	Advertising and the Creative Sector.	15 credits
Semester 1	MS3043	PR in Focus 1: Public Affairs & Lobbying	15 credits
Semester 1	MS3044	PR in Focus 2: Corporate Social Responsibility/Advocacy	15 credits
Semester 2	MS3045	Advertising Futures	15 credits

Notes
n/a

Option modules

Delivery period	Code	Title	Credits
Semester 2	MS3027	Writing for PR	15 credits
Semester 2	MS3019	Advertising and Consumer Culture	15 credits
Semester 2	MS3035	Client Led Production	15 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).