



**UNIVERSITY OF  
STIRLING**

**MSc/Dip in Public Communications  
Management**

**Course Handbook  
2009-2010**

**Department of Film, Media & Journalism  
University of Stirling**

This handbook explains the aims and objectives of the MSc/Dip in Public and Communications Management course, how it is structured and what is taught. Because the course is subject to periodic revision it may differ in some respects from the description in this handbook.

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## **TEAM AND COURSE PHILOSOPHY AND AIMS**

### **Our approach is founded on the following principles:**

- (i) Public communications contributes to the effectiveness of organizations by improving organizational relationships and facilitating public conversations and debate;
- (ii) Public relations has a remit for corporate social responsibility through its issues management function and responsibility for reputation, which necessarily means that it has to help organizations change to meet new agendas of sustainability;
- (iii) Teaching public communications management can facilitate better public understanding of the public communication, communication management, and the general public relations occupation, and thus mitigate contemporary cultural stereotypes and prejudice (much fostered by journalists who have an interest in purveying negative images), as well as diffusing core concepts that can benefit the public and non-profit sector enterprises: small, medium and large. Improved understanding of this organizational function can aid government and NGOs in political and policy communications.
- (iv) In understanding public communication / public relations practitioners as being, in some aspects, ‘discourse workers’ it becomes easier to see that the functional role has the potential to contribute to a more enlightened and better-informed society.
- (v) Public communications takes place at points of change and moments of transformation in complex contemporary societies. Typically, public communications activity clusters around (i) public policy formation (ii) organizational change and development (iii) public issues such as the environment (iv) major global shifts such as conflict, unstable international environments, globalisation, natural disasters or human disasters such as war or global financial collapse.

Bearing all this in mind, public relations education is necessarily embedded in the contemporary issues of the day in a very wide range of environments (political, economic, technological, socio-cultural, regulatory/legal) and contexts (sports, health, religion, tourism, development, regeneration).

### **MSc/Dip in Strategic Public Communications Management**

The MSc/Dip in Public Communications Management developed out of the highly successful MSc in Public Relations which was set up at Stirling in 1988. It was the first degree programme at either undergraduate or postgraduate level in the UK and the first degree programme of its kind in Europe. It was the brainchild of Professor John Horden of the English Department at Stirling who wrote the first version of the syllabus in 1982. Following discussion between representatives of the public relations industry and the University the

course was initially based loosely on the model of public relations education put forward in the IPRA (International Public Relations Association) Gold Papers Nos 4 and 7 and by the UK Chartered Institute of Public Relations (IPR) and Public Relations Consultants' Association (PRCA).

The MSc/Dip in Public Communications Management is based in the Film, Media & Journalism Department which is one of the leading centres of its kind in the world. The Stirling Media Research Institute has an unrivalled international reputation and is the focus for a wide range of collaborative and externally funded research, consultancy and advisory work.

The MSc/Dip degree is an interdisciplinary, advanced level programme taught by academics and practitioners. There is a major emphasis on conceptual and managerial skills.

The programme aims to help students develop a critical appreciation of the role of public communications in contemporary society and to develop key analytical, management & communication skills. By the end of the MSc/Dip programme students should be able to:

- Analyse environments, issues, organisational cultures and relationships relevant to an organisation's reputation
- Set objectives, design and implement public communications programmes
- Carry out research and evaluation including opinion polls and be able to commission market research
- Apply mass communication, media and psychological theories in a variety of contexts
- Write for a variety of audiences, including journalists
- Manage press conferences and crises and make effective oral presentations

## **COURSE THEMES**

The MSc/Dip in Public Communications Management is a new programme developed as a specialism within the broad umbrella of public relations. We have an interdisciplinary approach and you'll find that your readings may come from management, psychology, sociology, diplomacy / international relations, as well as public relations including public affairs. Keep this in mind as you start searching for literature for your assignments.

The course consists of a number of interdisciplinary modules.

## COURSE STRUCTURE

### MSc Public Communications Management

Semester 1	Semester 2	Semester 3
PCMPX1 Public Communications Management	PREP66 Research & Evaluation For Practice	PCMP08 Dissertation
PCMPX2 Public Affairs & Advocacy	PREP72 Strategic Management -or- PCMPX3 Project Management	
PREP64 Research For Dissertations	<b>PLUS TWO OPTIONS FROM</b>	
PREP63 Media Relations	PCMPX4 Conflict Resolution & Negotiation Skills	
	PCMPX5 Public Diplomacy & Strategic Communication	
	PREP67 Public Relations & Digital Media	
	PREP68 Health Campaigns	

### ASSESSMENT SCHEME

The formal regulations regarding assessment are contained in the University Calendar. The following notes provide further details of the scheme. Assignments and examinations are double-blind marked internally and reviewed by External Examiners from other Universities at the end of each semester. Students are therefore required to keep all their work and to return it to the Film, Media & Journalism office at the end of each semester so it can be forwarded to our External Examiners. Assessment will be by means of examinations or course work as specified for each module. Examinations take place in December for the Semester modules and in May/June for the Spring Semester modules.

Note that exam periods and dates are scheduled centrally by the University and not by the Department of Film, Media & Journalism. Exam timetables will not be available until after the mid-semester break and you should therefore ensure that you do not commit yourself to travelling home before the official end of semester until the exam timetable has been finalised.

## Calendar regulations

### PUBLIC COMMUNICATIONS MANAGEMENT - MSc/Postgraduate Diploma/Certificate

**Programme Director:** Dr Julia Jahansoozi

#### 1. Programme Aims

Public communications encompasses a range of professional roles such as stakeholder relations, issues management, corporate affairs, corporate communications, public affairs, communication management, crisis management and corporate social responsibility. The programme is designed for academically able students from a variety of degree backgrounds to develop the appropriate intellectual skills at Masters Level for a management level career in Public Relations. The programme aims to help students develop a critical appreciation of the role of public communications (however this role is named) in society and to develop key

analytical and professional skills.

## **2. Entry Qualifications**

A graduate who has an Honours degree, normally at upper second level, or the equivalent, from a university or college recognized by the University of Stirling, or an applicant who has an equivalent academic or professional qualification, will be considered for admission as a candidate for the MSc or Diploma.

A graduate with an Ordinary or General degree from a university or college recognised by the University of Stirling will be considered for admission as a candidate for the Diploma.

Exceptionally, experienced persons without formal academic qualifications and occupying managerial positions may be considered for admission if they can satisfy the University of their ability to undertake postgraduate study.

## **3. Period of Study**

Full time	Diploma	9 months
	MSc	11 months
Part time	Diploma	18 months
	MSc	22 months

## **4. Programme of Study**

### **Full –time Programme**

#### **Semester One**

PCMPX1	Public Communication Management
PREP63	Media Relations
PCMPX2	Public Affairs and Advocacy
PREP64	Research for Dissertations

#### **Semester Two**

PREP66	Research and Evaluation for Practice
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*Either:*

PCMPX3	Project Management
	or
PREP72	Strategic Management

## **Public Communication Management modules:**

*Two from:*

PCMPX4	Conflict Resolution and Negotiation
PCMPX5	Public Diplomacy and Strategic Communication
PREP67	Public Relations and Digital Media
PREP68	Health Campaigns

### **Summer**

PCMP08	Dissertation
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## **Part-time Programme**

### **Autumn semester- Year 1**

PCMPX1	Public Communications
PREP63	Media Relations

### **Spring semester- Year 1**

PCMPX3	Project Management
	or
PREP72	Strategic Management
PREP66	Research and Evaluation for Practice

### **Autumn semester - Year 2:**

PCMPX2	Public Affairs and Advocacy
PREP64	Research for Dissertations

### **Spring semester - Year 2:**

Two option modules

### **Summer**

PCMP08	Dissertation
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## **Assessment**

Details of the assessment for each module are given in the section below. A grade is given for each module according to the University's Common Grading Scheme for Postgraduate

Programmes, which is set out in the Regulations section of the Taught Postgraduate Calendar below:-

### 6.5 Common Grading Scheme

The University grading schemes for Undergraduate and Taught Postgraduate programmes are detailed in the attached tables.

CGS	CNS	Description (level 11)
1A**	20	Distinction level
1A*	19	
1A	18	
1B	17	
1C	16	
2A	15	Very Good
2B	14	
2C	13	
2D	12	Good
2E	11	
2F	10	
3A	9	Pass
3B	8	
3C	7	
4A	6	Marginal Fail
4B	5	
4C	4	
5A	3	Clear Fail
5B	2	
5C	1	
X	0	No Grade

Grades 1A\* and 1A\*\* are only to be used for components of modules. The highest module grade is 1A.

6.5.1.1 In postgraduate modules, a student having grade 4A (at level 11) *after re-sit* may, at the discretion of the examiners, be awarded a grade QP. This is a Qualified Pass - a pass at level 10 but a fail at level 11. It carries credits at level 10 but not at level 11.

#### Use of Scale

6.5.1.2 It is intended that this should be used for postgraduate modules exactly as it is used for undergraduate modules. In particular.

6.5.1.3 There is no requirement to use all the grades for any given component of assessment or indeed for modules. Some have argued that it is impossible or unnecessary to distinguish 20 levels of performance. If so, they can use some subset of the grades.

6.5.1.4 The CNS should be used whenever grades for components are to be aggregated in some way, e.g. by averaging, to compute a module grade, or it is necessary to aggregate module grades. Any regulations should be expressed in terms of CGS grades.

6.5.1.5 Performance in components of assessment and modules should be reported to students using *grades*.

6.5.1.6 No University-wide conversion to ECTS grades is proposed. The ECTS scale prescribes the proportions of students falling within each of the ECTS grade bands. At Stirling the proportion of students falling within the present grade bands varies widely across programmes. Mapping the proposed pass grades to ECTS grades will therefore need to vary between programmes.

6.5.1.7 It is not intended that the introduction of this scale should of itself change the proportion of students passing or gaining distinctions.

6.5.1.8 It is also not intended that the new schemes should affect the degree regulations except trivially where the regulations refer to a grade. Thus in the general university regulations, only two changes are necessary:

(i) "The grades used to denote standard of achievement are:  
A (Distinction level), B (Good), C (Satisfactory), D (Marginal fail), E (Clear fail)"

should instead specify the new scheme.

(ii) In

"For awards with distinction the criteria are: normally grade A in the dissertation and grade A in the equivalent of at least 60% of the remaining SCQF level 11 credit"

"grade A" should be replaced by "grade 1C or better".

6.5.1.9. The grade following a resit is to be capped at 3C.

### **Progression arrangements**

At the end of the Autumn semester, students must have grade C or better in all modules to progress as a candidate for the Diploma or MSc.

At the end of the Spring semester, in order to progress to the MSc dissertation, students must have grade C or better in all modules.

A student who fails any of the modules in one semester may be required by the Admissions, Progress and Academic Rewards Committee to withdraw from the programme.

**For the award of the Certificate** a student must complete 60 SCQF credits and comply with existing programme regulations. Students are not normally admitted to the Certificate in the first instance.

**For the award of the Diploma** a student must successfully complete 120 SCQF credits (passing all taught modules).

**For the award of the MSc** a student must successfully complete the Diploma programme and achieve a passing grade in the dissertation (180 SCQF credits in total).

### **Transfer of Registration**

Students initially admitted to the Diploma who satisfactorily complete the taught modules may be permitted by the Admissions, Progress and Awards Committee to register for the MSc.

### **Dissertation**

MSc students write a dissertation of up to 12,000 words (excluding diagrams, footnotes and appendices) on a topic approved in advance by the Programme Director. The Examiners may allow a dissertation which is considered unsatisfactory to be revised and submitted for re-assessment within a specified time period.

### **Distinction**

At the discretion of the Examination Board, exceptional candidates may be awarded the MSc or Diploma with Distinction. The normal criteria are set out in the General Regulations section of the Taught Postgraduate Calendar.

**Public Communications Management  
MSc/Postgraduate Diploma/Certificate**

<b>Code</b>	<b>Module Title</b>	<b>Availability, Co-ordinator</b>	<b>Assessment</b>	<b>SCQF credit</b>	<b>SCQF Level</b>
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**Core Modules**

<b>PCMPX1</b>	<b>Public Communications Management</b>	Autumn Dr Julia Jahansoozi	Coursework 100%	15	11
<b>PCMPX2</b>	<b>Public Affairs &amp; Advocacy</b>	Autumn Dr Julia Jahansoozi	Coursework 100%	15	11
<b>PREP63</b>	<b>Media Relations</b>	Autumn Dr Derek Hodge	Coursework 100%	15	11
<b>PREP64</b>	<b>Research for Dissertation</b>	Autum	Coursework 100%	15	11
<b>PREP66</b>	<b>Research and Evaluation for Practice</b>	Spring Dr Derek Hodge	Coursework 100%	15	11
<b>PREP72</b>	<b>Strategic Management</b>	Spring	Coursework 100%	15	11
	<b>– or –</b>				
<b>PCMPX3</b>	<b>Project Management</b>				

<b>PREP68</b>	<b>Health Campaigns</b>	Spring	Coursework 100%	15	11
<b>Option Modules</b>					
<b>PREP67</b>	<b>Public Relations and Digital Media</b>	Spring Dr Derek Hodge	Coursework 100%	15	11
<b>PREP68</b>	<b>Health Campaigns</b>	Spring Dr Jacquie L'Etang	Coursework 100%	15	11
<b>PCMPX5</b>	<b>Public Diplomacy &amp; Strategic Communication</b>	Spring Dr Jacquie L'Etang & Dr Julia Jahansoozi	Coursework 100%	15	11
<b>PCMPX4</b>	<b>Conflict Resolution &amp; Negotiation Skills</b>	Spring Dr Julia Jahansoozi	Coursework 100%	15	11
<b>PCMP08</b>	<b>Dissertation</b>	Spring/Summer	Coursework 100%	60	11

**Note 1: Modules may be offered in a different order from time to time. Availability of optional modules may vary from year to year.**

## **TEACHING TIMETABLE**

Lectures and particularly workshop commitments may vary from week to week. It is important that you take note of commitments when you are given each course handout and write these into a diary. Teaching Timetable is given to each student on commencement of course and can be found on WebCT.

## **SCHEDULING WORK**

During the semesters you will complete a wide range of assignments including individual essays, individual research projects, individual writing assignments, group case studies and presentations. Because of the nature of projects you will need to collect empirical data and to work on the material over a period of time in order to present a good analysis. This will require you to work on several projects concurrently and to manage your time carefully. You should not expect to complete one project before you go on to the next one. The capacity for “juggling” work is very important in public communications management roles so this is an important skill to acquire if you do not already possess it. In professional life the failure to meet deadlines may mean termination of employment and failure to win contracts/new business. Therefore, extensions are only granted if there are medical grounds or extenuating circumstances, (see page 13 for full details).

## **COURSE PROCEDURES**

The MSc Degree shall be awarded to candidates who complete the taught modules and the dissertation to the standard required by the examiners.

The Postgraduate Diploma shall be awarded to candidates who complete the taught modules to a level deemed satisfactory for the award of the Postgraduate Diploma but do not fulfill the conditions for the award of the MSc Degree.

The MSc Degree with Distinction shall be awarded to candidates who pass all taught modules including four with Distinction and achieve a Distinction in the dissertation.

The common postgraduate grading scheme across the University is detailed on page 6 and 7.

Deferred examinations may be offered subject to the provision of a medical certificate.

Detailed guidance about the dissertation procedures are provided in a separate document entitled ‘Dissertation Guidelines’ which is supplied to all students.

The dissertation must be submitted to the Department of Film, Media & Journalism Office to arrive by no later than Friday 20<sup>th</sup> August 2010. In exceptional circumstances, extensions may be granted by the Programme Director/Chief Examiner, subject to the provision of medical or other supporting documentation.

In the Autumn semester students will need to return all marked work to the essay box by assignment deadline given in December 2009. If work is not returned, a zero grade may be awarded.

In the Spring semester students will need to return all marked work to the essay box by assignment deadline given for 2010. If work is not returned, a zero grade may be awarded

## **STAFF-STUDENT COMMITTEE**

Each semester there will be a meeting of the staff-student committee. Students should select two or three representatives to attend these meetings. These representatives should raise items for the agenda at times specified by the Course Director.

## **STUDENT NOTICE-BOARD**

There is a notice board for the MSc/Dip in Public Communications Management which it shares with the MSc/Dip in Strategic Public Relations and Communication Management in the corridor of Pathfoot, along the corridor to the right of the Film, Media & Journalism Departmental Office (J2).

## **HANDING IN ASSIGNMENTS**

All written assignments should be posted in the Public Communications Management Assignment Box in Pathfoot J Corridor by the assignment deadline. You should complete and attach an Essay Grading Sheet. These can be found next to the box. **Do not put your name anywhere on any written assignment, identify yourself where necessary using your Student Registration Number.**

Late submissions must be handed in at the Departmental Office (J2).

In order to protect against unfair competition we need to ensure that our students are not submitting work which has copied or plagiarised other work or which is not substantially their own work. This can be done by taking the electronic copy of a student's work and comparing it with a database of earlier works and other works available from various sources.

The databases that allow us to check that plagiarised works are not being submitted only function well if they are well maintained and current. We may therefore provide a copy of your work to the third party providers who maintain these databases.

We may make physical or electronic copies of your work on other occasions, for example when external examiners are involved, when a piece of work is to be assessed by more than one assessor/examiner or if the assessor needs to mark the work and we need to keep a clean copy.

Copies of your assignments will only be kept by us until we no longer need them for the purpose for which they were created.

## **ESSAY EXTENSIONS**

### **ACCEPTABLE GROUNDS**

**Note:** Extensions for coursework can be granted only in exceptional circumstances and, wherever possible, agreed in advance. All requests should be considered by the module co-ordinator or other designated person within the department. A departmental record must be kept of extensions granted.

1. **Detained Elsewhere:** in hospital, court/detention on/before date of submission or Sports Bursary in authorized competition. Independent certification is required.
2. **Medical Grounds:** confined to bed on/before date of submission or otherwise unable to attend university; ability to work seriously impaired on/before date of submission. Please note that

the decision to grant an extension is an academic decision, not a medical decision; medical evidence is taken into account but does not entitle anyone automatically to an extension.

3. **Compassionate Grounds**: death of a close person or sudden acute serious illness (including serious mental illness) of family member or other close person. The definition of a close person, is, for example, a family member (parent/guardian, spouse/partner, son/daughter, brother/sister, grandparent, grandchild) or someone living at the same address as the student.
4. **Other Exceptional Grounds**: in general, other grounds will not normally be accepted but exceptional individual circumstances will be considered on their merits. Applications for coursework extensions on exceptional grounds may require the student to present their case in person to the Head of Department/nominee in the first instance.

The decision to grant extensions is an academic decision; medical evidence is taken into account but does not guarantee an automatic extension.

For illness of less than seven days, and for the first seven days of any period of illness, self-certification should be provided.

For illness of more than seven days a medical certificate should normally be provided (where possible) indicating the nature of the symptoms that prevented you from attending University on the dates in question. It is the student's responsibility to provide certificated evidence of illness.

## **PROCEDURE**

Application should be made on the appropriate form to the relevant Course Secretary, who will then process the application. Forms are available from all Departmental Offices. **All applications must be accompanied by independent evidence in support of the request such as medical certificates or other appropriate documentation (where possible). It is your responsibility to provide certificated evidence of the illness. Please note that Doctors are not expected to certificate illnesses where there are no means of proving or disproving the occurrence of the illness.**

**Any email correspondence MUST come from student email account.**

Applications should be made as soon as possible and **normally no later than 48 hours before the essay deadline.**

All requests will be considered by the Unit co-ordinators or the other designated person. Decisions will be notified to students by the Department as quickly as possible but some decisions may not be confirmed until after the submission date. The procedures in other faculties may vary and it is your responsibility to check with each of your Departments.

In cases where the request for an extension is not approved by the department, or a student fails to submit a piece of coursework on time, penalties will be applied by the department.

Students who submit late coursework or a late dissertation should not expect to receive written comments on their work, or to have the opportunity to discuss the coursework with the tutor.

**Confirmed by Student Programmes  
21 August 2006**

## **GROUP WORK**

Group work may be awarded a group mark or a combination of group and individual marks. Examiners may exercise the discretion to award differential marks within a group where appropriate.

### **Assessment Criteria for Presentations and Group Projects**

- Self-presentation/professionalism
- Evidence of team skills
- Verbal and non verbal communication skills
- Organisation of group: division of tasks
- Smoothness of presentations and handovers within groups
- Handling of visual aids
- Fielding of questions
- Full use of team
- Presentation of detailed content
- Strategic thinking
- Structure logic and introduction/conclusions
- Clear and measurable objectives and benchmarks
- Use of argument and underpinning concepts
- Programme which follows logically from analysis
- Achievable methods of evaluation

### **Assessment Criteria for essays**

- Selection of appropriate sources as demonstrated through bibliography and citation
- Demonstration of understanding of relevant concepts
- Analytical arguments clearly presented in a logical structure
- Original insights and ideas
- Presentation of evidence and supporting arguments
- Evidence of wide reading
- Clear writing, accurate spelling and grammar
- Presentation

### **Assessment Criteria for exams**

- Demonstration of knowledge and analytical ability
- Selection of appropriate information and theoretical frameworks
- Application of relevant knowledge to question
- Construction of clear arguments
- Ability to solve problems
- Good written communication skills

## GUIDELINES ON ACADEMIC INTEGRITY

The University has a formal policy on plagiarism which can be found at <http://www.quality.stir.ac.uk/ac-policy/assessment.php>

### 1. Plagiarism in Coursework and Dissertation

Having regard to the fair and consistent treatment of students and the maintenance of academic standards, Academic Council has approved the following policy on plagiarism.

#### Definitions

To plagiarise is to represent as one's own the intellectual property of another. The Oxford English Dictionary definition of plagiarism is as follows:

the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas ... of another.

Accordingly, the reproduction in a submitted assignment of another's work without due acknowledgement is plagiarism since the writer is presenting as original work what is in fact derivative. When the assignment is submitted for assessment, plagiarism is the equivalent of cheating in an examination.

Such unacknowledged indebtedness is plagiarism whether the source is reproduced *verbatim* or is paraphrased. It is plagiarism whether the passage is brief or extensive, and whether the source is printed, electronic or hand-written. Strictly, it is also plagiarism when the source is oral, but on this see further below.

#### Due

#### Acknowledgement

It is not sufficient merely to list a source in an appended bibliography, or in the body of an assignment to express a general indebtedness. To avoid a charge of plagiarism, all debts must be specifically, precisely and accurately referenced in accordance with good academic practice.

When a source is directly quoted word-for-word, the passage quoted should be placed within quotation marks or indented and the source accurately referenced, in parenthesis, in a footnote, or in an endnote, according to a recognised system. There must be no ambiguity about where the quotation ends or begins.

The source of any data cited (e.g. figures, tables, charts) should be made explicit.

When ideas, or an argument, are reproduced from a source in a general or paraphrased way, the source must be acknowledged.

When submitted work is dependent upon a lecture or group discussion for its argument, this fact must be acknowledged.

In the case of group work submitted for assessment, the relevant module information will make clear whether the submission is collective or individual. In the case of a collective submission, indebtedness to sources must be acknowledged in the usual way, but it is not necessary for work to be attributed to individual members of the group. In the case of individual submissions resulting from group or collaborative work, it is the responsibility of each individual student to make sure that the submission is his or her own work. Acknowledgement should be made to the contribution of other members of the group when this is drawn upon.

### **Procedures**

No formal procedures are instituted against a student unless the relevant unacknowledged source can be established. In cases where plagiarism is strongly suspected but no source has been identified, the student shall be advised by the relevant module co-ordinator, to ensure that he or she understands the nature of plagiarism, and the penalties it incurs.

In cases where a source has been identified the student is required to attend a meeting with the Chief Examiner and a member of staff designated by the Head of Department (normally the Programme Director). The student may be accompanied to this meeting by a person of his or her own choosing. A formal record is kept of this meeting, which is notified to the relevant Committee of Examiners and the Examinations Office. The same procedure is followed in cases where two or more students submit similar or identical work. However, it is recognised that in such cases, whilst the fact of plagiarism is clear, it may not have been possible to determine culpability prior to the meeting. In such cases, the meeting itself will serve as a forum in which to establish the facts and determine culpability.

The purpose of the meeting is to present to the student the established fact of plagiarism, to explain to him or her why plagiarism is culpable, and to offer advice on methods of due and adequate acknowledgement. However, it is not the business of the meeting to seek to determine motivation.

The failure of the student to attend this meeting does not prevent the department from taking appropriate action in accordance with this policy.

### **Penalties**

The general principle is that the penalty should be appropriate to the scale of the offence.

The penalties described below are exhaustive and mutually exclusive.

<b>Offence</b>	<b>Penalty</b>
<b>Minor offence:</b> <i>a first offence where the plagiarised passage or passages make only a slight contribution to the achievement of the assignment or dissertation</i>	The assessed work is downgraded by one grade on the University's Common Grading Scheme for Postgraduate Programmes.
<b>Serious offence:</b> <i>where the plagiarised passage or passages in an assignment or dissertation make a significant or crucial contribution to the achievement of the assignment, or when the assignment or dissertation is completely or almost completely plagiarised.</i>	The assessed work receives a grade of E.
<b>Second offence (of whatever degree)</b> committed on the same or on a different module:	Required to withdraw by the Admissions, Progress and Awards Committee due to unsatisfactory progress.

The Examinations Office will refer cases that reach the trigger points to the Admissions, Progress and Awards Committee. A student required to withdraw will be entitled to any award for which he or she is qualified.

A student is not able to submit a subsequent piece of work on a module to substitute for any assignment which has been penalised for plagiarism. Normally a student may be permitted to repeat or substitute a module which has been failed because of a penalty for plagiarism, if that failure alone precludes the student from completing a Postgraduate Diploma programme. The student will not be eligible to graduate with a Masters degree

In a case where two or more students submit similar or identical work and culpability cannot be established, the penalty shall be applied equally to both students.

Penalties imposed for plagiarism must be reported to the University Examinations Office on the plagiarism incident report form, normally within a week of the decision. Penalties shall also be reported to the relevant Committee of Examiners and recorded in its minutes, but not re-considered or re-opened.

At the conclusion of any proceedings under this policy and prior to the application of any penalty, the relevant Chief Examiner will request a check against the central register of offences maintained in the University's Examinations Office.

A current case does not justify re-consideration of work submitted on modules completed and graded in the previous semesters or of assessed work for other modules in the same semester.

However, where it becomes apparent to the Examinations Office that a student has been penalised for plagiarism on different modules in the same semester, the Examinations Office will notify the Chief Examiner(s) in the relevant Department(s), and the Admissions, Progress and Awards Committee, prior to the Committee of Examiners. The assignment with the later due date will be counted as a second offence. In the event of a coincidence of due dates, the relevant Chief Examiners will confer.

For cases where other coursework requirements are not met (e.g. failure to attend an examination and the grade 'X'), details of the plagiarism offence will still be recorded in the central register.

All decisions relating to plagiarism are communicated to students in writing.

### **Appeal**

Any appeal will be considered under the procedures for academic appeals at undergraduate and taught postgraduate level.

## **2. Procedures**

Where a tutor/marker suspects that a breach of these guidelines has occurred s/he will refer the matter to the relevant Course Co-ordinator, the Programme Director, the Head of Department and the Chief Examiner.

If there is cause to believe that a breach of these guidelines has occurred the student(s) involved will be invited to attend a meeting, attended by the Programme Director and the relevant Course Co-ordinator and/or lecturer to discuss the matter.

Where the Course Co-ordinator, Programme Director and Head of Department are convinced that a breach of these guidelines has occurred they may impose a penalty. The range of penalties that are possible include reduction of grade awarded, zero grade awarded either for the piece of work or to the Module as a whole, or removal from the course.

Students may appeal against the imposition of a penalty through the Head of School and/or the normal University Appeals procedure (see Ordinance 2).

## **3. Illness**

Examinations or coursework may be deferred due to student illness or other exceptional circumstances, subject to the approval of the Programme Director. Unless there are medical grounds, coursework assignments will not normally be accepted after prescribed submission deadlines, nor will students be permitted to resit examinations.

## **4. Group Work**

Many modules on the MSc/Dip in Public Communications Management require group projects for which a group mark is awarded. Students should be aware that group projects are subject to the same rules regarding academic integrity and all group members should exercise special care to ensure that the group does not violate these guidelines. Examiners have the discretion to award individual grades to group members.

All group work will be videoed unobtrusively for the benefit of the External Examiners. A copy of each video will be made available to student groups so that they can make their own copies for personal review or for their individual portfolio of work.

## **5. Use of Library Resources**

All readers in possession of library materials or other books or papers must show these to a member of staff on demand. The Librarian may also ask for bags to be checked.

Readers losing or damaging books must pay the cost of replacement or repair plus contribution to the administrative cost incurred.

Readers damaging any Library property must pay the costs of replacement or repair plus a contribution to administrative costs incurred.

## **6. Guidelines on writing assignments and essays**

All work must be type-written.

All work must be double-spaced. Paragraphs should be clearly marked off. All assignments should be submitted in Times New Roman 11pt.

Make sure you attend any sessions on report and essay writing (these are available centrally at the university briefings that are provided for specific assignments – this will ensure that you are quite clear about the expectation for Master’s level work.

Start work early enough to do sufficient research. Allow enough time to plan your essay or report. This is particularly important in group work. Allow time for computer failure.

Write a clear introduction or executive summary explaining your approach to the topic and the structure and contents of your assignment – Use ‘Signposts’ to guide the reader through the assignment. Write clearly and use enough punctuation.

Make sure that each paragraph develops a point and that paragraphs flow logically to build up to your argument. Do not over-quote or expect quotes to stand alone as explanation/evidence. You need to interpret and contextualise course material.

A well structured essay does not need any headings as the argument should run smoothly from point to point. A management report, however, requires hierarchical numbered paragraph system employing headings, not headings and (occasionally) sub- sub-headings. Make sure the typography reflects the hierarchy in design terms.

Naturally you will make references or allude to scholarly sources in writing assignments. Even if you do not quote directly you must put in a reference including the page number and the source of the idea. Failure to do so counts a plagiarism and is a serious offence which can result in you being awarded zero for a whole module. Samples of correct referencing style are shown on pages 22-27. At Master’s level you are required to demonstrate independent thought and an assignment that consists solely of paraphrase or summary is not passable at this level. If you use lecture notes as a source then you should consult the lecturers for original sources and construct your own interpretation of the ideas.

Your assignment should always be accompanied by references and a bibliography.

Spelling and grammar should be perfect. Read through your assignment to make sure it makes sense. This process may take only minutes but it can make a difference to your grade. Do not rely on spell-check to pick up errors e.g. ‘pubic relations’!

If you are not sure about an assignment, then make an appointment with the lecturer who has set the work.

Recommended Text for writing essays: *How to Write Essays – A Practical Guide for Students*, John Clanchy and Brigid Ballard, Longman, 1998

## Learning Strategies

Individual tutorials with a learning strategies expert is available DAICE Divisional Office, Airthrey Castle (Tel: 01786 466142). There are also regular group sessions.

### **7. Presentation of assignments**

- **Assignments should be double-spaced and text justified.**
- **British spelling should be used, not American (your computer setting can be altered). All assignments should be properly referenced (Harvard Style)**
- **Pages should be numbered.**
- **Quotes should be indented and single spaced.**
- **Grammar and spelling should be carefully checked.**
- **In particular ensure you apply correct rules with regard to apostrophes (it's = it is; its = possessive of it). Split infinitive ('to boldly go' is incorrect; either, 'to go boldly' or 'boldly to go'.**
- **Include a word count.**
- **Use a readable typeface such as Times New Roman or Palatino.**
- **Work not presented properly may be returned for correction.**
- **To write in-depth and interesting assignments you need to read books and journal articles. Superficial cutting and pasting of internet materials is obvious and will be marked down.**

### **8. Communications**

Make sure that when necessary you make full use of the channels available to you.

Put a note in the member of staff's tray in the Departmental Office.

Phone the MSc/Dip in Public Communications Management Office on 01786 466220.

Knock on a staff member's door. All teaching staff specify either two one-hour slots or one two hour slot during the week when they are available for student consultation\* but it is also possible to make an appointment outside this time to discuss a problem. Consult Kalene Craig if the need for this arises. Please bear in mind however, that the staff are not always in the University so it may take a couple of days to set up a meeting.

Use e-mail:

Dr Julia Jahansoozi – [Julia.Jahansoozi@stir.ac.uk](mailto:Julia.Jahansoozi@stir.ac.uk)

Dr Jacquie L'Etang - [jyl1@stir.ac.uk](mailto:jyl1@stir.ac.uk)

Dr Derek Hodge – [Derek.Hodge@stir.ac.uk](mailto:Derek.Hodge@stir.ac.uk)

Kalene Craig – [Kalene.Craig@stir.ac.uk](mailto:Kalene.Craig@stir.ac.uk)

## **REFERENCING**

### **When You Should Reference**

- Whenever you copy tables, diagrams or illustrations or directly quote from someone else's work.
- Whenever you summarise or paraphrase someone else's information or ideas by putting them into your own words.

Failure to provide a reference in either of the above situations is considered plagiarism

### **Harvard Referencing**

The Department of Film Media & Journalism specifies that all student work should use the Harvard system, you should not use footnotes for references.

In the Harvard system cited references are referred to in the body of a text by presenting the author surname, date of publication and page number(s) where appropriate in either of the forms

L'Etang (2007: 11) argued that .....

or

It has been argued (L'Etang, 2007: 11) that .....

If an author has published more than one article or book in a year you must identify clearly identify these eg, (L'Etang 1996a), (L'Etang 1996b).

At the end of your work there should be a full reference list presented alphabetically specifying all publication details in a consistent format eg,

Parsons, P. A. (2003) *Manager's Guide to PR Projects*, New Jersey. Lawrence Erlbaum Associates.

### **Harvard: direct quote**

As Röttger and Voss (2008: 163) point out, 'As globalization continues, enormous change processes within organizations as well as in their environment promote uncertainty among members of organisations'.

It is essential that you include a page number when quoting directly from others' work. Short quotes (up to about 40 words) can be included in the main text of your work while quotes longer than this should be put in a paragraph of their own, formatted with single line spacing and indented on both sides.

Watson (2001: 264) argues that discussion about the barriers to the use of evaluation in public relations practice follow a circular argument.

"Most practitioners' education does not include social science research techniques; therefore they do not use them but instead concentrate on technician skills, and this means that they do not rise into the manager roles and participate in decision making. This would give access to budgets for planning and evaluation and, thus creating programs and campaigns that can enhance their personal standing and meet the objectives of their clients or employers"

## **Harvard: paraphrase**

McKie and Munshi (2007: 11) suggest that PR textbooks distort the dissemination of knowledge in the field.

or

It has been argued that PR textbooks distort knowledge, and undervalue the contributions of different cultures and histories by targeting US students as customers rather than learners' (McKie & Munshi, 2007: 11)

## **Reference List**

All submitted work must be accompanied by a full reference list including all references cited in the text. Only references that are actually cited in the text should appear here and books or papers that you have used as background reading but not actually cited in your written work should not be listed. A reference list is not the same thing as a bibliography, which would include all material used in the preparation of your work.

Your reference list should be formatted consistently. There are many different variations of Harvard referencing and you will need to find one that you like and then apply it consistently. This will be discussed in a workshop session at the start of the first semester.

## **Specific Types of Source Material.**

Citing references from books or academic papers is fairly straightforward and the texts referred to below also contain guidelines for referencing sources as diverse as online databases, legal documents, conference proceedings, sacred texts, maps, newspaper articles, audio CDs, web pages, personal communications and even live performances of music, dance and plays.

They also discuss matters such as secondary referencing (citing works you have seen referred to by others, but where you have not read the original material) and what to do when the author or date of a work is unknown.

## **Suggested Reading**

Dee, M., Bell, V. and Peacock, S. (2007) *Write and Cite: The QM Guide to the Harvard System of Referencing* [Internet]. Available from:  
<[http://www.qmu.ac.uk/lb/information/Guides/harvard\\_ref\\_guide.pdf](http://www.qmu.ac.uk/lb/information/Guides/harvard_ref_guide.pdf)>  
[Accessed 26 August, 2008].

Pears, R. and Shields, G. (2004) *Cite them right: the essential guide to referencing and plagiarism*. Newcastle upon Tyne, Pear Tree Books.

Dee, Bell and Peacock (2007) is available online and Pears and Shield (2004) can be consulted in the university library.

## **TO THE STUDENT: APPROPRIATE USE OF WIKIPEDIA**

*Alan Liu, UC Santa Barbara*

In recent years, Wikipedia (<http://wikipedia.org>) has become one of the most important and useful resources on the Internet. Created by an open community of authors (anyone can contribute, edit, or correct articles), it has become a powerful resource for researchers to consult alongside other established library and online resources. As in the case of all tools, however, its value is a function of appropriateness. In the case of college-level essays or research papers, students should keep in mind the following two limitations, one applying to all encyclopedias, and the other specifically to Wikipedia:

As in the case of any encyclopedia, Wikipedia is not appropriate as the primary or sole reference for anything that is central to an argument, complex, or controversial. "Central to an argument" means that the topic in question is crucial for the paper. (For example, a paper about Shakespeare or postmodernism cannot rely on an encyclopedia article on those topics.) "Complex" means anything requiring analysis, critical thought, or evaluation. (For example, it is not persuasive to cite an encyclopedia on "spirituality.") "Controversial" means anything that requires listening to the original voices in a debate because no consensus or conventional view has yet emerged. (For example, cite an encyclopedia on the historical facts underlying a recent political election, but not on the meaning or trends indicated by that election.)

These limitations are due to the fact that encyclopedia articles are second- or third-hand summaries. They are excellent starting points for learning about something. But a college-level research paper or critical essay needs to consult directly the articles, books, or other sources mentioned by an encyclopedia article and use those as the reference. The best such sources are those that have been refereed ("peer-reviewed" by other scholars before acceptance for publication, which is the case for most scholarly journals and books) or, in the case of current events, journalistic or other resources that are relatively authoritative in their field.

However, a Wikipedia citation can be an appropriate convenience when the point being supported is minor, non-controversial, or also supported by other evidence. In addition, Wikipedia is an appropriate source for some extremely recent topics (especially in popular culture or technology) for which it provides the sole or best available synthetic, analytical, or historical discussion.

Wikipedia has special limitations because it is an online encyclopedia written by a largely unregulated, worldwide, and often anonymous community of contributors. The principle of "many-eyes" policing upon which Wikipedia depends for quality-control (that is, many people looking at and correcting articles) works impressively well in many cases.

However:

Wikipedia is currently an uneven resource. For example, articles on technological or popular culture topics can sometimes be more reliable, vetted (corrected by a community experts), or current than articles on humanistic issues of the sort that students in literature, history, and other humanities majors often need to research.

Some articles in Wikipedia are unreliable because they are the contested terrain of "edit wars," political protest, or vandalism. Such articles include both those on obviously controversial topics and on unexpected topics. For a sobering sense of the limitations of Wikipedia, consult the long list of "protected" Wikipedia articles (articles that Wikipedia no longer, or at least not for now, allows users to edit in the normal way in order to protect them from edit wars or other mischief): [http://en.wikipedia.org/wiki/Wikipedia:Protected\\_page](http://en.wikipedia.org/wiki/Wikipedia:Protected_page). (See also the bibliography appended below on recent controversies about the reliability of Wikipedia.)

Students should also keep in mind that Wikipedia - like the Internet as a whole - is edited globally. This means that topics related to "United States," "China," "Tony Blair," or "World Cup soccer," for example (and many others), are contested terrain.

Students should be aware that Wikipedia is a dynamic, constantly mutating resource. Even if it is appropriate to cite it as a reference, the citation is meaningless unless it includes the date on which the page was accessed (which would allow a reader to use the Wikipedia "history" feature to look up the specific version of the article being referenced). Indeed, Wikipedia articles on some topics change so frequently (even to the extent of vandals "reverting" to earlier scandalous misinformation) that a citation should include the exact hour of access.

Students should feel free to consult Wikipedia as one of the most powerful instruments for opening knowledge that the Internet has yet produced. But it is not a one-stop-shop for reliable knowledge. Indeed, the term "encyclopedia" is somewhat to blame. Because it is communal, dynamic, and unrefereed, Wikipedia is not really (or not just) an encyclopedia of knowledge. It is better thought of as a combination of encyclopedia and "blog." It is the world's blog.

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Bibliography of Articles on the Controversy Regarding Wikipedia's Reliability:

\* Steven Musil, "Wikipedia's Woes," C/NET News.com, 9 December 2005  
<[http://news.com.com/Week+in+review+Wikipedias+woes/2100-1083\\_3-5988388.html](http://news.com.com/Week+in+review+Wikipedias+woes/2100-1083_3-5988388.html)>

\* John Seigenthaler, "A False Wikipedia 'Biography'," USA Today.com, 29 November 2005  
<[http://www.usatoday.com/news/opinion/editorials/2005-11-29-wikipedia-edit\\_x.htm](http://www.usatoday.com/news/opinion/editorials/2005-11-29-wikipedia-edit_x.htm)>

\* Daniel Terdiman, "Study: Wikipedia as Accurate as Britannica," C/Net News.com, 15 December 2005 <  
[http://news.com.com/2102-1038\\_3-5997332.html](http://news.com.com/2102-1038_3-5997332.html)>

\* Ray Cha, "Another Round: Britannica versus Wikipedia," if:book, 31 March 2006  
<[http://www.futureofthebook.org/blog/archives/2006/03/another\\_round\\_britannica\\_versu.html](http://www.futureofthebook.org/blog/archives/2006/03/another_round_britannica_versu.html)>

\* Lisa Vaas, "Wikipedia Erects Accuracy Firewall," 19 December 2005  
<<http://www.eweek.com/article2/0,1895,1903728,00.asp>>

\* Katie Hafner, "Growing Wikipedia Revises Its 'Anyone Can Edit' Policy," New York Times, 17 June 2006  
<[http://www.nytimes.com/2006/06/17/technology/17wiki.html?\\_r=1&adxnnl=1&oref=slogin&adxnnlx=1150630485-m7D+jesnoKz+kAAD8almhw](http://www.nytimes.com/2006/06/17/technology/17wiki.html?_r=1&adxnnl=1&oref=slogin&adxnnlx=1150630485-m7D+jesnoKz+kAAD8almhw)> (alternative site:  
[http://news.com.com/Growing+Wikipedia+revises+its+anyone+can+edit+policy/2100-1040\\_3-6085077.html?tag=nefd.top](http://news.com.com/Growing+Wikipedia+revises+its+anyone+can+edit+policy/2100-1040_3-6085077.html?tag=nefd.top))

# MSc Public Communications Management - Autumn 2009

(A) AUTUMN SEMESTER 2009

## PCMPX1- PUBLIC COMMUNICATION MANAGEMENT

Module Co-ordinator: Dr Julia Jahansoozi

### Module Aims

The MSc Public Communication Management is rooted in the study of public and political campaigns. It will appeal to those interested in having careers in the public, NGO, and non-profit sectors. This core module examines a range of perspectives, literature, and topical issues relating to public communication. It will provide an overview theories relevant for public communication such as social influence, social marketing, advertising, public relations, interpersonal and mass communication, rhetoric and speechwriting.

On completion of this module you will be able to:

- Understand of the key theories and concepts in related public communication theory
- Understand of the role of public communication in society
- Have a practical understanding of public communication campaigns

### Teaching Method

The module will be taught through lecture style input and guided seminars. The module co-ordinator will introduce key concepts and issues in public communication and facilitate discussion of seminal papers in the field. The module co-ordinator will also provide key learning points that will be posted on WebCT.

### Assessment

Essay (60%)

Public Communication Campaign (40%)

The essay assignment assesses the grasp of theoretical concepts from the related literature and also tests analytical and diagnostic skills, and understanding of the role of public communication. The public communications campaign will assess analytical, diagnostic and prescriptive skills, and the ability to apply theoretical concepts to the practice.

**PCMPX2– Public Affairs & Advocacy**  
**Module Co-ordinator: Dr Julia Jahansoozi**

Module Aims

This module aims to provide students with a critical conceptual and theoretical foundation for public affairs and advocacy processes and practice in different environments.

On completion of the module you will be able to:

- Critically evaluate political and social science theories and concepts required for public affairs and advocacy practice
- Critically analyse political advocacy and its influence on policy; decision-making process; public and stakeholder interests; and on public and private organisations.
- Apply theory to practice

Teaching Method

Lectures/seminars/workshops

Assessment

Case study (60%)

Public affairs / advocacy campaign (40%)

The case study assignment assesses analytical, diagnostic, and prescriptive skills. It also assesses the ability to apply theoretical concepts from the literature to a case.

The public affairs / advocacy campaign assesses the ability to apply theoretical concepts to the practice and critically analyse a problem and develop a strategy and tactics in order to achieve an organisation's objectives.

**PREP 63 - MEDIA RELATIONS**  
**Module Co-ordinator: Dr Derek Hodge**

Module Aims

The module aims to develop students' appreciation of, and approaches to, developing media relations. The course explores the context within which journalists operate and teaches students to write competent press releases and feature articles to a professional standard.

On completion of the module students will be able to:

- discuss the context within which journalists operate and their characteristic practices and values, especially in the print media;
- write competent press releases and feature articles to a professional standard.

Teaching Method

Lecture/seminar

Assessment

Two press releases and two feature articles (25% each) plus two practice assignments (ungraded).

Core Text

Hicks, Wynford et al (1998) *English for Journalists*, 2<sup>nd</sup> ed, Routledge

Hennessy, Brendan (2005) *Writing Feature Articles*, 4<sup>th</sup> ed, Elsevier/Focal Press

Hicks, Wynford (1999) *Writing for Journalists*, Routledge

**PREP 66 - RESEARCH FOR DISSERTATION**  
**Module Co-ordinator: Dr Derek Hodge**

Module Aims

This module teaches students

On completion of this module you will be able to:

Teaching Method

Lectures, plus special workshop for MSc Public Communications Management and MSc Strategic Public Relations and Communication Management students.

Assessment

Attendance is compulsory.

Core texts

- Hargie, O. & Tourish, D. (2000) *Handbook of communication audits for organisations*, Routledge
- Moffitt, M. (1999) *Campaign strategies and message design: a practitioner's guide from start to finish*, Praeger
- Neuendorf, K. (2002) *The content analysis guidebook*, Sage
- Riffe, D., Lacy, S. & Fico, F. (1998) *Analyzing media messages: using quantitative content analysis in research*, LEA
- Bryman, A. & Cramer, D. (2005) *Quantitative Data Analysis with SPSS 12 and 13*, Routledge
- Watson, T. & Noble, P. (2005), *Evaluating Public Relations*, Kogan Page

**(B) SPRING SEMESTER 2010**

**PREP 66 - RESEARCH SKILLS FOR PRACTICE**

**Module Co-ordinator: Dr Derek Hodge**

Module Aims

This module teaches students the necessary conceptual and computational skills to operate as a public relations manager. Students are taught appropriate quantitative skills to enable them to evaluate public relations work and carry out or commission market research, content analysis and communication audits. Appropriate computer packages such as SPSS are also taught.

On completion of this module you will be able to:

- evaluate public relations programmes against set measurable objectives
- conduct and evaluate public opinion surveys and market research
- carry out communication audits
- carry out quantitative media content analysis
- use a computer software package to summarise and present quantitative data and to carry out basic statistical analyses
- debate the issues of evaluation with academics and practitioners

Teaching Method

Lectures, seminars, workshops and a practical project

Assessment

Essay 50%

Practical project 50%

Core texts

- Hargie, O. & Tourish, D. (2000) *Handbook of communication audits for organisations*, Routledge
- Moffitt, M. (1999) *Campaign strategies and message design: a practitioner's guide from start to finish*, Praeger
- Neuendorf, K. (2002) *The content analysis guidebook*, Sage
- Riffe, D., Lacy, S. & Fico, F. (1998) *Analyzing media messages: using quantitative content analysis in research*, LEA
- Bryman, A. & Cramer, D. (2005) *Quantitative Data Analysis with SPSS 12 and 13*, Routledge
- Watson, T. & Noble, P. (2005), *Evaluating Public Relations*, Kogan Page

## **PREP 72 - STRATEGIC MANAGEMENT**

**Module Co-ordinator: Dr Francesca Mariotti**

*Room:* Cottrell 3A27

*Email:* francesca.mariotti@stir.ac.uk

### Module Aims

This module which is a variant of the MBA Strategic Management course and gives an overall understanding of the needs, contexts and processes involved in managing strategic change within organisations. There is a strong applied focus using 'real-life' examples and case studies. The seminar programme focuses on financial communication and public relations.

On completion of this module you will be able to:

- address the complexity and variety of issues bearing on strategic management;
- research real-life organisation;
- manage and analyse a variety of data and present it in usable form;
- employ strategic management approaches to produce persuasive solutions about real management situations;
- present conclusions effectively in verbal and report form.

### Teaching Methods

Lectures, video presentations, discussions and group presentations at seminars.

### Assessment

Refer to module outline.

### Core Texts

- Lynch, R. *Corporate Strategy*, 3rd Edition, Financial Times, Prentice Hall, 2002.
- Johnson, G and Scholes, K. *Exploring Corporate Strategy*, 6th Edition, Prentice Hall, 2002.

**PCMPX5 Public Diplomacy & Strategic Communication (Optional for MSc PCM)**  
**Module Co-ordinator: Dr Julia Jahansoozi**

Module Aims:

This module aims to provide students with a critical understanding of key theories, concepts, issues and skills relating to public diplomacy and strategic communication.

This optional module explores how governments and NGOs strategically communicate in order to influence inter-mestic publics. The module will examine a range of perspectives, literature, and topical issues relating to public diplomacy and strategic communication. Literature covered includes public relations, diplomacy, international relations, lobbying, cross-cultural and strategic communication. The module will focus on the areas of overlap between public relations and public diplomacy. Public diplomacy (an aspect of International Relations) has many dimensions including government sponsorship of cultural and scientific programmes and cultural exchanges. Case studies such as the British Council, USIS, DAAD will be explored.

On completion of this module students will have further developed their skills in respect of campaign planning and evaluation, media analysis and critical thinking and will be able to:

- An understanding of the key theories and concepts related to public diplomacy
- An understanding of the role of public diplomacy practice in governments and NGOs
- A practical understanding of public diplomacy campaigns

Assessment

Essay (60%)

Case study (40%)

The essay assignment assesses the level of understanding of key theoretical concepts and the role of public diplomacy. The case study assesses the analytical, diagnostic, and prescriptive skills as well as the understanding of public diplomacy campaigns.

## **PREP 68 - HEALTH CAMPAIGNS (Optional for MSc PCM)**

**Module Co-ordinator: Dr Jacquie L'Etang**

### Module Aims

The module aims to explore a range of issues relating to health promotion. Topics explored include risk, trust, and communication of science, media representations and media panics. The connections between policy and communication are given consideration in a variety of cultural contexts. Relevant case studies are used to illustrate concepts.

On completion of this module students will have further developed their skills in respect of campaign planning and evaluation, media analysis and critical thinking and will be able to:

- apply public relations concepts to the field of health
- define key relationships in health
- describe the role that public relations plays in health and in pharmaceutical companies
- develop functional public relations programmes for science and health clients
- reflect and analyse critically the role of public relations in health in relation to broader issues such as sociology of the body, media representation.

### Teaching Methods

The module will be taught as an intensive three-week block (6 hours per week) in the last three weeks of semester. Module outlines and reading guide will be made available at the beginning of semester to facilitate self study. Teaching will be seminar and workshop based utilising appropriate case studies.

There will be a final 2 hour revision session in the last week of semester.

### Assessment

- Case study or health campaign 60%
- Exam 40%

### Core Texts

- Adams, L. et al (2002) *Promoting health: politics & practice*, Sage
- Beck, U. (2007) *World at risk*, Cambridge, Polity.
- Ewles, L. & Simmet, I., (2003) *Promoting health: a practical guide*, Balliere Tindall.
- Hastings, G. (2007) *Social Marketing: why should the devil have all the best tunes?* Butterworth-Heinemann, Elsevier
- Jones, L. et al (eds) (2002) *The challenge of promoting health: exploration & action*, Open University
- L'Etang, J. (2008) *Public Relations: concepts, practice and critique*, Sage, chapter 7 'Health communication and social marketing'.
- Seale, C. (2002) *Media and health*, London, Sage.

**PCMPX4 Conflict Resolution & Negotiation Skills (Optional for MSc PCM)**  
**Module Co-ordinator: Dr Julia Jahansoozi**

Module Aims

This module is offered as an option on the MSc Public Communication Management Programme. It is a specialist module that aims to develop the theoretical understanding and practical skills pertaining to conflict resolution and negotiation. Areas covered include the psychology of bargaining, coalition development value distribution, how to establish processes and strategies for conflict management.

This module aims to provide students with a critical and practical understanding of key theories, concepts, issues and skills relating to conflict resolution and negotiation.

On completion of this module students will have further developed their skills in respect of campaign planning and evaluation, media analysis and critical thinking and will be able to:

- Understand key theories and concepts in related to conflict resolution and negotiation skills literature
- Analyse characteristics and the positions taken in a negotiation situation
- Analyse cultural differences and to assess how they influence negotiations
- Assess how people negotiate during negotiation and manage emotion
- Manage different levels of conflict
- Recognise the different types of power and their distribution within a conflict resolution and negotiation situation

Assessment

Practical Workshop Exercises (30%)  
Case Study (70%)

Both assignments will assess the ability to apply theoretical concepts to practical scenarios and will require students to analyse the conflict / negotiation situation, diagnose issues / problems, and prescribe approaches for resolving the conflict. The practical exercises will enable the students to participate in role-playing and to utilise negotiation techniques. The case study will allow students to demonstrate their analytical, diagnostic and prescriptive skills as well as knowledge of the related literature and key theoretical concepts.

**PREP 67 - PUBLIC RELATIONS AND DIGITAL MEDIA (Optional for MSc PCM)**  
**Module Co-ordinator: Dr Derek Hodge**

Module Aims

This module aims to provide students with a critical understanding of the impact of internet and communication technologies (ICTs) on both the theory and practice of public relations. It also teaches the skills necessary for students to keep abreast of new developments in ICT and to evaluate the usefulness of individual technologies in the implementation of public relations programmes.

On completion of the module you will be able to:

- describe and critically discuss the implications of new technology on the theory and practice of public relations;
- identify the opportunities that technology offers to enhance public relations programmes;

Teaching Method

Lectures, seminars, tutorials and a practical project

Assessment

- Group presentation (20%)
- Individual essay (80%)

Core Texts

- Van Dijk, J (2006) *The Network Society (2nd ed)*, London, Sage.
- Castells, M. (2001) *The Internet Galaxy*, Oxford, Oxford University Press
- Holtz, S. (1999) *Public Relations on the Net: winning strategies to inform and influence the media, the investment community, the government, the public, and more*, New York, Amacom.
- Lievrouw L & Livingstone (2005) *Handbook of New Media (student edition)*, London, Sage

## **(C) SUMMER SEMESTER 2010**

### **PCMP08 DISSERTATION (January – August)**

The final requirement for the degree is a 12,000 word dissertation.

You will be provided with guidance about the dissertation during the first semester. You will also be supplied with detailed dissertation guidelines. You will be required to carry out work towards your dissertation between the two semesters and during the second semester.

The course director has to approve your topic formally, and you will be set work to be completed by the beginning of the Spring semester. This will consist of preparatory reading and project proposal development. There will also be a class test at the beginning of the Spring semester to assess your understanding of dissertation requirements. Detailed advice will be given in the latter part of the autumn semester. There will be special dissertation seminars in the first part of the spring semester.

As part of your dissertation it is likely that you will want to conduct empirical research. This will entail you in certain costs for telephone, postage and travel. The University is not able to subsidise your research costs but there is a special fund for dissertation costs which you can find out about through SUSA.

#### Aims and Objectives

**Aim:** to demonstrate an understanding of research procedures and to implement these in a dissertation on theory and/or practice relevant to Public Communications Management.

**Objectives:** within the dissertation students should:

- Specify and justify a particular approach or research strategy. This may include positive/functionalist approaches, phenomenological/interpretive approaches or philosophical and historical approaches.
- Specify and justify the research methods chosen and implemented. Techniques may include the range of qualitative and quantitative methods, eg. Statistical analysis, textual analysis, content analysis, ethnography.
- Present a critical, coherent and analytical piece of writing.
- Demonstrate scholarship and sensitivity in handling sources and data. Dissertations should cite original rather than secondary sources wherever possible. Data should be clearly presented and subject to critical analysis.

You will be allocated an individual supervisor. Two internal members of academic staff mark the dissertation which is then moderated by external examiners. The deadline for the submission of the dissertation will be Tuesday 24 August 2010.

#### Essential Reading

Daymon, C & Holloway, I. (eds) (2001). *Qualitative Research Methods in Public Relations and marketing Communications*, Taylor & Francis Ltd.

## MEMBERS OF STAFF

| <b>Department of Film, Media &amp; Journalism</b>                                                                                                                |                       | <b>Room</b> | <b>Ext</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|------------|
| <i>Acting Director of Stirling Media Research Institute</i>                                                                                                      |                       |             |            |
|                                                                                                                                                                  | Dr Richard Haynes     | PF.J7       | 7971       |
| <i>Head of Department</i>                                                                                                                                        | Prof Neil Blain       | PF.J10      | 7519       |
| <i>Professor</i>                                                                                                                                                 | Prof John Izod        | PF.J12      | 7521       |
| <i>Senior Lecturers</i>                                                                                                                                          |                       |             |            |
|                                                                                                                                                                  | Dr Richard Haynes     | PF.J7       | 7971       |
| <i>(Deputy Head of Department)</i>                                                                                                                               | Dr Jacquie L'Etang    | PF.J6       | 6221       |
|                                                                                                                                                                  | Dr Matthew Hibberd    | PF.J4       | 6224       |
|                                                                                                                                                                  | Dr Graham Meikle      | PF.G11      | 6222       |
| <i>Senior Teaching Fellows</i>                                                                                                                                   |                       |             |            |
|                                                                                                                                                                  | Mr Tim Thornicroft    | PF.D15      | 7528       |
|                                                                                                                                                                  | Mr Leslie Mitchell    | PF.D17B     | 7522       |
| <i>Lecturers</i>                                                                                                                                                 |                       |             |            |
|                                                                                                                                                                  | Dr Mark Brownrigg     | PF.J5       | 6229       |
|                                                                                                                                                                  | Dr Julia Jahansoozi   | PF.J11      | 7525       |
|                                                                                                                                                                  | Mr Jairo Lugo         | PF.G9A      | 6226       |
|                                                                                                                                                                  | Dr Stephanie Marriott | PF.J8       | 6225       |
|                                                                                                                                                                  | Ms Jenny McKay        | PF.D17      | 6228       |
|                                                                                                                                                                  | Dr Sarah Neely        | PF.G9       | 7518       |
|                                                                                                                                                                  | Dr An Duc Nguyen      | PF. G11A    | 7970       |
|                                                                                                                                                                  | Dr Dave Rolinson      | PF.D17      | 7526       |
|                                                                                                                                                                  | Dr Dee Amy-Chinn      | PF.J9       | 6225       |
| <i>Teaching Fellows</i>                                                                                                                                          |                       |             |            |
|                                                                                                                                                                  | Ms Suzy Angus         | PF.D2a      | 7527       |
|                                                                                                                                                                  | Dr Derek Hodge        | PF.G7       | 6215       |
|                                                                                                                                                                  | Ms Jane Sillars       | PF.G13      | 7524       |
| <i>Teaching Assistants</i>                                                                                                                                       |                       |             |            |
|                                                                                                                                                                  | Marina Dekavalla      |             |            |
|                                                                                                                                                                  | Alison Sammut         |             |            |
| <b>Departmental Office</b>                                                                                                                                       |                       |             |            |
| <i>Departmental Assistant</i>                                                                                                                                    | Mrs Louise Womersley  | PF.J2       | 7520       |
| <i>Secretary, PhD</i>                                                                                                                                            | Mrs Marie O'Brien     | PF.J2       | 7520       |
| <i>Secretary - MSc/Dip in Media Management, Media Research, Public Communications Management, MLitt in Media Culture, MSc in Financial Journalism &amp; SMRI</i> | Mrs Kalene Craig      | PF.J2       | 6220       |
| <i>Secretary - MSc/Dip in Public Relations: full-time, online</i>                                                                                                | Mrs Jane Campbell     | PF.J2       | 6220       |

|                    |                     |        |      |
|--------------------|---------------------|--------|------|
| <i>Technicians</i> | Mr Michael McDonald | PF.D8  | 7972 |
|                    | Mr Billy Crosgray   | PF.D13 | 6212 |
|                    | Mrs Helen Hallier   | PF.D8  | 7972 |

**MSc in Public Communication Management**

Director full-time and on-line Dr Julia Jahansoozi PF.J11

**MSc/Dip in Strategic Public Relations and Communication Management**

**MLitt in Public Relations Theory, Research and Education (on-line)**

*Director (Full time)*

*& Senior Lecturer* Dr Jacquie L'Etang PF.J6

**MSc/Dip in Public Relations (on-line)**

*Director (Online)* Dr Derek Hodge PF.G7

***Departmental Assistant***

**Louise Womersley** Room J2.

e-mail: [a.l.womersley@stir.ac.uk](mailto:a.l.womersley@stir.ac.uk)

Louise Womersley has a degree in Business Studies. She is responsible for much of the day to day administration of the Department. She keeps student addresses, information about course units and much general information of interest to students.

***Departmental Secretaries***

**Kalene Craig** Room J2.

e-mail: [kalene.craig@stir.ac.uk](mailto:kalene.craig@stir.ac.uk)

Kalene Craig supplies administrative support for the MSc in Public Communications Management, the MSc in Media Management (full time and distance learning) programmes, the MSc in Media Research, MSc in Financial Journalism and MLitt in Media and Culture. Kalene also provides administrative support for the Stirling Media Research Institute.

**Jane Campbell** Room J2

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Jane Campbell provides administrative support for the MSc in Strategic Public Relations and Communication Management, full-time and online learning.

**Marie O'Brien** Room J2

e-mail: [marie.obrien@stir.ac.uk](mailto:marie.obrien@stir.ac.uk)

Marie O'Brien provides support to the Department Office and PhD administration.

***Departmental Technicians***

**William Crosgrey** Room D13

Email: [w.j.crosgrey@stir.ac.uk](mailto:w.j.crosgrey@stir.ac.uk)

William Crosgray is a MCP qualified computer technician with a sound IT knowledge ranging from software development through to hardware configuration and installation. He has obtained P.G.c. Information Technology (I.T.) and a B.S.c. Media Technology both from the University of Paisley. His main responsibility is the day to day running of the purpose built news room within the Film and Media Department of the University of Stirling. Maintaining the department's computer resources and giving advice to the software usage within the department. He is the first stop for any Computer/MAC related problems within the department, and is also one of the departmental Web Site Administrators.

**Michael McDonald** Room D8.

e-mail: michael.mcdonald@stir.ac.uk

Michael McDonald obtained a BSc from the Open University based on Media Production and Software Engineering. He manages and administers the Departmental technical resources with particular emphasis placed on the Production Section, where he is responsible for the portable recording equipment, recording studios and the post production facilities both for radio and video courses. He also works as a freelance editor, working mainly on promotional and training videos.

**Helen Hallier** Room D8.

email: h.m.hallier@stir.ac.uk

Helen Hallier is a part-time technician who assists Michael McDonald and offers technical support to students.

## **Staff and Research Interests**

### **The Staff**

#### *Academic Staff*

**Dee Amy-Chinn**, Lecturer, J9

E-mail: dee.amy-chinn@stir.ac.uk

Dee has a BA in Politics from Lancaster University, an MA in Renaissance Studies and an MSc in Gender, Culture and Society, both from Birkbeck College, University of London, and a PhD from Royal Holloway College, University of London. Her thesis was on regulating controversial images of gender and sexuality in UK advertising. Her subsequent research has also addressed the representation of gender and sexuality, but with a focus on mainstream (particularly public service) television.

Having published various articles on the work of Joss Whedon she is now looking at the work of Russell T. Davies, in particular Doctor Who, Torchwood and The Sarah Jane Adventures. She is also interested in the way in which gender and sexuality, especially LGBT identities, are depicted in factual programming.

**Suzy Angus**, Part-time Teaching Fellow, Room D2A.

e-mail: s.m.angus@stir.ac.uk

Suzy Angus studied Film & Media Studies and Sociology at Stirling before joining CentreSound Radio where she was a producer and Board Director from 1989 to 1990. She worked as features producer/presenter with Central FM Radio in the early 1990's, as well as working as a freelance workshop leader in radio skills with BBC E-Force and Stirling District Council. In the Department she

has taught on a range of undergraduate and postgraduate courses and now specialises in radio production (FMS9D6 and FMS9C7). She has had various short stories published and is currently studying with the Open College of the Arts.

**Neil Blain**, Professor and Head of Department, Room J10  
e-mail: [n.a.blain@stir.ac.uk](mailto:n.a.blain@stir.ac.uk)

Neil Blain joined the University of Stirling early in 2007, having previously helped develop research and new programmes in media and communication at Glasgow Caledonian University (until 2001) and the University of Paisley (where he was Chair of Media and Culture and an Associate Dean until 2006). His publications have covered a wide range of topics, often addressing questions of the media and collective identity, in both Europe and Scotland; and include writing on European monarchy, on sport and the media, and on cultural theory and semiotics. These include the co-authored *Media, Monarchy and Power* (with Hugh O'Donnell) in 2003; *Sport, Media, Culture: Local and Global Dimensions* (co-edited with Alina Bernstein, 2003). *The Media in Scotland* co-edited with David Hutchison, 2008). He worked extensively as a broadcasting research consultant in the 1990s, among other activities supervising and co-designing large-scale audience research. He has also had a long involvement in quality assurance and curricular matters in higher education, which has included work for Open University Validation Services, the Hong Kong Council for Academic Accreditation, Skillset, and currently (2006 - ) QAA Scotland's Steering Committee on Research-Teaching Linkages. He has undertaken many validation and examining commitments in British universities and overseas, as well as extensive refereeing for several research councils and many journals. Among recent professional positions, he has been a member of the Scottish Industry Skills Panel (the media employers body) since 2002; is a member of the Steering Committee of the Scottish Media and Communication Association (of which he was Secretary from 2001-2006); and is a member of the RAE 2008 sub-panel in Communication, Cultural and Media Studies. He is Editor (with Katharine Sarikakis, University of Leeds) of the *International Journal of Media and Cultural Politics*. He is currently involved, among other projects, in cultural archive development.

**Mark Brownrigg**, Lecturer, Room J5  
e-mail: [mark.brownrigg@stir.ac.uk](mailto:mark.brownrigg@stir.ac.uk)

Mark graduated with a BA in Film and Media Studies from the University of Stirling in 1998 and received his PhD from there in 2003. His thesis explored the relationship between film music and film genre. He has published on music and television channel idents and on music in *Lord of the Rings: The Fellowship of the Ring*, and has written a book with Sheila Hetherington on music director Muir Mathieson's contribution to British cinema in the 1930s-40s. He has published work on the music of Eric Serra in Luc Besson films and on film music as a signifier of place. He is currently working on a monograph study of John Williams' score for *Close Encounters of the Third Kind*, on the use of music as a textual unifier in the Austin Powers movies and on music as marker of ethnicity in *Chariots of Fire*. As well as music and film, his research interests extend to music and the moving image in general (TV, pop videos, computer games, advertising), and he is developing a keen interest in researching food in film.

**Marina Dekavalla**, Teaching Assistant  
email: [marina.dekavalla@stir.ac.uk](mailto:marina.dekavalla@stir.ac.uk)

Marina Dekavalla holds a BA in English Studies and an MSc in Strategic Public Relations and Communication Management. She worked in public relations for several years, both in-house and for a consultancy, in Greece and in the UK, before starting a PhD in Stirling. She has worked with clients

such as Reckitt Benckiser, Red Bull, Makro Cash and Carry, Pepsico – Ivi, Boost Juice Bars, BMW, Toyota and the American Bank, among others. Her PhD research looks at Scottish press coverage of Westminster elections after devolution and focuses on issues of national identity, politics and the public sphere. Marina was awarded the James Thomas Memorial Prize for the best paper by a postgraduate research student at the Political Studies Association's Media and Politics Group conference in November 2007.

**Philip Drake**, Deputy Head of the Graduate School and Lecturer, Room J1  
e-mail: [p.j.drake@stir.ac.uk](mailto:p.j.drake@stir.ac.uk)

Phil Drake has a BA (Hons) in Economics and English from the University of Keele (1994), an MPhil in Media and Culture (1997) and PhD (2002) from the John Logie Baird Centre, University of Glasgow. He joined Stirling in 2005. His research interests include film and television history, theory and analysis (especially Hollywood cinema), stardom and celebrity, political communication, political economy of the media, new media and game cultures, performance and acting, memory and popular history, and urban/cultural theory and policy. He has published in numerous books and journals, including articles on screen performance, celebrity image rights, celebrity and political endorsement, memory, nostalgia and film music, film comedy and city collaboration. He has recently carried out archive research at the Academy of Motion Picture Arts and Sciences funded by the Carnegie Trust. He is co-editor of a forthcoming special edition of the journal *Cultural Politics* on the politics of celebrity, and is currently writing a book on contemporary Hollywood cinema.

**Richard Haynes**, Senior Lecturer and Director of Stirling Media Research Institute. Room J7.  
e-mail: [r.b.haynes@stir.ac.uk](mailto:r.b.haynes@stir.ac.uk)

Richard Haynes is Director of both the MSc in Media Research and the MSc programmes in Media Management (FT/Online Learning). He joined the Department in 1996 as a Research Fellow on the Broadcasting Standards Commission-funded project 'Men Viewing Violence'. He has a degree in Leisure Studies from Leeds Metropolitan University and an MPhil by research from Manchester Metropolitan University. He conducted research on televised football under the Scottish Doctoral Programme in Media Studies and received his PhD in 1997 from the University of Strathclyde. He has contributed to various journals and books on the subject of media sport and is author of *The Football Imagination: The Rise of Football Fanzine Culture* (1995) and *Media Rights and Intellectual Property* (2005) and co-author with Raymond Boyle of *Power Play: Sport, the Media and Popular Culture* (2000) and *Football in the New Media Age* (2004). He was recently awarded an AHRC Networks and workshops Grant (2006-07) of £12,125 to investigate Creativity and Regulation in the 21st Century. He is currently carrying out research on the history of sports commentary which is being funded by two research awards by the Carnegie Trust (2006-07) and the British Academy (2007-09).

**Matthew Hibberd**, Director MSc/Dip/Cert in Public Relations (Online), Deputy Head of Department and Senior Lecturer. Room J9.  
e-mail: [m.j.hibberd@stir.ac.uk](mailto:m.j.hibberd@stir.ac.uk)

Matthew is Director of the MSc in Strategic Public Relations and Communication Management by Online Learning and has teaching responsibilities on the MSc in Media Management and MSc in Strategic Public Relations and Communication Management (Online), as well as supervising PhD students and teaching undergraduates. In 2005, he was appointed Visiting Professor in the Interdisciplinary Centre for Social Communications (CICS), Pontifical Gregorian University, Rome, and is a Fellow of the College of Teachers in London (FCollT). He is author of *Il grande viaggio della BBC: storia del servizio pubblico britannico dagli anni Venti al digitale* (2006) and *The Media in Italy* (2007). Matthew was co-author of *Mediated Access: Broadcasting and Democratic Participation in the Age of Mediated Politics* (2003) and co-editor of *From Grierson to the Docu-*

*Soap: Breaking the boundaries* (2000). As a Research Assistant on funded projects he was a co-author of: Broadcasting Standards Commission-funded report *Consenting Adults?* (2000); The Corporate Body-funded *Scottish Parliament: A Communications Audit* (2002); the HWWA/IAI-funded *Competition, Cultural Variety and Global Governance: the Case of the UK Audiovisual System* (2004); and the DTI/DCMS-funded *Review of research on the impact of violent computer games on young people* (2005). Matthew was an Italian Government Long-Term Scholar at the University of Bologna in 1994-1995, and in 2006-7 gave lectures at a number of European universities including the Hellenic American University, Athens, the University of Lugano (USI), Switzerland, and the University of Rome, *La Sapienza* and *Roma Tre*. Matthew gave a keynote speech to the Public Relations Council of India in March 2007.

**Derek Hodge**, Teaching Fellow, Room G7  
Email: derek.hodge@stir.ac.uk

Derek Hodge originally trained as a research biologist and gained a D.Phil from the Department of Microbial Genetics at the University of Sussex. He was employed in the retail sector for several years, working in a variety of management roles, before moving into public relations. He worked as a public relations consultant in Scotland for nine years and gained an MSc in Strategic Public Relations and Communication Management here at Stirling. He returned here in 2006 after several years as a Senior Lecturer in the Division of Applied Communication at the University of Central Lancashire. His main teaching commitments are on the full-time and online MSc programmes in Public Relations. He is currently researching PR and technology and presented a paper on the application of theoretical models from cultural studies to online communities at the EUPRERA EuroBlog 2008 conference.

**John Izod**, Professor. Room J12.  
e-mail: k.j.izod@stir.ac.uk

John Izod studied at the University of Leeds where he read for both his degrees in the Department of English, completing a PhD with a thesis on seventeenth century poetry. In 1969 he joined the University of Ulster as a Lecturer in English, and began teaching Film Studies. In 1978, he came to Stirling to establish Film & Media Studies. His publications include *Reading the Screen, Hollywood and the Box Office*, *The Films of Nicolas Roeg*, and *Myth and Mind and the Screen*, as well as with (Richard Kilborn) *An introduction to Television Documentary*. His *Screen, Culture, Psyche: a post-Jungian approach to working with the audience* was published by Routledge in 2006. Current research focuses on two projects: The Cinema Authorship of Lindsay Anderson (a three year programme funded by the Arts and Humanities Research Council) and *Grieving, Therapy and Cinema*. In 2000, he was elected a Fellow of the Royal Society for Arts, and in 2001 became a Founding Fellow of the Institute of Contemporary Scotland.

**Julia Jahansoozi**, Lecturer & Programme Director: MSc Public Communications Management, Room J11  
e-mail: Julia.Jahansoozi@stir.ac.uk

Julia joined the Department in September 2008 having previously worked at the University of Central Lancashire. After completing a BSc in Psychology and Political Science in 1993 from the University of Victoria (Canada), Julia received both her MSc and PhD at the University of Stirling, Scotland.

Julia has worked in both Canada and the UK as a public relations practitioner in the private and non-profit sectors in both consultancy and 'in-house' roles.

Julia's recent research has focused on relationships within a public private partnership concerned with West African cocoa and the global chocolate industry, and also on relationships and advocacy relating to cassava commercialisation. Previous research explored organisation-public relationships within the Canadian petroleum industry.

Julia was recently elected as an Executive Director for EUPRERA (European Education and Research Association) and has been an active member of the association since 2001.

**Richard Kilborn**, Part-Time Senior Lecturer. Room J4.  
e-mail: r.w.kilborn@stir.ac.uk

Richard Kilborn joined the Department in 1983 having completed a postgraduate course in Film and Television Studies at the University of London. During his years at Stirling he has also spent time teaching at the Film School in Munich and at the University of Klagenfurt (Austria). He has also been a Visiting Professor at Northwestern University (Chicago). Richard has had a particular interest in setting up undergraduate student exchanges under the Erasmus and Socrates programmes. He is also the departmental co-coordinator for the annual European media and communication doctoral summer school for research postgraduate students. His major research interests are: television drama; film documentary and TV factual entertainment; media developments in the German-speaking countries. Publications include *The Multi-Media Melting Pot* (Comedia, 1985); *Television Soaps* (Batsford, 1992), *An Introduction to Television Documentary: Confronting Reality* (MUP, 1997) (co-authored with John Izod) and *Staging the real: factual TV programming in the age of Big Brother* (MUP, 2003). He is currently working on a new project on the subject of longitudinal documentary.

**Jacquie L'Etang**, Senior Lecturer and Director of the MSc in Strategic Public Relations and Communication Management. Room J6  
e-mail: jy11@stir.ac.uk

Jacquie L'Etang has lectured in public relations since 1990. She has postgraduate degrees in History, Social Justice and Public Relations and a PhD from the Film, Media & Journalism Department at Stirling. She has had professional experience in public relations at the British Council and the London School of Economics. She worked for 10 years at The British Council (Britain's main cultural diplomacy organization) largely in the area of public relations, including responsibilities for organising the Council's 50th anniversary. Her first Masters degree was in Commonwealth History in which she studied various aspects of diplomatic history.

Her main research interests are the history and sociology of public relations; the cultural role of public relations; sports public relations; tourism public relations; health communication; public relations and religion. She is author of *Public relations in Britain: a history of professional practice* (LEA, 2004) and *Public relations: concepts, practice and critique* (Sage, 2008). She was co-editor (with Magda Pieczka) of *Critical perspectives in public relations* (ITBP, 1996) and *Public relations: critical debates and contemporary practice* (LEA, 2006) and has published nearly 40 book chapters and articles on a range of critical issues in public relations. In 2007 she was awarded the Jordi Xifra International Award for contribution to PR literature. She has examined PhDs in the UK, France, Norway and Australia. She is currently writing a book *Sports PR: concepts, issues and practice* (Sage). She sits on the editorial boards of *Public Relations Review*, *Journal of Public Relations Research*, *Journal of Communications Management*, *Prism*, *Journal of Strategic Communication*, *International Journal of Sports Communication*. She is on the international referencing panels for Association of Education in Journalism and Mass Communication (AEJMC) and the International Communication Association (ICA). Her main teaching commitments are to the full-time and online MSc programmes in Public Relations and to the undergraduate module FMS9AX. She is also supervisor to several doctoral students.

**Jairo Lugo**, Lecturer in Journalism Studies. Room G9A  
email: jairo.lugo@stir.ac.uk

Jairo Lugo holds a BA Universidad del Zulia (Venezuela), MA Lancaster University (UK) and a PhD at the University of Sussex (UK). His research interests include media and democratisation in South

America and digital technology in developing nat. More recently his research has focus on media, refugees and racism in Scotland. He has worked as a war correspondent, staff-writer and editor for several newspapers, magazines and radio stations in Venezuela, Colombia and the United States. He is an associated member of the Centre of Defence & Security Studies (CDISS) and currently writes for newspapers and magazines in Colombia, Peru and Venezuela. He is editor of *Media in Latin America* (Open University Press 2008).

**Jenny McKay**, Lecturer in Journalism Studies; Director, Journalism Programme. Room D17C  
e-mail: [j.m.mckay@stir.ac.uk](mailto:j.m.mckay@stir.ac.uk)

Jenny McKay has an MA in Old and Medieval English from Oxford University and a Diploma in Music from the Open University. Her first job was as researcher for BBC2's The Book Programme. She trained as a reporter with the Newcastle Evening Chronicle before working for a range of magazines and newspapers including the *Telegraph Sunday Magazine*, the *Times Higher Education Supplement*, *Design* and *Brides and Setting Up Home*. She has also worked as a press officer and editor for international NGOs in the field of reproductive health and women's rights, and as a freelance journalist. She was Course Director of the Scottish Centre for Journalism Studies for four years and before coming to Stirling was Senior Lecturer in Journalism at the University of Lincoln. The second edition of her book *The Magazines Handbook* was published in 2006. Her research interests include literary journalism and her essay on Defoe's *The Storm* was published in *The Journalistic Imagination* (2007 Routledge). She is a member of the Association for Journalism Education, The Society of Editors and the International Association for Literary Journalism Studies.

**Graham Meikle**, Senior Lecturer, Room G11  
email: [graham.meikle@stir.ac.uk](mailto:graham.meikle@stir.ac.uk)

Graham Meikle is the author of *Interpreting News* (2008, Palgrave) and *Future Active: Media Activism and the Internet* (2002, Routledge). He has also published book chapters and journal articles on news and the Internet, alternative media, tactical media, culture jamming, news satire, and symbolic power. He is a board member of several journals and has edited recent special issues of *Media International Australia*, *M/C Journal* and *Scan*. He has a PhD in Media and Communication, on the topic of internet activism; before that he took a Masters in Media, Technology & Law, and an Honours degree in English Literature. Before coming to Stirling he was Senior Lecturer in the Media Department at Macquarie University in Sydney.

**Leslie Mitchell**, Senior Teaching Fellow. Room D17BA.  
(On sabbatical Autumn 2009)  
e-mail: [d.l.mitchell@stir.ac.uk](mailto:d.l.mitchell@stir.ac.uk)

Leslie Mitchell studied at the University of Keele, where he gained an Honours degree in Sociology. From 1972-1979 he was a radio producer at BBC Network Radio and from 1979 became a television producer with BBC Scotland. As an independent producer he produced a long running entertainment series for BBC2 and a number of programmes for BBC Radio. Before joining Stirling he taught at various colleges specialising in radio and TV. He now teaches on FMS9A5, FMS9D6 and is course co-ordinator for FMS9D7 and FMS9B8. Current research interests include the work of the freelance in the media industries (*Freelancing in Television & Radio*, Routledge 2005). He is currently writing *Production Management for Television*, also for Routledge.

**Sarah Neely**, Lecturer. Room G9  
email: [sarah.neely@stir.ac.uk](mailto:sarah.neely@stir.ac.uk)

After completing a BA in Communications and English Literature at The University of Iowa in 1996,

Sarah received an MPhil from the University of Glasgow in Creative Writing. She received her PhD from the University of Glasgow in 2003. Her thesis examined the adaptation of contemporary Scottish and Irish literature to film, and primarily focused on the work of Bernard MacLaverty, Patrick McCabe, Christy Brown, Roddy Doyle, Irvine Welsh, Christopher Rush, Alan Warner, and William McIlvanney. She has also written on a number of areas of film adaptation including the heritage genre, adaptations of Shakespeare, and the use of classic literature in the teenpic.

Recent research has focused on the work of the Orcadian filmmaker and poet, Margaret Tait. In 2006, she was awarded a small research grant from the Carnegie Trust to conduct research at the principal archive related to the filmmaker, in Kirkwall. A number of articles resulted from the research and she is currently developing the work into a book-length publication.

**An Duc Nguyen**, Lecturer. Room G11  
email: [a.d.nguyen@stir.ac.uk](mailto:a.d.nguyen@stir.ac.uk)

Dr An Nguyen is Lecturer in Journalism Studies and Co-director of the MSc in Media Management Programme in Vietnam. A former prize-winning science and health journalist, he is now an award-winning young scholar specialised in a number of research areas, including (a) online journalism; (b) online news audiences; (c) online participatory media; (d) science journalism and the public's engagement in science debates; (e) professionalism in journalism and journalism education; and (f) media development in development countries. His academic papers in these areas have appeared in high-profile journalism and mass communication journals in Australia, the UK and the US, with some having been widely cited or used as course readings. His book, *The Penetration of Online News: Past, Present and Future*, will be published in the latter half of 2008. Externally, An Nguyen has served as a referee at several substantial journals (e.g. *Journalism Studies*, *New Media & Society*) and maintains close relationships with a wide network of scholars in Australia, Singapore, Vietnam and some other countries. While working in academia, he still acts as a freelance writer and a casual consultant on journalism and media management practices for some of Vietnam's biggest news publications.

**Dave Rolinson**, Lecturer. Room, D17  
e-mail: [d.rolinson@stir.ac.uk](mailto:d.rolinson@stir.ac.uk)

Dave has a BA in English and History (completed 2000) and a Ph.D. (completed 2004), both from the University of Hull. His thesis examined Alan Clarke's films through ideology, televisual aesthetics, authorship, media coverage of terrorism, convergence and drama documentary, and formed the core of his first book, *Alan Clarke* (2005).

He has written widely on British television drama and cinema: political work (including Ken Loach), regional drama (including Alan Plater), police representations, medievalism, science fiction (including Nigel Kneale and Doctor Who), comedy (including Ealing), and documentary (including postmodern historiography). His research often combines ideology and aesthetics and examines television/film interplay. Research also appears beyond academic outlets, in DVD booklets (including *This Sporting Life*) and online for the BFI's Screenonline (including Channel 4 comedy, Andrew Davies and many drama documentaries) and *Play for Today* (including Dennis Potter and Tony Parker). Current contracted research includes New Labour, British television social realism, and a book on Stephen Frears partly facilitated by 2008 research leave awarded by the Arts and Humanities Research Council.

**Alison Sammut**, Teaching Assistant  
email: [a.r.sammut@stir.ac.uk](mailto:a.r.sammut@stir.ac.uk)

Alison R. Sammut, a doctoral student at the University of Stirling, started her career as a journalist with The Sunday Times, Malta's widest circulation weekly newspaper. She has practised public relations in the travel, broadcasting, diplomatic, social and environmental fields. Her experience is mainly at senior management level co-ordinating in-house PR.

She has a BA (hons) in Communication Studies from the University of Malta and an MSc in Strategic Public Relations and Communication Management from the University of Stirling.

Her main research interests are the role and scope of public relations in the tourism sector, the use of rhetoric and international communications, especially public diplomacy and the communication of conflicts.

Her current research aims to give insights into current practice and problematics in the function of PR within Scotland's tourism industry and to explore its role in communicating cultural identity.

**Jane Sillars**, Part-time Teaching Fellow. Room G13.  
e-mail: jane.sillars@stir.ac.uk

After graduating from Edinburgh University with a degree in English Literature and Greek, Jane Sillars worked in television for several years. She has researched on arts programming and current affairs documentaries for the BBC and a range of independent companies. She completed an MPhil in Media and Culture at Glasgow University, and joined the Department in 1996. Her central research interest lies with questions of nationality and identity, particularly in relation to film and television in Scotland. However she is also concerned with how identity is staged in film and television more generally, looking at issues of gender, sexuality and power across audio-visual fiction, documentary and reality forms. Her teaching covers the British media, film analysis and television theory

**Tim Thornicroft**, Senior Teaching Fellow and Head of Production Teaching.  
Room D15.  
e-mail: i.t.thornicroft@stir.ac.uk

Tim Thornicroft took a BA in Fine Art in Cardiff, then worked on and produced films funded by the Welsh Arts Council. Subsequently, he co-produced video work and crewed on grant-aided and broadcast productions. He taught film at Newport School of Art, and television production and media studies at the University of Glamorgan, before joining the Department.

## **HONORARY PROFESSORS**

Please click on this link for Honorary Professors within the Department of Film, Media and Journalism <http://www.fmj.stir.ac.uk/>

## **EXTERNAL EXAMINERS**

**Dr Lee Edwards**, Senior Lecturer, Public Relations Department, Leeds Metropolitan University

**Dr Aeron Davis**, Senior Lecturer, Department of Media and Communications, Goldsmiths College, University of London

## **ADVISORY COMMITTEE**

**Alexis Burnett**, Communications Manager, Community Health Partnerships, Lothian Health Board

**Marina Dekavalla**, Teaching Assistant, Department of Film, Media & Journalism

**Gerard Hastings**, Professor of Social Marketing, University of Stirling

**Michelle Hegarty**, Head of Public Affairs, Scottish Parliament

**Ewan King**, Managing Director, Content is King

**Matt Lock**, Communications & Marketing Manager, Scottish Institute of Sport

**Julie McGarvey**, Director, 3x1 Public Relations, [www.3x1.com](http://www.3x1.com)

**Rosie McLaren**, Director, New City PR

**Julie Mouldale**, Director, Perceptive Partners, [www.perceptivepartners.co.uk](http://www.perceptivepartners.co.uk)

**Alison Sammut**, Teaching Assistant, Department of Film, Media & Journalism

## **ADVISER SCHEME**

The Director acts as adviser to the students registered on the MSc/Dip in Public Communications Management. If you encounter any difficulties that affect your academic work, please make an appointment. It is also possible to speak to the Director of Postgraduate Teaching, other lecturers who teach on the degree, or to the Head of Department, Professor Neil Blain.

## **WRITING SKILLS**

A high standard of English is required from all students and many assessments specifically test the ability to communicate clearly in both spoken and written English. Students whose mother tongue is English but who feel that their knowledge of grammar is a bit shaky are strongly recommended to buy Clanchy, John and Ballard, *Brigid How to write essays - a practical guide for students*, Longman, 1998.

## **ASSIGNMENTS**

You will be asked to complete a variety of individual and group assignments throughout the two semesters. You should bear in mind that at this level there is not one right answer and that what is being looked for is independence of thought and rigorous argument. For this reason it is desirable that you come to rely on your own judgement about the appropriate way to tackle a question. You should not expect detailed individual briefing about how to tackle an assignment from lecturers. Lecturers will critique your work by writing some comments and questions in the margins of your text; if you do not understand the comments then you should seek clarification from the lecturer concerned. An overall evaluation of your work will be provided in a Film & Media Studies Department proforma. You will receive transcripts of your grades at the end of each semester.

## **PRESENTATION OF WORK**

Assignments and essays should be neatly presented, in double-spaced typing. All submissions should be footnoted in a standard bibliographical style and accompanied by a bibliography. Pages should be numbered. Quotes should be indented and single spaced. Grammar and spelling should be carefully checked. Include a total word count at the end of your assignment.

## **WORD LIMIT**

All assignments will specify an upper word limit which should be respected. Work that varies from the specified word length by more than 5 per cent will be penalised. Over-length dissertations will be returned for resubmission.

## **TEACHING METHODS**

Teaching styles vary between individual lecturers but take place in the UK within a framework of lecturers, seminars and workshops. Lecturers welcome questions but in lectures it is usual to ask questions either when invited to do so, or when there is a pause, or at the end of the lecture. Lectures provide overviews or theoretical frameworks or arguments developed from research and act as background for the development of your own ideas. During seminars, however, the onus is very much on students and lecturers will expect students to come prepared and ready to participate - the function of the lecturer at a seminar is to chair discussion and not to give a mini-lecture. Workshops take a variety of forms but may include role plays, exercises or simulations. Lecturers will brief participants but the success of any exercises is dependent upon students in that group.

## **ATTENDANCE**

You are expected to attend all lectures, seminars or workshops unless you are sick, in which case you are expected to provide medical certification (see page **12** for more details). Lectures and seminars begin at five minutes past the hour and end five minutes before the hour. You should arrive for lectures and seminars punctually. Unless you are ill you should not leave a lecture, seminar or workshop while it is in progress. Your attention is drawn to Ordinance 58: Higher Degrees (coursework):

- 1. A candidate is required to attend such lecture, seminar, tutorial and practical classes and to complete such assignments, tests and examinations as the Committee of the School concerned may prescribe. A candidate's failure to attend two-thirds of these classes or to complete such assignments, tests and examinations will be reported to the Committee concerned.**
- 2. A candidate whose attendance or academic progress has been adversely affected by illness or who has been prevented by illness or other good cause from completing an assignment or from sitting a test or examination must notify the Registrar as soon as possible, and in no case later than one week after return to study, stating the reasons for absence from such classes, tests or examinations, or for the failure to complete assignments; in the case of illness the candidate must also forward a medical certificate.**

## **EXAMS**

Exams at Stirling usually last 3 hours and are conducted in silence. You are not permitted to speak once you have entered the examination room. No food or drink is allowed in the examination room.

Deferred exams may be offered at the discretion of the Examination Committee if there is adequate medical evidence for a student's absence.

## **READING LISTS**

You will be supplied with a module outline for each module which will include a reading list organised into themes. You are not expected to read every book on the list but you are expected to read beyond the basic texts and to spend time in the library browsing. At postgraduate level you have to make these sorts of decisions yourself so do not ask lecturers to make prescriptive weekly reading lists - it is up to you to organise your time sensibly. The assignments and essays that you are set will require you to tackle theoretical and empirical research and to justify the approach that you have taken so the depth of reading you can achieve is very important. Specific recommendations about which books to purchase will be made by each course tutor and will also be indicated on the course handouts.

## **GUEST SPEAKERS**

The programme includes guest speakers, normally experienced practitioners from the public relations industry, who are able to provide an insight into the practical elements of public relations work within the profession. These sessions are usually timetabled outside normal teaching hours and attendance is compulsory. If for some reason you are unable to attend you should inform the Course Director in advance and in writing.

## **PREPARING FOR YOUR FUTURE CAREER IN PUBLIC COMMUNICATION**

Although the MSc/Dip programme will prepare you for your career, the degree does not by itself guarantee you a job in the industry. Like many other occupations, public communication, public affairs, and public relations requires its new recruits to demonstrate their skills and, in the case of relatively inexperienced new recruits, to demonstrate their enthusiasm, motivation and initiative.

The industry is still adjusting to the development of public relations, public affairs, and public communication and is assessing what it should expect from graduate recruits from these programmes. Increasingly the industry values graduates, not solely for their practical skills but for their analytical expertise and critical ideas, writing and presentation skills remain important, however.

## **SPEAKEASY PRODUCTIONS PRIZE**

Awarded annually to the best dissertation by a Film, Media & Journalism MSc or MRes student (£500.00).

## **LIBRARY FACILITIES**

Public relations, media and communications texts are available both in the main collection (shelved at G or LP on short loan) and in the Reserve Book Room area. There are also a number of recent academic conference papers.

The key journals are *Public Relations Review*, *Journal of Public Relations Research*, *Journal of Communication Management*, *Journal of Corporate Communications*, *Public Opinion Quarterly*, *Media, Culture and Society*.

## REFERENCE BOOKS

Core texts (indicated in course handouts or recommended by lecturers) should be available in the bookshop. Other books can be ordered and usually take around 2-3 weeks to arrive. All books on the recommended reading lists should be available in the library. There is usually one copy in the Reserve Book Room (RBR) and one or two copies in the main collection on a restricted loan of one week. If the book you need is not available in the Library you can recall the book with the help of the librarian.

## PAST DISSERTATIONS

The following dissertations are available in the Library filed under 'Marketing':

| <i>BIB/CLASS</i>       | <i>AUTHOR</i>            | <i>TITLE</i>                                                                                                                                                                     |
|------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 253206/<br>Thesis 2412 | Cumper, A O E<br>1988/89 | State of the art: sponsorship                                                                                                                                                    |
| 253220/<br>Thesis 2416 | Kirkland, K A<br>1988/89 | Business sponsorship of an arts organisation                                                                                                                                     |
| 253208/<br>Thesis 2413 | Eiberg, K<br>1989/90     | Pan-European public relations: Standardization or adaptation in an International Environment                                                                                     |
| 253215/<br>Thesis 2414 | Gaudin, P<br>1989/90     | Inside out; internal organisational communications and their implications for communicating outwards: based on a project with Lothian Regional Council department of social work |
| 253181/<br>Thesis 2410 | Irving, P<br>1990/91     | Communication and the National Health Service: towards an external communication strategy for a local module of management                                                       |
| 253248/<br>Thesis 2418 | Nielsen, H S<br>1990/91  | The Body Shop International Ltd: culture and international corporate Communications                                                                                              |
| 253281/<br>Thesis 2420 | Shone, P M<br>1990/91    | The beauty parade: competitive pitching public relations                                                                                                                         |
| 253299/<br>Thesis 2421 | Tan, S K H<br>1990/91    | Public relations research                                                                                                                                                        |
| 253222/<br>Thesis 2417 | Mirza, R<br>1991/92      | Public relations and the end of the binary divide in higher education: opportunity or threat                                                                                     |
| 253318/<br>Thesis 2422 | Wallace, E M<br>1991/92  | Application of the co-orientation model to internal communication at the Body Shop International plc                                                                             |
| 253196/<br>Thesis 2411 | Nicholas, N<br>1992/93   | Crisis communications planning: a comparative study in the oil industry in France and the United Kingdom                                                                         |

|                                                  |                                                         |                                                                                                                                          |
|--------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 253219/<br>Thesis 2411                           | Keany, K<br>1992/93                                     | Professionalism and public relations: a Glasgow perspective                                                                              |
| 253266/<br>Thesis 2419                           | Scott, B<br>1992/1993                                   | Women in public relations: a Glasgow perspective                                                                                         |
| 279736/<br>Thesis 2729                           | Haas, T<br>1993/1994                                    | The public relations practitioner as negotiator of meaning: a semiotic reinterpretation of public relations practitioner roles theory    |
| 279734/<br>Thesis 2728                           | Kirstein, C<br>1993/1994                                | Point of departure or destination? Public Relations in the context of sustainable tourism development in Scotland.                       |
| 279703/<br>Thesis 2719                           | Arkerbald, K<br>1994/1995                               | Organisations and activist publics: a case study                                                                                         |
| 279737/<br>Thesis 2730                           | Cornford, N<br>1994/1995                                | A case study: the role of public relations during the Brent Spar incident: a trial in the court of public opinion: symbol versus reality |
| 279701/<br>Thesis 2718                           | Ishikawa, T<br>1994/1995                                | Motor-sports sponsorship: its functions and public relations involvement                                                                 |
| 279739                                           | Kigira, A<br>1994/1995                                  | Corporate social responsibility: a public relations perspective of the beneficiary selection process                                     |
| 27905/<br>Thesis 2721                            | McManus, R<br>1994/1995                                 | A public relations perspective on the rhetoric of employee communications: a case study of Glaxo Pharmaceuticals UK                      |
| 279704/<br>thesis 2720<br>279717/<br>Thesis 2726 | Van Burren, F<br>1994/1995<br>Wiseman, A J<br>1994/1995 | The role of public relations in Scottish hospital trusts<br>Public relations and cultural relations: an exploration of shared concepts   |

**The following dissertations are available in the Library filed under 'Film, Media & Journalism':**

|             |                         |                                                                                                                |
|-------------|-------------------------|----------------------------------------------------------------------------------------------------------------|
| Thesis 3799 | Isaacs, L<br>2000/2001  | Scrap the section, keep the clause: an exploration of the public relations strategies of activist groups       |
| Thesis 3798 | Bell, R<br>2000/2001    | Public relations and spin doctors – all hot air, spin and spurious factoids?                                   |
| Thesis 3804 | McLaren, R<br>2000/2001 | Flaring and caring. A study of corporate social responsibility at BP Grangemouth                               |
| Thesis 3800 | Sene, A<br>2000/2001    | Recruitment communication for the Armed forces. A cross-cultural approach to the French and British strategies |
| Thesis 2914 | Johnson, M<br>1996/1997 | Research: A new approach                                                                                       |
| Thesis 2915 | Walsh, P<br>1996/1997   | Primary Definition: Who's really calling the shots? A Western Australia case study                             |

|                 |                           |                                                                                                                                                                                                                     |
|-----------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thesis 2913     | McCormack, S<br>1996/1997 | Factors that influence press coverage of an industrial conflict                                                                                                                                                     |
| Thesis 3422     | Jarvie, J<br>1997/1998    | Perceptions of public relations practitioners held by national and local newspaper journalists in Scotland                                                                                                          |
| Thesis 3424     | Le Besque, S              | Professionalism in public relations practice in Hong Kong: a comparison of perceptions of professionalism between in-house and agency practitioners                                                                 |
| Thesis 3423     | Elmer, P<br>1996/1997     | Exploring a relational model of occupational value in MOD relations                                                                                                                                                 |
| Thesis 6432     | Murray, J<br>1998/1999    | An analysis of the persuasive techniques employed by the nuclear industry                                                                                                                                           |
| Thesis 6433     | Szondi, G<br>1998/1999    | Evaluation in the Hungarian public relations industry                                                                                                                                                               |
| Thesis 3638     | Chin, C<br>1999/2000      | The Canadian Red Cross Society: a case study of the concept of apologia and crisis communications examining the Toronto and Strathclyde Police media relations departments: a cross-national comparative case study |
| To be confirmed | Wennberg, T<br>2001/2002  | Ancient temperate rainforest and the Carmanah Giant – a case study of activism                                                                                                                                      |
| Thesis 4018     | Al Sagur, L<br>2002/2003  | The experience of female PR practitioners in Britain                                                                                                                                                                |
| Thesis 4023     | Belova, I<br>2002/2003    | Perceptions of ethical standards: an empirical study of the UK PR practitioners                                                                                                                                     |
| Thesis 4020     | Donaldson, S<br>2002/2003 | Shifting the balance at the local level: a case study of communications within the NHS                                                                                                                              |
| Thesis 4024     | McKenna, E<br>2002/2003   | The pre-banding of the RUC                                                                                                                                                                                          |
| Thesis 4021     | Moncur, S<br>2002/2003    | How do PR strategies enhance and develop the corporate reputation of Strathclyde Police                                                                                                                             |
| Thesis 4022     | Thompson, B<br>2002/2003  | History and structure of communications within the Catholic Church in Scotland                                                                                                                                      |
| Thesis 4019     | Witcher, A<br>2002/2003   | Communications the cost of Holyrood: a case study                                                                                                                                                                   |
| Thesis 4224     | DuHamel, C<br>2003/2004   | Effective internal crisis communications: a case study of the SARS crisis                                                                                                                                           |
| Thesis 4300     | Hodge, D M<br>2004/2005   | The use of evaluative research in UK public relations practice                                                                                                                                                      |

|             |                             |                                                                                                                                                                  |
|-------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thesis 4301 | Hoyle, E<br>2004/2005       | Perceptions of Public Relations: What business professors know and don't know about PR                                                                           |
| Thesis 4302 | Maher, K M<br>2004/2005     | Media/Source relations in Education                                                                                                                              |
| Thesis 4303 | Rotz, R E<br>2004/2005      | Relationship dynamics between for-profits and non-profits and the role of reputation: A case study approach                                                      |
| Thesis 4304 | Sommerville, H<br>2004/2005 | Communications around outsourcing                                                                                                                                |
| Thesis 4607 | Blyth, C<br>2004/05         | An Exploration of Public Relations Practice in Bosnia and Herzegovina                                                                                            |
| Thesis 4608 | Carpenter, I<br>2004/05     | An Evaluation of the Team Brief Communication System at Doncaster Central Primary Care Trust                                                                     |
| Thesis 4609 | Farrell, L<br>2004/05       | The Use of Public Relations in Tourist Destination Image Management: Exploring the Image and Reputation of Ibiza                                                 |
| Thesis 4610 | Johannsdottir<br>2004/05    | Corporate Public Relations in Iceland: A study of Practise and Perception                                                                                        |
| Thesis 4611 | Moran, J<br>2004/05         | An Analysis of the Risk Perceptions held by Key Publics on the Incineration of Municipal Waste in Scotland                                                       |
| Thesis 4612 | Thomson, H<br>2004/05       | Sex Kitten or Slapper? Individual Image Restoration Strategy and the Case of Abi Titmuss                                                                         |
| Thesis 4613 | Thomson, J<br>2004/05       | How Accessible have Organised Groups found the Devolved Scottish Institutions?                                                                                   |
| Thesis 4614 | Topchiy, T<br>2004/05       | Practising Public Relations in the Ukraine: An Investigation into Professional Life                                                                              |
| Thesis 4615 | Trikalioti, C               | Integrated Marketing Communications: The Perspective of Greek Public Relations Agencies                                                                          |
| Thesis 4822 | Devereux, M<br>2006         | New Media and Public Relations in Hong Kong                                                                                                                      |
| Thesis 4821 | Hamid-Balma, S<br>2006      | Where Public Relations Meets Health Behaviour Change: An Internet Experiment Using Message Framing in Depression Education Materials for Post-Secondary Students |
| Thesis 4825 | Hitchcock, L<br>2006        | The Legacy of Leverhulme: Mere Philanthropy or Strategic Corporate Social Responsibility?                                                                        |
| Thesis 4824 | Lenzy, T<br>2006            | Extreme Makeover: Has a New RCN Strategic Plan Impacted on its Communications Activities?                                                                        |
| Thesis 4823 | Young, A                    | What Can Speechmaking Contribute to Modern Public Relations Practice?                                                                                            |

## **THE LIBRARY**

Plan your work, (there is pressure on Library stock) - know in advance

what are you going to need  
when you will need it

Make bookings in the on-line catalogue up to 14 days in advance for titles in the

Reserve Book Room  
Short Loan Collection  
Photocopy Collection

The book you want is on loan?

Put a hold on it in the on-line catalogue and ask about recall at Reader Services

Not enough copies of the book you want?

You have the power to influence the provision for your course if you think it is inadequate - Use it - fill in a blue Student Text Fund suggestion card, available from the Information Desk

Bring back what you borrow, especially from the Reserve Book Room, ON TIME.

You want material to be there for you when you need it, so do other people  
Penalties accrue if you don't (see Library Leaflet No 3)

Need help to find material, puzzled about some aspect of using the Library?

Ask at the Information Desk, the person on duty is there for the sole purpose of helping you to use the Library more effectively

Any suggestions or comments to make about the Library?

Fill in a grey suggestion card, to be found near the main stairwell on level 2 and we will do our best to accommodate you, or at the very least tell you why we can't

For further information  
Useful Library leaflets include:

|                        |                       |                     |
|------------------------|-----------------------|---------------------|
| 1 Library Plan         | 2 Borrowing Books     | 3 Reserve Book Room |
| 4 Library Catalogues   | 9 Periodicals         | 11 Where to study   |
| 13 Library Regulations | 17 Part-time Students |                     |

Ask at the Information Desk if you need more help

## **DISCLAIMER**

The University's courses are subject to a continuous process of review. While every effort has been made to ensure the accuracy of material in this handbook at the time of going to press, the University will not be liable for any errors or omissions. The University reserves the right in every case at its

discretion to vary the content of courses or parts of courses, to offer new course, to discontinue existing courses and to cancel courses in the event of low enrolments.

On registration for the course covered by this handbook this notice shall constitute a term of any contract between you and the University and your acceptance of a place is subject to this express condition.

## **COMPUTER FACILITIES**

As students registered within the Admissions, Progress and Awards Committee of Arts you are entitled to use the computer facilities in Pathfoot as specified:

### Cottrell:

1A11, 3B45, 3V1, 3B129, 2A19, 4Y2

### Pathfoot:

D5, G10

If you have any problems, your first point of contact should be the Central Help Desk on extension 7520.

Is there training available to get me started?

Yes, the Information skills programme is available to give you the basic tools to get you started.

What does the course cover?

Introduction to Windows NT 4.0, Introduction to Microsoft Word, Introduction to the Internet and Introduction to e-mail. These are considered the basic tools required to enable you as a student to retrieve information from the internet, produce word processed documents for assignments and communicate with your colleagues and tutors with electronic mail.

Will the course cost me money?

*No, the courses are free.*

How do I get on a course?

*Registration is at the Information Skills Desk at the InfoFair.*

When do the courses run?

*Every day for the first half of the semester.*

Where do the courses run?

*In Cottrell Building, room 1A13.*

## **FULL TIME AND ONLINE LEARNING**

Owing to the interest from practitioners working in public communication roles within the public and non profit sectors we have developed an online version of the MSc Public Communications Management programme which will start in September 2010. The online learning version is exactly the same degree delivered via the internet, books, and summer schools. Students in the online learning degree are usually in their thirties with several years public communication related experience behind

them. Staff teaching on online learning in addition to Julia Jahansoozi (who is the Course Director) include Jacquie L'Etang, and Derek Hodge.

## **PhD IN PUBLIC RELATIONS**

It is possible to take a PhD in Public Relations at Stirling either full-time, part-time or at a distance. One of Stirling's first PhD graduates in the public relations area was Donn Tilson who now teaches public relations at the University of Miami. Several students are now registered for PhDs in the field.

## **DISABILITY WORKING GROUP**

Students with disabilities: The University through its departments is committed to supporting all its students and to taking all reasonable steps to meet their needs. It seeks to foster an inclusive community and to prevent anyone from being marginalised or unable to realise their potential. To this end, it has in place a number of ways to assist students who, because of a disability, may need special arrangements to enable them to study, research and revise, to complete coursework, or to take examinations. Often, these meet students' needs as a matter of course (for example, audio aids in lecture theatres). However, there are occasions when the right support can be offered only if the University is aware of a student's particular situation. For this reason, students are encouraged to disclose any disability to the University. This can be done by contacting the University's Disability Adviser (external tel. 01786 466803; internal tel. 6803; e-mail: [siss1@stir.ac.uk](mailto:siss1@stir.ac.uk)) who is a member of the Student Information and Support Service team (SISS, located in Geddes 1/12). The Disability Adviser will then arrange a confidential one-to-one meeting to discuss the best way forward. If the student then decides that they would rather keep their circumstances private, the matter will go no further. If a student prefers, they may speak to any member of staff with whom they feel comfortable, and again the matter will remain confidential unless the student decides that disclosure is in their best interest. In that case, the Disability Adviser would be informed by the member of staff.

## **STUDENT SOCIAL COMMITTEE & THE SOCIAL SCENE IN STIRLING**

Students should select four or five representatives and a chairperson to organise social events throughout the academic year, (In the past groups have gone hill walking in Scotland, touring the Highlands and Islands and drinking in Ireland). Here are some recommendations for a good time in Stirling. We would welcome comments/additions from the MSc Public Relations Social Committee.

**OooOOOooo**

The Pub and Club scene in Stirling has been revived in recent years, attracting large numbers of visitors to the town centre at weekends. The local bars have lots of atmosphere, perfect feeders if you are going out clubbing. If clubbing is not your scene, most pubs are open until 1am on Fridays and Saturdays. There is CCTV throughout the town to ensure safety of the party revellers, and stop any high spirits spilling over into drunken behaviour.

### **PLACES TO EAT AND DRINK**

#### **Zingerman's Bar & Grill**

52 Port Street, Stirling. Tel: 01786 463222

This is Stirling's newest restaurant creating a unique eating experience using many local and Scottish suppliers. Open 7 days a week from about 7am until late.

#### **Meadowpark**

Kenilworth Road, Bridge of Allan. Tel: 01786 832203

#### **The Barnton Bar**

3a Barnton Street, Stirling. Tel: 01786 461698

Situated across from the post office, in the town centre, and serves bar food, excellent coffee and the more reputable newspapers are supplied every day. The Bistro is famous for its branded coffee mugs. Busy at the weekend.

#### **Corn Exchange**

Corn Exchange Road, Stirling, Tel: 01786 451904

Continental beers and range of wines and spirits. Large benches, sports TV screens, popular sounds. Also serves a variety of eats including goulash, continental European sausages and mash. Attracts friendly varied crowd.

#### **Varsity**

King Street, Stirling. Tel: 01786 461041

Virtually next door to Corn Exchange so good if you fancy a quick change of scene without getting too wet/cold in Scotland's climate! A big floor space at ground floor level is divided into two with a real fire in the smaller of the rooms. Seating upstairs on a balcony area gives a more intimate atmosphere. A DJ plays on most weekends.

#### **O'Neills**

11-13 Maxwell Place, Stirling, Tel: 01786 459901

A fine Irish pub with regular live musical entertainment, not least the regular punters. Best Guinness in Stirling.

#### **Sportsters Sports Bar and Diner**

52 King Street, Stirling, Tel: 01786 409000

Branded again, but very popular. There's sport at every turn, even when having your dinner. A massive screen at one end of the pub is a big attraction, especially for the big matches on SKY. There's a DJ at the weekend. The food style is American.

**Dr Gorman's**

50 Upper Craigs, Stirling, Tel: 01786 471951

Trendy pub in Stirling is attracting a large crowd, with the attractive main bar area, restaurant and themed real ale bar to the rear called Scratchers.

**Nicky Tams**

29 Baker Street, Stirling, Tel: 01786 472194

With totally new decor, this pub has a friendly atmosphere and is a favourite with the locals.

**Drouthy Neebors**

7 Baker Street, Stirling, Tel: 01786 450858

A very popular nightspot and one of the main club feeders. During the week when it's quieter, the comfortable atmosphere lends itself to sitting over a few quiet reflective pints. It has a natural Scottish look to its interior with tartan booths and slate clad bar with an interesting if rather weird painting depicting the story of Tam O' Shanter on the ceiling.

**The Settle Inn**

91 St Marys Wynd. Stirling, Tel: 01786 474609

Stirling's Oldest Alehouse dating back to the 1600s situated just down from the Castle. It has recently been taken over by new management. The crowd is older, the beer is good, and the atmosphere very cosy. Even if you pop in for a pint on your own, there's always someone to talk to. The Settle Inn suffered in recent years with the larger chain alehouses moving into the town centre, so your support is needed to keep part of Stirling's history flourishing.

**Portcullis Hotel, Stirling.**

Castle Wynd. Stirling, Tel: 01786 472290

Like the Settle Inn this is another old pub that sits well back into Stirling's history. By the castle it has a dramatic location with a beer garden at the back encased by old walls it is almost gothic. The atmosphere is relaxed, quiet and authentic. Traditional pub food.

**The Birds & Bees**

Easter Cornton Road, Causewayhead, Stirling, Tel: 01786 463384

This is farming themed bar kitted out with sheep seating and other paraphernalia. If you have never eaten your dinner in a horse's stable, you need to go here. Good guest beers.

**NIGHTCLUBS & BARS****City Walls**

6 Back Walk, Stirling, Tel: 01786 451063

Almost a nightclub, as it's only open until 1am. A large dancefloor, DJ's, three bars, great sounds and only opens from 5pm. A lot of young people end up making it their last stop, and save the £5 to get into the clubs. No trainers.

**Fubar**

6 Maxwell Place, Stirling, Tel: 01786 472619

Once one of Scotland's hardcore venues, now a regular nightclub. Student night on Thursdays, House music & Disco on Saturdays, Mondays have free entry for students before midnight.

**Obo Eru**

2 Queen Street, Stirling, Tel: 01786 849474

Open from 6pm daily, Obo Eru is Stirlings' newest Cocktail bar. Doesn't have a dancefloor, and closes at regular pub hours, but Obo Eru is fast becoming a popular venue.

## **OTHER PLACES TO EAT & DRINK**

### **Abbey Inn**

40, North St, Cambuskenneth, Stirling, FK9 5NB Tel: 01786 473637

### **The Outback**

9, Upper Craigs Stirling, FK8 2DG Tel: 01786 451130

### **Brewers Fayre**

Pirnhall Inn, Whins Of Milton, Stirling, FK7 8EX Tel: 01786 811256

### **Longhorns (Tex Mex Food)**

Friar Street, Stirling Tel: 01786 448833

### **The Crooked Arm**

Allanvale Road, Bridge of Allan Tel: 01786 833830

### **Olivia's**

Baker Street, Stirling

### **Hermann's Restaurant**

Upper Bridge Street, Stirling Tel: 01786 450632

### **The Hollybank Restaurant**

58, Glasgow Rd, Stirling, FK7 0PH Tel: 01786 812311

### **The Old Bridge Inn**

2, Inverallan Rd Bridge Of Allan, FK9 4JA Tel: 01786 833335

### **The Tartan Arms**

43, Main St Bannockburn, Stirling, FK7 8LX Tel: 01786 812056

### **Westerton Arms**

34, Henderson St Bridge of Allan, Stirling, FK9 4HR Tel: 01786 833659

### **Papa Joes Restaurant**

21, Dumbarton Rd, Stirling, FK8 2LQ Tel: 01786 446414

### **Smiling Jacks (Mexican Food)**

17, Barnton St, Stirling, FK8 1HF Tel: 01786 462809

### **Allan Water Cafe**

15 Henderson Street Bridge of Allan. Tel: 01786 833060

Traditional Cafe, renowned for its fish and chips.

## **CHINESE RESTAURANTS**

### **The Hong Kong Cantonese Restaurant**

18 King Street, Stirling, FK8 1AY, Tel: 01786 474327

**The Regent Cantonese**

30, Upper Craigs, Stirling, FK8 2DG, Tel: 01786 472513

**Kam's Garden**

4 Viewfield Place, Stirling. Tel: 01786 446445

**Lee's House (Takeaway)**

30 Henderson street. Bridge of Allan, Tel: 01786 832889

**Empire Chinese (Takeaway)**

48 Johnston Avenue. Stirling, Tel: 01786 449366

**The Golden Crown (Restaurant and Takeaway)**

23-25 Barnton Street. Stirling, Tel: 01786 446336

**INDIAN RESTAURANTS****Das Indian Restaurant**

16-18, Barnton St, Stirling, FK8 1NA Tel: 01786 472137

**East India Company**

7, Viewfield Place, Stirling, FK8 1NQ Tel: 01786 471330

**Qismat Tandoori Restaurant**

37, Friars St, Stirling, FK8 1HA Tel: 01786 463075

**Royal Ashoka Restaurant**

23, Henderson St Bridge Of Allan, FK9 4HN Tel: 01786 833710

**Indian Cottage**

11 Dumbarton Road, Stirling. Tel: 01786 478889

**Spice Garden**

23 Allan Park, Stirling. Tel: 01786 447139

**Taj Mahal**

39, King St, Stirling, FK8 1DN Tel: 01786 450966

**ITALIAN RESTAURANTS****Italia Nostra**

25, Baker St, Stirling, FK8 1BJ Tel: 01786 473208  
Traditional Italian Restaurant.

**Corrieri's**

Causeywayhead, Bridge of Allan. Tel: 01786 472089  
Cafe/Restaurant. Family atmosphere. Good Italian Ice-cream.

**Rizzio's Italian Restaurant**

Stirling Highland Hotel  
29 Spittal Street Stirling. Tel: 01786 475444

## **COFFEE HOUSES**

### **Barnton Bistro**

3a Barnton Street, Stirling, FK8 1HF Tel: 01786 461698  
Plenty of newspapers. Bar/Cafe. Traditional bistro. Popular with students.

### **Clive Ramsay Deli**

Henderson Street, Bridge of Allan. Tel: 01786 831616  
The renowned delicatessen has a café serving a variety of exquisitely selected dishes.

### **Costa Coffee**

Murray Place Stirling. Tel: 01786 451140  
Very good coffee, Takeaway sandwiches, cakes. Retro Interior. Newspapers.

### **Old Town Coffee House**

38, Spittal St, Stirling, FK8 1DU Tel: 01786 446469  
Traditional Scones, Jam and Tea place. Quiet.

### **Cisco's**

70 Port Street. Stirling. Tel: 01786 445900  
Sandwich/Coffee Bar. Trendy, snappy central cafe. Does take away.

### **Allan Water Cafe**

15 Henderson Street Bridge of Allan. Tel: 01786 833060  
Traditional Cafe, renowned for its fish and chips.

### **Barga Cafe**

33 Henderson Street. Bridge of Allan. Tel: 01786 834998  
Cosy Cafe serving lunch menu and does take out soup/sandwiches/coffee.

### **La Ciociara**

Friar Street, Stirling Tel: 01786 451552  
Good viewpoint, Coffee, Sandwiches, Italian ice-cream, restaurant upstairs. Run by an Italian family.

## **ORDINANCE**

**17**

### **ADMISSION OF STUDENTS**

(Charter reference Article 3(b), Statute 10.4(a))

1. All applicants for admission shall be required to satisfy such entrance requirements as may be specified from time to time in Regulations made by the Academic Council and set out in the Calendar.
2. The Regulations shall specify in what circumstances applicants may be exempted in whole or in part from the specified entrance requirements, including admission with advanced standing or credit transfer.
3. A full list of qualifications which the Recruitment and Admissions Committee of the Academic Council has approved as suitable for entry to the University shall be held in the Registry, the Faculties and the Division of Academic Innovation and Continuing Education.

4. Applicants shall produce, when required by the University, original documents or attested copies in support of their applications including, where appropriate, evidence of competence in English.

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## **GENERAL REGULATIONS FOR HIGHER DEGREES, POSTGRADUATE DIPLOMAS AND POSTGRADUATE CERTIFICATES, BY COURSEWORK**

(Ordinance 58 refers)

### ***A General provisions***

1. A candidate shall be eligible for the award of a higher degree, or a postgraduate diploma or postgraduate certificate when the candidate has successfully completed a prescribed programme of study which has been approved by the Academic Council.
2. Regulations for each programme of study shall prescribe admission qualifications, the structure of the programme, the period of study, forms and timing of assessment, and any requirements particular to the programme of study, and shall state, where appropriate, if the degree, diploma or certificate may be awarded with distinction.
3. The Academic Council shall delegate to the Admissions, Progress and Awards Committee Committees powers in respect of the admission of students, the modification of the content of existing programmes, and the variation, in exceptional circumstances and in respect of individual applicants or students, of admission qualifications and attendance requirements. Regulations shall specify to whom the Committees may delegate powers they have received in terms of these regulations.
4. The Academic Council may, in exceptional circumstances, waive requirements as embodied in these regulations, and may delegate this power to a committee of its members.

### ***B Admission and registration***

1. An applicant shall complete the prescribed form of application and return it to the appropriate Admissions, Progress and Awards Committee Office, unless stated otherwise in regulations in order to comply with the requirements of outside professional institutes.
2. A candidate shall, prior to or at the commencement of the programme of study to which admitted, matriculate as a student of the University and register as a candidate for a degree, diploma or certificate.

### ***C Attendance and academic progress***

1. A candidate is required to attend such lecture, seminar, tutorial and practical classes and to complete such assignments, tests, and examinations as the Admissions, Progress and Awards Committee Committee concerned may prescribe. A candidate's failure to attend twothirds of these classes or to complete such assignments, tests and examinations will be reported to the Committee concerned.
2. A candidate whose attendance or academic progress has been adversely affected by illness or who has been prevented by illness or other good cause from completing an assignment or from sitting a test

or examination must notify the Academic Registrar as soon as possible, and in no case later than one week after return to study, stating the reasons for absence from such classes, tests or examinations, or for the failure to complete assignments; in the case of illness a medical certificate must be provided if the absence is for seven days or longer, and in all cases of absence from prescribed tests or examinations.

3. The Admissions, Progress and Awards Committee Committee concerned may in exceptional circumstances grant leave of absence to a student for a specified period, such period not to count towards the period of study for the degree, diploma or certificate as prescribed in regulations. The Committee may grant such leave for no more than twelve months.

4. The Admissions, Progress and Awards Committee Committee concerned shall, in the case of a candidate whose academic progress or record of attendance it deems to be unsatisfactory,

- either* (a) advise the candidate of unsatisfactory progress and its possible consequences;
- or* (b) impose on the candidate individual conditions according to the circumstances of the case;
- or* (c) if appropriate to the programme of study, change the candidate's registration to that for a qualification of lower academic status;
- or* (d) terminate the candidate's registration.