The University of Manchester

Toolkit to help with the development of a successful postgraduate programme

Faculty of Biology, Medicine and Health

Contents >

Contents

Purpose of the PGT Toolkit

The purpose of the toolkit is to provide both academic and PSS staff with key information about the following important areas of consideration when developing a new programme:

- The New Programme Approval Process (NPP)
- Finance
- eLearning
- Market Research
- Course Unit Information Publishing (CUIP)
- Online Marketing
- Course Marketing Template for printed promotional material

Section One Considerations for Approval of Programme

New Programme Approval Process and Business Case

All new postgraduate programmes must be approved by the Faculty before being delivered. The new programme approval process is overseen by the Teaching and Learning office, whose details can be found here.

Further advice and guidance can be found on the Faculty Teaching and Learning Office sharepoint site.

Key points to consider in the process:

- Always discuss your proposal in the first instance with the leadership team in your School. This will include your School PGT Director.
- Please refer to the Faculty Teaching and Learning Office (TLO) – they will be able to offer guidance at any point of the process.
- Time is of the essence – timely submission of documentation is important to ensure that the programme can be approved in good time to allow for valuable marketing campaigns to begin which will impact on student applications and offers.
- All New Programme Proposal (NPP) documentation is available from the University's Teaching and Learning Support Office at: http://www.tlso.manchester.ac.uk/map/approvalmonitoringandreviewofeducationalprovision/developmentofprogrammes/npp
- Check the Faculty course unit database: https://apps.mhs.manchester.ac.uk/CourseUnits for current course units available across the Faculty. It is important to ensure there is no duplication of content.

Step by Step Guide to the Faculty New Programme Approval Process

1. Initial idea: the programme's feasibility should be discussed with School colleagues in the first instance. This must include the School PGT Director.
2. Obtain agreement from your School PGT Director to proceed with the proposal.
3. Contact the Faculty Associate Dean for Postgraduate Taught Education to hold a preliminary discussion about your proposal.
4. The Faculty Associate Dean will ask the Faculty TLO to set up a stakeholder meeting. Please refer to the Faculty Teaching and Learning Office Sharepoint Site for further information.

Some preparation by the programme proposer is required for the stakeholder meeting. For example, a brief handout, circulated prior to the meeting or slides, which provide an overview of programme structure and content.

5. If the Associate Dean for PGT Education approves the proposal to progress to the NPP1 stage following the Stakeholder Meeting, you should arrange to meet with the the Head of School Finance to:
   - Complete the financial costings and business case for consideration by the School. The business case will bring together student numbers and fees over a 3-5 year period; academic and administrative staffing costs; non-pay costs such as advertising and course materials, and set-up/development costs including eLearning. It will capture headline information about the programme, its structure, potential market, detailed financial assumptions and outcomes from market research. The business case document is normally 3-5 pages long and whilst the Head of School Finance can input the figures, the development of the business case and costings is the shared responsibility of the Programme proposer and the Head of School Finance.
   - The financial proposal will require HoS sign-off prior to consideration of the programme approval doccumentation by the School.
   - The Head of School Finance will submit the proposal to the School on your behalf.
   - Follow up meetings with the Faculty eLearning Manager, School Graduate Education Manager (or equivalent) and Faculty Admissions will be required post Stakeholder meeting.
   - The Faculty Marketing Team will contact you to discuss your marketing needs and will complete a marketing form with you (see Appendix 1).

Step by Step Guide to the Faculty New Programme Approval Process

6. It is worthwhile drafting the NPP1 documentation, including the marketing form, so that following School approval of the business case, the proposal can progress through the next stage of the approval process as quickly as possible.

- Following School approval of the business case, the NPP1 documentation should be submitted to your School PGT Director for approval.

7. Following School approval, the NPP1 should be submitted to the Faculty for consideration by the Associate Dean for PGT Education. Once the NPP1 has been approved by the Faculty, the new programme can then be advertised with the proviso 'subject to the approval of the University':

- Following Faculty approval of the NPP1, the NPP2 and supporting documentation should be completed and submitted to the School PGT Director. Following School approval, the NPP2 will be submitted to the Faculty for approval by the Associate Dean for PGT Education. Comments on the proposal by the nominated external advisor will also be sought at this stage.

Finance guidelines

The following section outlines some key financial elements which you should consider when planning your new programme. However, please note that this document is for advice only and is not a Faculty or University policy. If you have any questions, please contact your Head of School Finance directly. Contact details can be found here.

There are several financial elements that you should consider when planning your programme.

1. Income

a. Funding and Student Numbers:

There are several ways of funding your programme, think about which is appropriate for your proposal:

1. Fixed block of funding from an employer e.g. NHS/industry/etc.
2. Students are funded by their employer but there are no guarantees on numbers.
3. Students are self-funding, with no guarantee on numbers.

Top tips

- Obtaining a commitment to a fixed fee or minimum student number reduces the risk to the University in setting up new programmes.
- Evidence of expected student numbers (e.g. survey data, letter or email from Funder, call to tender, notes of interest from potential students) may be required before the School/Faculty will approve any investment.
- Consider whether your course will be 'closed' or 'open'. A closed course is one where the attendance is restricted to a specific group (normally employees where an employer is funding the course). A course is considered open if it can accept any student who applies, even if in practice only those from a particular group or employer attend.

Finance guidelines

b. Setting Fees:

There are two ways to set the fees, depending on the proposal:

1. If an employer is requesting or commissioning the programme, the price may be fixed – your costing should determine whether this is an acceptable price for the piece of work.
2. The University may set the fee based on competitor prices – your costing should determine whether this is an acceptable fee for the piece of work.
3. The University may set the fee based on our costs – in this case you should estimate the costs before deciding on a fee.

Top Tip

- If the costing shows that the fees in scenario 1 or 2 are not sufficient to cover full costs, the School/Faculty should consider carefully whether this is an activity which represents a good use of academic and administrator time.

c. Higher Education Funding Council for England (HEFCE) income:

HEFCE may provide additional tuition fee funding to top-up fees for credit-bearing courses. Speak to your Head of School Finance if you think this may apply to your programme.

d. Set up Funding:

In some cases, a funder may provide a start-up fund to cover development and set-up costs. This can be included in the first year and may be used to invest in resources before income from students is received.

Top tip

- If a funder is prepared to invest in set-up, this reduces the risk to the University (it shows a commitment and means we don't invest in developing a programme, only to find the demand is not there). This will help approval by the School/Faculty.

Finance guidelines

2. Costs

a. Pay Costs:

The costing should include all pay costs, including current members of staff who will devote time to the programme. It is important to highlight any new resources that will be required.

- Internal staff (on the University payroll): these should be costed at salary rates including on-costs (pension, employers NI, etc.).
- External staff: these should be costed at the salary or daily rate. In general, expenses should only be used for one-off pieces of work. There may be VAT to pay on any recharge.

Both academic and PSS staff should be included, for example, remember to include staff such as: admissions, general administration, laboratory technicians and e-learning set up and support.

If you will have any external staff working in-kind (i.e. unpaid staff offering resource to a programme), these should be highlighted in the narrative of any business case.

Top tips

- Finance and HR often work using Full Time Equivalents (FTE) and may ask for data in this format. The standard working year is 1540 hours i.e. 1 FTE represents 1540 hours of productive work, 0.5 FTE is 770 hours and 0.1 FTE is 154 hours. If in doubt, your Finance colleagues will be able to convert the figures for you.
- Finance can provide salary data including on-costs for all University employees or for new University employees.
- Finance can advise on VAT implications.

b. Non-pay costs:

Non-pay costs should be estimated and may include:

- Marketing
- Course materials
- Room hire
- Catering
- Travel
- IT equipment and software / eLearning
- Fees for external speakers
- Patient / lay representatives

Top Tips

- For many programmes, marketing using existing academic networks, alumni and contacts within professional bodies may be more appropriate than creating printed materials or advertising in publications. Social Media (Facebook, Twitter, LinkedIn etc.) and online technologies like Google AdWords may also be appropriate in some cases. See page 37 for more information on these marketing tools.

Finance guidelines

3. Full Economic Costing

The direct costs of running a programme will be included in the pay and non-pay costs above. However, this does not account for the full cost of the activity. The TRAC (Transparent Approach to Costing) method of fully costing activities is a standard, audited method used by Higher Education Institutions (HEIs) and Funders. This method calculates a cost per student and staff FTE to account for all of the hidden costs of an activity such as estates and Shared Services (finance, IT, library, etc.). This cost should be added to the pay and non-pay costs to give a total cost.

Without adding these costs, the University is effectively subsidising the programme, which is not in keeping with our status as a charity. Externally funded activities should always be costed on a full economic cost basis (FEC).

Your Finance colleagues will be able to advise on rates and do this calculation for you.

4. Approval

Schools approve any costings.

Market Research

Market research can help you understand a number of factors about your potential new programme:

- **How many other similar programmes are already being offered by other Higher Education Institutions or private companies?**
- **How is our programme different to any existing programmes?**
- **How engaged are our current students?**
- **How does the fee structure work for other institutions**

Much of the data and information available to use is found on the Planning Support Office website. This resource contains data on students, programmes and educational institutions. For guidance on the analysis and interpretation of research data, please contact the Faculty Marketing Team.

Sources of Data:

UK Statistics: http://www.ons.gov.uk/ons/index.html

- Contains the latest Census database, which can be filtered and analysed in a number of different ways.

Higher Education Statistics Agency (HESA) Data: https://www.hesa.ac.uk

- Contains information regarding:
  - o student populations split by domicile, institution, study type (i.e. UG, PG);
  - o staff populations (academic and non-academic);
  - o UG and PG destinations;
  - o more detailed reports that are available to purchase;
  - o detailed reports on The University of Manchester available from the Planning Support Office.

Heidi: http://www.heidi.ac.uk

- Heidi is a web-based management information service that provides easy access to a rich source of quantitative data about higher education.

UCAS: https://www.ucas.com

- Provides sector UGT application figures for the current application cycle.
- UCAS provides lists of UK undergraduate and postgraduate courses to give an idea of the market and competitor institutions.

Market Research

Unistats: http://unistats.direct.gov.uk

- Official site to search for and compare data and information on university and college courses from across the UK.
- The site draws together comparable information on those areas that students have identified as important in making decisions about what and where to study. The items that students thought were most useful have been included in a Key Information Set (KIS).
- The KIS data cites study data and contact hours, student satisfaction results, costs and financial information, careers and employment data and student union data.

Intake Management Data:

http://www.raid.manchester.ac.uk/mais

- The number of applications made to schools at programme level is published by The Recruitment, Admissions and International Development Office (RAID) at the end of every week and is reported by the Head of Teaching and Learning at the Faculty Intake Management Group, which meets monthly.

DLHE Data:

- The Destinations of Leavers from Higher Education (DLHE) survey asks leavers from higher education what they are doing six months after graduation. About three-quarters of leavers complete the survey.
- This data is available via the HESA website and the University of Manchester careers office.

External Stakeholders Survey:

- Conducted every three years, this survey measures external stakeholders' perception of The University of Manchester. This report is managed by The Central University Marketing and Communications team and is conducted by an external research agency.
- This report can be obtained through the Division of Communications and Marketing or Faculty Marketing team.

Perception Survey:

- The University participates in an omnibus survey to gauge public perception of the University's ranking in the UK. This survey is carried out in a three-year cycle and consists of face to face interviews conducted with over 1000 adults aged 16+.
- This report can be obtained through the Division of Communications and Marketing or Faculty Marketing team.

Market Research

Accepter and Decliner Survey:

- An accepter survey is used to survey new students who have registered with us to identify their reasons for choosing Manchester and their programme of choice.
- A decliner survey is used to survey applicants who receive but turn down an offer for a programme to identify their reasons for choosing alternative programmes or institutions.
- Both reports are available from the Division of Communications and Marketing or Faculty Marketing team.

National Student Survey (NSS) Survey:

http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/MI/StudentFeedback

- Student satisfaction scores are reported at subject level which helps to identify where further work is needed to improve the student experience.

Postgraduate Taught Experience Survey (PTES):

http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/MI/StudentFeedback

- PTES is the only national survey of postgraduate students in the UK. It allows institutions to collect feedback on the experiences of their taught postgraduate students.
- The survey collects feedback from postgraduate taught students in a systematic and user-friendly way, enabling us to pinpoint areas of teaching strength and identify areas for improvement.

Market Research

Internal Research Reports:

RAID (Recruitment, Admissions and International Development): http://www.raid.manchester.ac.uk/international-office/country-information

- The international office provides detailed knowledge reports for a number of countries on their intranet site. The above link will tell you who the lead contact is for each country.

Focus Groups:

- Talking to existing students through focus groups is a useful way of finding out more about improvements to be made to current programmes and testing new proposals for programmes. Further guidance on conducting these is available via the Division of Communications and Marketing research team or Faculty Marketing team.

Surveys:

- Surveying your current students on existing programmes can be an easy way to acquire an understanding of why your programmes may be missing the mark and how they might be improved.
- Such surveys fall into three categories:
  - o an 'exit survey' of each student as they near completion of the programme to assess how they found the programme;
  - o a 'decliner' survey (see above) with applicants who receive but turn down an offer for a programme to identify their reasons for choosing an alternative programme/institution;
  - o in the case of PGT programmes, a survey of your own graduates who have chosen a PGT programme at another institution to discover why they did not continue their studies at Manchester.
  - o To obtain the most benefit from student feedback, it should be an ongoing and continuous process, with exit and decliner surveys being conducted every year, and findings and suggestions constantly feeding in to programme review and improvement. If this is not possible, or while it is being implemented, the benefits of informal feedback (by personally asking your students what they think) should not be overlooked.
- Existing students can also be used to obtain reactions to and feedback on proposals for new programmes, either informally or by conducting discussion groups.
- Before arranging any survey, it is important to speak to the Faculty Marketing team for advice to avoid any conflict with centrally planned surveys and to avoid 'survey fatigue' from the student's perspective.

Market Research

Competitor Analysis:

- Please consult the Faculty Marketing team for guidance on how to approach a competitor analysis
- Competitor analysis will help to identify:
  - o gaps in the market;
  - o market saturation;
  - o differentiations between Schools and competitor programmes;
  - o variances in fee structure;
  - o if there are a large number of competitor institutions for your subject area, it may be necessary to prioritise or select a manageable number before moving to the analysis stage.

Section Two
Considerations for Development of Programme

eLearning

eLearning is used to describe that part of learning that is delivered using digital technologies and that is experienced through an interface enabled through the Internet or similar network.

In this eLearning overview, we will look at the different types of online communication, distance learning, eAssessment and considerations when planning eLearning activity.

Types of Online Communication:

- Email: a popular means of communicating between academic staff and students.
- Online Discussion: a useful way of strengthening teaching and learning, although it does require some thought around the following considerations:
  - o A moderator should be appointed to be the main point of contact for the discussion.
  - o Agree the objectives and timeframe of the discussion – at what point will the discussion end?
  - o Set response times so that people know when to check back.
  - o Be prepared to stimulate the discussion, for example by using questions or polls.
  - o Embed online discussions onto your programme – take the discussion points back to the classroom.
  - o Use experts and outside guests to add to the quality of the discussion.
  - o Have contingencies in place should the technology fail.

eLearning

- **Podcasts: audio recordings of lectures, seminars or tutorials:**
  - o Let the audience know that you are recording – they may wish not to be recorded and they may have to repeat any questions into a microphone for the purposes of the recording.
  - o Consider the file format of your recording – for example, you need to convert Windows Media format files to play on Apple devices.
  - o Pay attention to your file sizes – if they are too large, they may be difficult to play
  - o Ensure that students understand the added value of attending the lecture as well as listening to the podcast. The recording should not be seen as an alternative to attendance in person.
- **Blogs: short articles written in a journal format which can also provide links to other online content:**
  - o Consider whether individual students, small groups or large groups should have their own blogs and what the implication of these options would be.
  - o Clear objectives, guidelines and expectations should be set for any blogging activity.

Distance Learning

Distance Learning is where learning is conducted remotely without being in regular face-to-face contact with the teaching staff. This learning approach delivers benefits to the University and its students, including:

University:

- Distance learning allows international student to study remotely, which is a valuable revenue stream for the University.
- Contributes positively towards University's environmental sustainability.
- Enables the University to embrace new technology.
- Widens access to the University: there are already over 7,000 students registered on Distance Learning or blended programmes.

Students:

- Able to study at a time, pace and location that suits their needs.
- Study can be integrated into other professional and personal commitments.
- Cost-effective way of studying.

eLearning

In some international markets, mobile devices are more common than desktop or laptop computers, and even in the UK, people are using their mobile phones or tablets to access online content more than traditional computers. There are several considerations for mobile device users:

- You should ensure that your content should display well on all screen sizes, i.e. desktop, laptop, tablet, smartphone.
- Media and file types that are supported on all browsers and platforms should be used wherever possible.
- Potential for limited bandwidth, limited connectivity and limited battery life should be taken into consideration.
- Provision should be made for differing interaction methods (e.g. touchscreen).
- File sizes should be reduced where possible.

eAssessment:

eAssessment is assessment that takes place using IT for its delivery. There are a number of eAssessment options: multiple choice, short answers, essays and multimedia (i.e. accompanied by video or images).

eAssessment may be used for formative or summative purposes. In addition, it can be used for summative eExaminations, managed through the Examinations Office. Examples of eAssessment include:

- assessments that use computers for only partial delivery or input of assessment information;
- assessments with low, medium or high stakes outcomes for summative purposes;
- assessments for formative purposes only.

The use of eAssessment offers potential efficiency gains, particularly for large classes. It also offers advantages in terms of the flexibility of question design, the ability for students to practice, the provision of detailed and immediate feedback and the ability to quantitatively analyse the discriminatory value of questions. It supports the alignment of assessment with unit learning outcomes and promotes explicit marking criteria.

eLearning

Other Considerations

Copyright:

Copyright is an intellectual property right which gives protection to the owner of the rights to an original work. This means that individuals who want to reproduce the original work of others may need to seek permission to do so. Copyright is an important consideration when making any third-party material available to your students. You need to know what you can use, how you can use it and what you are unable to use. Unfortunately, this is not always straightforward and sometimes there will be an element of interpretation and risk.

- Text: Most text-based material used in your teaching is likely to be subject to copyright restrictions. This includes photocopying or downloading material such as book chapters, journal articles or extracts of text.
- I• mages: Many images that you will want to use in your teaching materials are likely to be subject to copyright. This includes photographs, diagrams and other illustrations, whether from printed or electronic sources.
- Video, broadcast and sound: Video, sound, music and broadcasts are all subject to strict copyright conditions, so you need to take care when using them in your teaching materials. Any use of copyright video and audio material must be non-commercial and sufficiently acknowledged.

For any questions, please contact the Copyright Guidance Office at **uml.copyright@manchester.ac.uk**

Design and support:

All eLearning has to be designed to meet the specific needs of students in online environments and in all circumstances this involves some form of support. Where new programmes or units are being developed, there is a need to take a structured approach to the design process that encompasses all the main aspects of provision and support including:

- intended learning outcomes;
- student profiles;
- assessment strategy;
- activity strategy;
- materials design;
- resource access and management;
- support systems;
- staff skills;
- student skills;
- technologies and their support systems.

All queries should be directed to the Faculty eLearning Team: **elearning@manchester.ac.uk**

Course Unit Information Publishing (CUIP)

What is CUIP?

CUIP is the Course Unit Information Publishing platform through which all course unit data is inputted to be displayed online for both current students and prospective students. The CUIP platform tends to be managed by the administrators of a programme.

There are a number of benefits to using CUIP for staff too, such as:

- Schools can manage all course information within one single location in Campus Solutions rather than across multiple systems (including PDF documents, lists, links to other websites) thus reducing duplication of effort and increasing efficiency;
- course unit information from Campus Solutions can be published on the website and MyManchester or exported to use in Programme Handbooks and guides, providing staff, prospective and current students with the necessary course unit information they require;
- a consistent and streamlined approach of course unit data collection and publishing across the Faculty and Schools will be adopted;
- course unit information can be monitored, maintained and reviewed more closely by the Faculty;
- course unit information will be more visible to enable curriculum to be shared across the Faculty.

Where can I find CUIP?

CUIP can be accessed through Campus Solutions – Curriculum Management – Course Catalog – Course Catalog – Course Unit Information Publishing.

If you intend to use CUIP, you must complete the online training in order to gain access. Online training is available via the Training section of the Intranet.

How does CUIP work?

There are 27 available fields in CUIP. As a Faculty, we require the fields that have a Mandatory or optional status in either the 'Faculty Database' (see 'Course Unit Database' below) or 'Faculty Website' column. Where it states 'not required', this field will not be used for either the website or database and where it states 'optional', this field should be populated if it is relevant to the course unit. Schools can populate the fields that are identified as 'not required' if they are used for other reasons within the School, such as the production of handbooks or other materials; however, these are not required for the database or website. Please refer to the list of fields below that must be populated by School administration teams.

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Unit level	Level of study, e.g. 7	Mandatory		Mandatory	Mandatory
FHEQ level	FHEQ Level 7 – master's degree or fourth year of an integrated master's degree	Mandatory		Mandatory	Mandatory
Teaching period	Semester 1, Semester 2 or Full Year	Mandatory		Mandatory	Mandatory
Teaching staff	We only require the unit coordinator's details and do not need all the staff involved in this section.	Mandatory		Mandatory	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Marketing course unit overview	Overview of the course unit. This field will appear on the external website and can be the same as the course unit overview.	Mandatory	Max 4000	Mandatory	Mandatory
Course unit overview	Overview of the course unit. This can be the same as the marketing course unit overview section however is for internal purposes only and will be used by the module database and can be used in student handbooks.	Mandatory	Max 10000	Mandatory	Not required. Only the Marketing overview will be published.
Aims	Course unit aims	Mandatory	Max 4000	Mandatory	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Learning outcomes	Details of the expected learning outcomes for the student studying the course unit including knowledge and understanding, intellectual skills, practical skills, transferable skills and personal qualities. You do not need to populate the additional CUIP fields with this information.	Optional	Max 4000	Mandatory	Mandatory
Knowledge and understanding	See learning outcomes. This field does not need to be populated.	Optional	Max 4000	Not required	Not required

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Intellectual skills	See learning outcomes. This field does not need to be populated.	Optional	Max 4000	Not required	Not required
Practical Skills	See learning outcomes. This field does not need to be populated.	Optional	Max 4000	Not required	Not required
Transferable skills and personal qualities	See learning outcomes. This field does not need to be populated.	Optional	Max 4000	Not required	Not required
Employability skills	Details of the employability skills which a student can expect to gain from successfully taking this course unit, e.g. analytical and problem solving skills.	Optional		Not required	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Syllabus	Further breakdown of the course unit syllabus. It is expected that this would only be in instances where supplementary information is used in addition to the 'Aims', 'Overview', and 'Learning Outcomes'	Optional	Max 4000	Not required	Not required
Teaching and Learning methods	Supplementary methods used in teaching and learning on the course unit. Additional to that identified by the Scheduled Activity Hours and Assessment Methods fields, e.g. e-learning, laboratory classes.	Optional	Max 4000	Not required	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Assessment methods	Identify the assessment methods used to assess a students' progress on this course unit and weighting (%). This section includes a predefined list of methods and you must enter the weighting for each. You can add an additional free text description by selecting the value 'Other' and assigning a percentage weighting of 0.01%. The 'Other' category will not show on the outward facing material.	Mandatory		Mandatory	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Feedback Methods	Details of all feedback methods available for this course unit, including indicating whether the method provides feedback TO students, or FROM students.	Mandatory	Max 4000	Not required	Not required

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Pre/co-requisites	Pre or co-requisites for this course unit, where there are other course units offered by the University. Where requisites have been defined in Campus Solutions this information will be utilised in the export/publishing functions, and therefore does not need to be replicated in this section.	Optional		Optional	Optional
Additional Requisites	Identify any additional course unit requisites not already identified in other sections.	Optional	Max 4000	Not required	Not required

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Academic programs	Programmes for which this course unit specifically forms part of the curriculum. This information will be used when developing the course unit database therefore it is essential that all programmes that this course unit is attached to are identified and included in this section.	Mandatory		Mandatory	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Available as a free choice unit	Identifies whether or not it is generally available to students taking free choice units outside of the standard curriculum for their program of study.	Mandatory		Not required	Mandatory
Accreditation	If successful completion of this course unit is applicable for accreditation by any official organisation, details can be entered including a URL address	Optional	Max 4000	Optional	Optional

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Recommended reading	Reading lists should normally be managed through the JRUL 'Link2Lists' facility. This field will generically contain the URL address for the 'Link2Lists' facility.	Optional	Max 4000	Not required	Optional
Study hours (scheduled activity, placement, independent)	A 15-credit unit should equate to 150 hours of teaching across scheduled, placement and independent study hours.	Optional		Mandatory	Mandatory

Course Unit Information Publishing (CUIP)

CUIP Field	Description and guidance	University Mandatory/ Optional	No of Characters	Faculty Database	Faculty Website
Additional Notes	Additional information you wish to make visible to students or applicants, which cannot be entered under any of the available headings. For example 'Not suitable for exchange students', or 'Runs in alternate years only'.	Optional	Max 4000	Not required	Not required

Course Unit Information Publishing (CUIP)

Course unit information on the Corporate and Faculty website

Once the information has been added to the Course Unit Information Publishing section of Campus Solutions, the course unit data will appear on the corporate and faculty marketing website pages. To see this information, please follow the below steps:

- open the programme page on the corporate website;
- click on the 'Course Details' tab;
- page down until you see the 'Course Unit List';
- select the relevant course unit to see more information.

Course Unit Database

In addition to the information displaying on the website, it is also held on a Course Units Database.

The database can be accessed via the following link: https://apps.mhs.manchester.ac.uk/CourseUnits/Search

The Course Unit database allows you to search for different course units, see which programmes they are currently associated with and, if they are of interest, contact a member of the teaching staff (their names are also listed on the Course Unit database).

Other CUIP Considerations

- This information will be visible on the internet, so check for spelling mistakes, repetition and formatting problems – build this check into something that is completed annually, perhaps at the same time as you complete the web audit exercise in July.
- Please be aware of the University guidelines for the style of written word that we should adhere to: they can be found at http://www.brand.manchester.ac.uk/written-word. This ensures that the tone of all communications is in line with the University of Manchester guidelines.
- If you copy anything from a different application, e.g. Microsoft Word, some formatting problems can arise. Please refer to the CUIP training guide for further information about formatting.
- The course unit data can be exported from CUIP to use for programme handbooks. Further guidance and an example of the exported data can be found in the training guide.
- To see some good examples of how course unit information should be inputted, please refer to either of the below programmes:
  - o MSc Marketing http://www.manchester.ac.uk/study/masters/courses/list/02247/marketing-msc/course-details
  - o BSc Biomedical Sciences http://www.manchester.ac.uk/study/undergraduate/courses/2016/00532/biomedical-sciences-3-years-bsc

Online Marketing

One of the keys to ensuring that the right quantity and quality of students attend your programme is marketing. Marketing allows you to communicate your message directly with the audience with whom you want to engage.

We focus on online or digital marketing here for three key reasons:

- We are able to target our audiences far more effectively than offline marketing
- We are able to manage campaigns once they have started to ensure that they are optimised
- We are able to effectively measure the performance of the campaign once it has finished

If you have any marketing queries, please contact the Faculty Marketing Team

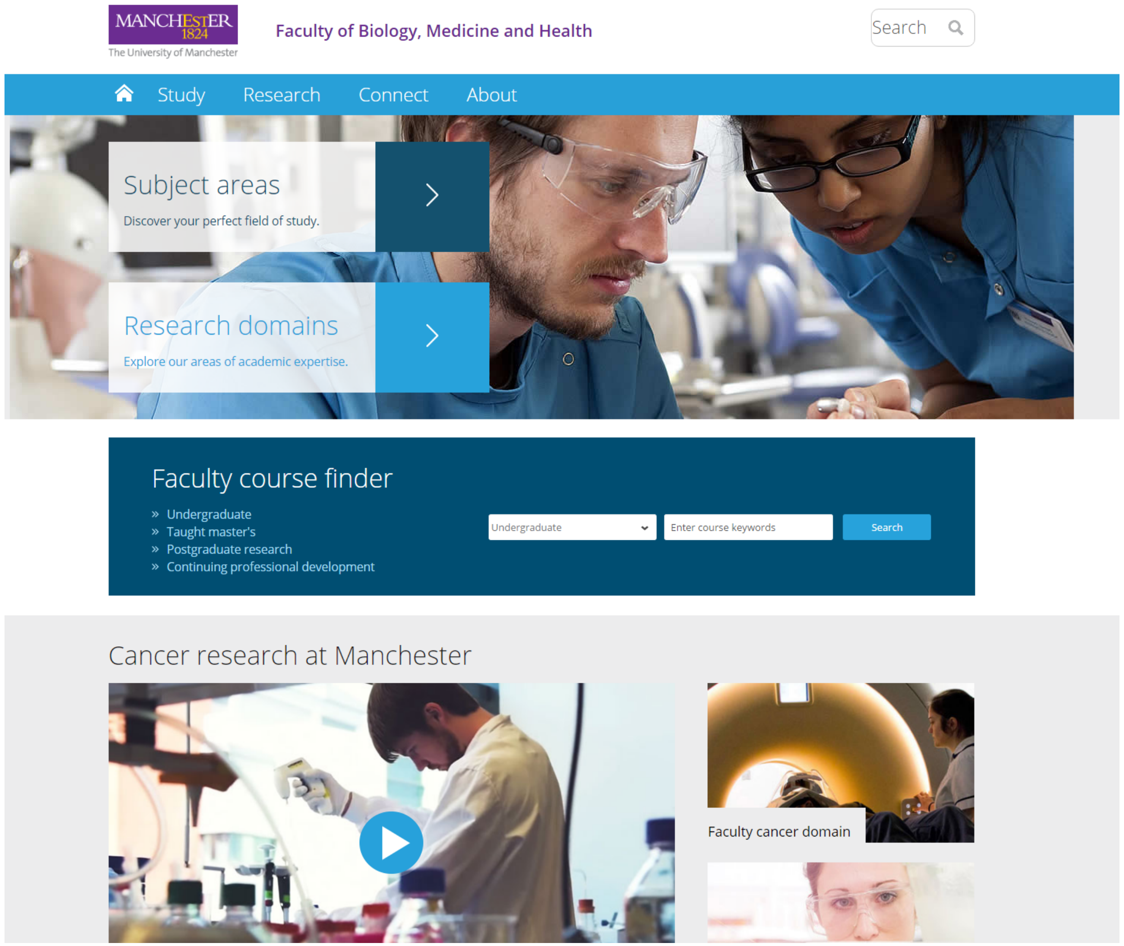
Online Marketing

Programme Marketing Page

In order to ensure that your programme has a presence on the Faculty website, you should liaise with the Faculty Web Team.

They will be able to provide you with the documentation that you will need to complete in order to create a web page – most of the information will already have been collated during the New Programme Approval process.

To find out more, please contact the Faculty Web team or visit the **Communications and Marketing Intranet page**.



Online Marketing

Email Marketing

What is it?

Email marketing is a means of communicating with a targeted audience via email.

The University's tool for sending email campaigns is CommuniGator. This system allows you to create branded, personalised email campaigns that can be tracked and monitored.

The success of your email campaign will depend on the following factors.

- **The time and day that you send your email**
  - You should avoid sending your email at the end of a working day or when your audience are likely to be offline. In most cases, avoid sending your email on a Monday and Friday too.
- **The quality of the database you send to email to**
  - If the audience are expecting your communication and have been well targeted, then they should be receptive to your message.
- **The subject line of your email**
  - If this is exciting and enticing to the recipient, it will encourage them to open the email.
- **The content of your email**
  - You should include the purpose of your communication, emphasise what the benefits are for the recipient and include a clear call to action – i.e. what you want the recipient to do next, for example, visit your website.

Email is ideal for:

- communicating with people you already know;
- driving traffic to your website;
- communicating simple information.

Email is not advised for:

- reaching out to new audiences – you will probably have to buy a database, which can be expensive and can be ineffective;
- communicating complex information – more than 1 or 2 key messages per email will overwhelm the recipient.

Online Marketing

How to measure email campaigns

- **Sent** – This is the number of recipients who you intend to receive the email.
- **Delivered** – This is the number of actual recipients of the email; it does not include emails classified as spam, invalid email addresses, abandoned email accounts, full inboxes or other factors that would affect delivery rate.
- **Open Rate** – This is calculated by dividing the number of recipients who opened the email by the number of emails sent. A good subject line and good deliverability will ensure a strong open rate of around 30%+.
- **Click Through Rate (CTR)** – This is calculated by dividing the number of clicks that an email receives by the number of emails sent. Good quality content and a clear benefit (for the recipient) to click on a link will guarantee a good click through rate of 5-8%.
- **Unsubscribe** – This is the number of people who have clicked 'unsubscribe' on your email – if this is particularly high, analyse the email in depth to understand what made people unsubscribe.

Top Email Tips

- If you are purchasing a database to send your email to, make sure that the recipients have 'opted in' to receive such communication. You may also choose to send emails via an external provider (e.g. FindAMasters), through the alumni team to target relevant graduates (e.g. for postgraduate courses) or via an internal bulletin to raise the profile of your programme.
- Spend time working on your subject line (e.g. 'Graduating in physical sciences or engineering?') – if it doesn't work and people don't open the email, the campaign will not work.
- In the body of your email, make only one or two key points: any more will overwhelm the recipient.
- The content of your email should be a balance of images and text. Don't have too much of one or the other; images don't always display and an all-text email can look dull.
- Make sure that the email platform that you are using is mobile-friendly – more and more people are using their mobiles or tablets to check emails.

Your Next Step

Please contact Hannah Rankine, Marketing Officer for the Faculty for more information about emailing through CommuniGator. Hannah can set up your account and support with content and ideas for emails.

Online Marketing

Example of email created within CommuniGator.

MANCHESTER 1824
The University of Manchester

Intercalation MRes Programmes

Dear Admissions Team

The University of Manchester offers a number of Masters of Research (MRes) Programmes within the School of Medicine. We welcome applications from external intercalating medics after completing year 3 or 4.

Can you please forward the following information to all medical students at your Medical School that are eligible to intercalate.

- Masters of Research (MRes) programmes
- Information for intercalation students

If I need to redirect this to someone else, please let me know.

Best wishes Janine Lamb

(on behalf of the MRes Alliance, School of Medicine, University of Manchester)

Connect with the University:

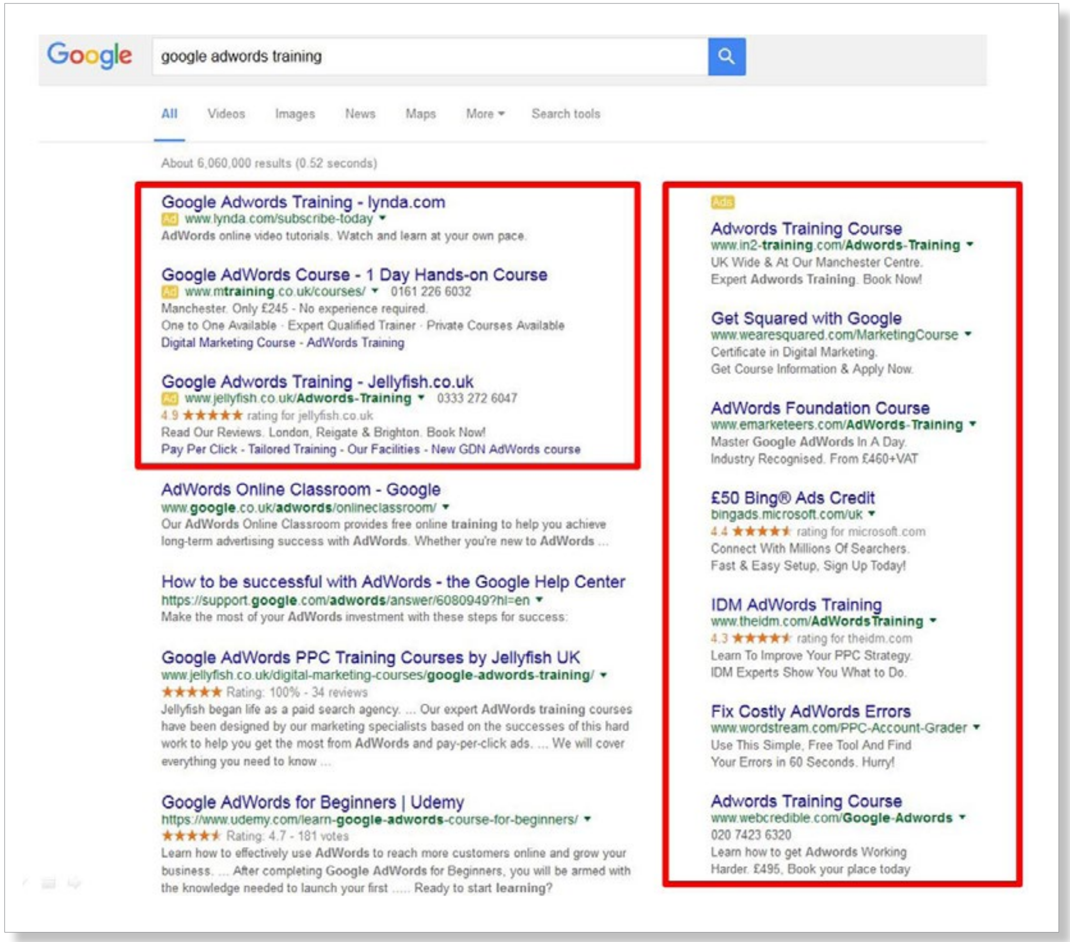
Online Marketing

Google AdWords Advertising

What is it?

Google AdWords is the advertising platform held within Google's search engine results. Google is the world's most popular search engine. Within AdWords, you are able to select a number of keywords and your advert will appear when someone searches using the keywords that you have selected. When someone clicks on your advert, they will go to a landing page that you have chosen for them to go to.

Adverts appear in the locations shown (right).



Online Marketing

The position of your advert will depend on a number of factors.

- Financial bid that you place on each keyword – the higher the bid, the higher the position.
- Click through rate (see below for definition) – how people respond to your advert.
- Relevancy – how relevant the advert that you are running is in relation to the keyword that you are bidding on, and how relevant the keyword is to the page which you are sending traffic to.

Google AdWords is ideal for:

- finding a new audience;
- trying to gain traffic from your competition;
- finding audiences who are using very specific search terms.

Google AdWords is not advised for:

- being generic – broad search terms are seen by a lot of people, but competition and cost tend to be high while quality of traffic tends to be low;
- getting a complex message across – the character limits on adverts are very small.

How to measure Google AdWords campaigns

- **Clicks** – The number of times that your advert is clicked on.
- **Impressions** – The number of times that your advert is displayed.
- **Click Through Rate** – The number of clicks divided by the number of impressions – a reasonable CTR is 0.8%.
- **Cost Per Click** – The amount that you pay per click (this is not necessarily the bid that you place, as the bid that you place is typically your maximum bid).
- **Average Position** – The rank that your advert achieves when displayed on Google. If it is more than 3rd, it is likely that the advert will appear in the right hand column and achieve a significantly lower visibility and click through rate.
- **Quality Score** – This is a combination of a number of factors and Google uses this as a factor in determining the rank of the advert. Quality score is a combination of advert relevancy, keyword relevancy, landing page relevancy and historical advert performance.

Online Marketing

Top Google AdWords Tips

- If you have a diverse audience, segment the audience and target them with groups of specific keywords – consider content that will engage them.
- Always include a call to action in the ad copy, e.g. find out more, apply now, etc.
- Use specific keywords – they tend to be cheaper and should deliver better quality traffic to your website.
- Make your landing page as relevant as possible to the advert. Never send your traffic to the Faculty or School home page: this requires the user to click to find their chosen page and they may get lost on the website.
- To maximise campaign performance, ensure that you build in time to allow you to manage the campaign – adjust bids, track performance, optimise your campaign.
- If you have any questions, please contact the Faculty Marketing team

Online Marketing

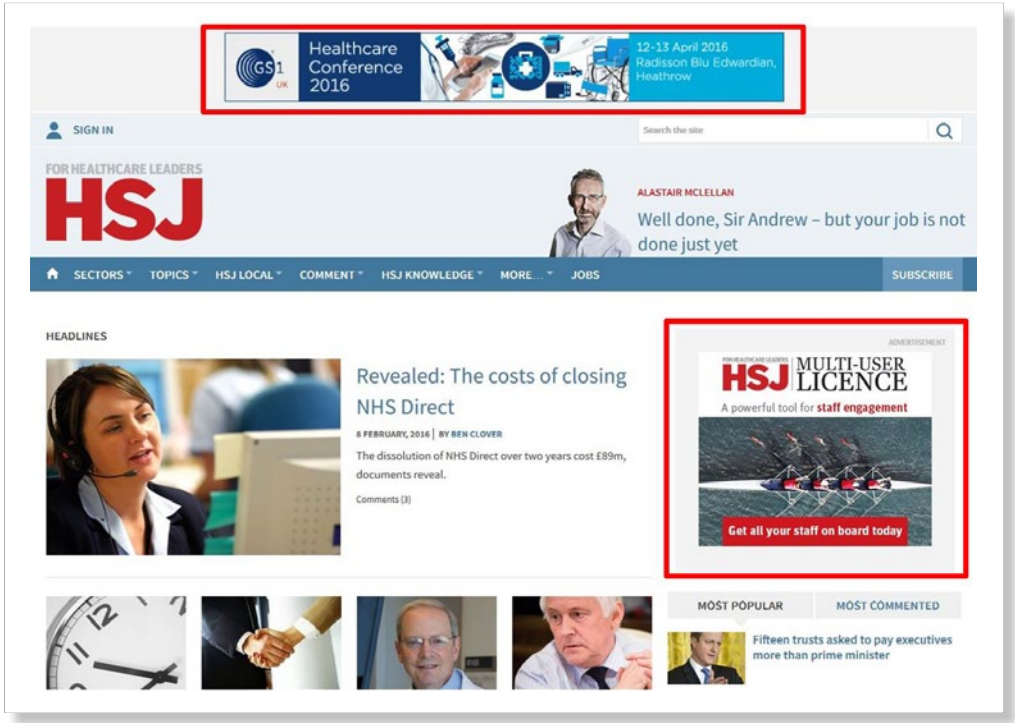
Display Advertising

What is it?

Display advertising is a way to get some representation for your campaign onto a targeted website. There are a number of options in terms of the advert size, location and format. There are also a wide variety of websites where your advert can be displayed. Different types of typical adverts include MPU (300 pixels x 250 pixels), Leaderboard (728 x 90) and Skyscraper (160 x 600).

There are two ways to place a display advert:

- **Google Display Network** – This is a network of millions of websites that sell space on their website to Google. The Google Display Network is accessed via Google AdWords and you are able to use keywords to target the websites where your advert will appear, e.g. websites which contain content on psychology. You can also target specific websites that are part of the network.
- **Direct with website** – Many websites sell space on their website directly. You can contact these websites and negotiate directly with them.



You can use a non-moving image which will normally be in a 'png' or 'jpeg' format, or a moving image such as a 'gif' format. This will depend on your budget, designer and website (NB not all websites can accommodate gif images).

Online Marketing

Display advertising is ideal for:

- raising awareness;
- using eye-catching imagery for your campaign;
- using well targeted websites to promote your campaign.

Display advertising is not advised for:

- driving a response from an audience (e.g. clicking to your web page) – display adverts have a very low click through rate;
- displaying complex information – fewer words in this case means a more effective advert.

How to measure display advertising campaigns

- **Clicks** – The number of times that someone clicks on your advert.
- **Impressions** – The number of times that your advert is displayed.
- **Click Through Rate** – The number of clicks divided by the number of impressions – a reasonable CTR for a display advert is 0.1%.
- **Cost per Click** – The amount that you have paid per click.

Top Display Advertising Tips

- It is likely that you will not be charged by the click, but by the cost per 1,000 views, known as Cost per Mille or CPM – consider this when planning your budget.
- Spend time researching which website is best to advertise on – where do the audience who you want to communicate with spend their time online?
- Display advertising should be used to raise awareness, not necessarily to drive enquiries or action from the user.
- Please speak to the Faculty Marketing team who can advise you on setting a campaign up.

Online Marketing

Facebook

What is it?

Facebook is the world's most popular social network and has over 32 million users in the UK (2014), as well as millions of Facebook pages for businesses and educational institutions. Individual Facebook profiles are private, whereas Facebook pages (e.g. those of businesses) are public.

Facebook is effectively a closed network of groups of individuals who can be targeted by Facebook pages according to demographics – age, gender, location, interests.

Facebook pages have two ways of communicating with an audience.

- **Organic communication** – This is where Facebook page posts communicate only with people who have 'liked' their page. Organic reach on Facebook is notoriously low, with some estimates as low as 1%. So if you have 1,000 likes on your Facebook page, your message may only be seen by 10 people.
- **Paid communication** – Facebook encourages pages to advertise their messages. This can be to build the audience for the Facebook page, boost a particular message or to drive traffic to a website.

Facebook is ideal for:

- finding a new audience, particularly internationally;
- updating an audience with news of your organisation or sector;
- showing a more personal side of an organisation.

Facebook is not advised for:

talking to people when their mind-set is not receptive to your message: a lot of people have Facebook accounts, but are they in the right mind-set for your message? Facebook is where people relax and catch up with friends, so consider this when deciding whether to use Facebook.

How to measure Facebook campaigns

- **Clicks** – The number of times that someone clicks on your post.
- **Impressions** – The number of times that your post is displayed. This can also be called 'reach' by Facebook.
- **Click Through Rate** – The number of clicks divided by the number of impressions.
- **Cost per Click** – You can choose to be charged by cost per click (CPC) or cost per 1,000 views (CPM): the objective of your campaign should determine which you should choose, e.g. if you wish to drive traffic to your website you should choose cost per click.

Online Marketing

Top Facebook Tips

- Have a content plan – if you are running a Facebook page, you should have a clear content plan to update regularly. It will ensure that you always have a subject to post about.
- Focus on engagement, i.e. generating likes, comments and shares. If someone engages with your post, their friends will see your post, exposing your message to a new audience.
- When posting, use images, videos and other media – it engages audiences.
- Make sure that you post at the right time and regularly. If you have an international audience this is particularly important.
- Vary your content – don't just talk about your organisation; talk about the industry and upload engaging articles.
- If you have any questions, please contact the Faculty Marketing team

Online Marketing

Twitter

What is it?

Twitter is one of the most popular social media networks, attracting 232 million members to visit every month (2015).

It is an open network in so far as every Twitter account can see every other Twitter account (unless the account is protected, which is very rare). Indeed, you can view the tweets of Twitter accounts without having being logged into Twitter – a unique feature among the major social networks.

The maximum length of a tweet is just 140 characters – so messages are very short and frequent. There are around 500m tweets sent per day, so getting your tweet to stand out is often challenging, but it is not impossible.

There are two means of communicating on Twitter:

- **Organic Communication** – When you tweet, your post is displayed on the news feeds of people who are following you. They will see that tweet if they are watching Twitter at that particular time. As Twitter is an open network, anyone can see your tweets by either looking at your profile (where your tweets are displayed) or by searching for a keyword that you used in your tweet. This is how hashtags work: people can follow other Twitter accounts, or follow a subject (or hashtag) to see content from people they don't follow.
- **Paid Communication** – You can also advertise on Twitter in three ways. Firstly, you can promote your Twitter account to raise awareness of your presence on Twitter. Secondly, you can promote a hashtag in order to attract new people to your hashtag. Or thirdly, you can promote an actual tweet. There are a lot of options to target an audience on Twitter, one of the most powerful being the ability to target followers of a particular account, e.g. a competing institution or an industry body.

Online Marketing

Twitter is ideal for:

- updating on an institution where a lot is happening on a daily basis;
- engaging with new people and influencers in specialist fields;
- showing the 'personality' of an institution.

Twitter is not advised for:

- communicating complex messages – 140 characters makes this challenging;
- getting every message heard: your reach is likely to be low.

How to Measure Twitter campaigns

- **Tweet impressions** – the number of times that your tweet is displayed. This will be less than the number of followers that you have, as not all of your followers will be on Twitter to see your tweet. If your tweet is engaged with (i.e. favourite or retweeted), your impressions will rise.
- **Engagements** – the number of times that your audience has engaged with your tweet. An engagement can include a retweet (i.e. where another Twitter account shares your tweet with their audience), favourite (effectively bookmarking a tweet so that you can easily find it later), profile view, clicks on links in your tweet, and clicking on images or videos within a tweet.

Top Twitter Tips

- Having a Twitter account can be hard work – you should have a wide range of resources from which to draw content from so that you don't run out of ideas.
- Use images and videos in your tweets – the tweets that achieve the greatest engagement are those using rich media.
- Use hashtags (maximum of two per tweet) to share your message with new audiences. For example, using #postgraduate means that your message will be seen not only but people who follow you, but also by people following the subject 'postgraduate'
- You should focus on engagement, not on the number of followers that you have.
- Make sure that your profile is completed – include a profile photo, background photo, biography, location and website link.
- If you have any questions, please contact the Faculty Marketing team

Online Marketing

LinkedIn

What is it?

LinkedIn is a social network that encourages people to share their professional lives – it applies across all industries, as well as internationally.

LinkedIn has three elements through which users can engage.

- **Individual** – LinkedIn members can post individual updates that are seen by their connections.
- **Institution** – Organisations can create their own page that will allow them to post updates to individuals who follow their company. These are called company pages, but can be used by non-commercial organisations. The Faculty has a number of institution pages which are used, please contact the Faculty Marketing Team for more details.
- **Groups** – LinkedIn hosts groups where like-minded people gather to discuss the subject of that group. This could be an industry, a topic or a geographical area, e.g. NHS North UK Group.

LinkedIn is a powerful network for engaging with people with particular job titles, areas of academic interest, or organisations which those people work for. To post as an individual, an institution or onto a group is free, but you may choose to boost the reach of your post through advertising.

You are able to advertise on LinkedIn by using one of two methods – a promoted post or a display advert. With both methods, you are able to target the audience by location, organisation, job title, subject of academic study, etc.

LinkedIn is ideal for:

- business-to-business marketing – people are in a 'professional' frame of mind and are receptive, but only to high quality content;
- finding small specialist groups of similar professionals;
- segmenting an audience by their professional characteristics.

LinkedIn is not advised for:

- reaching all audiences – some areas of medical science are underrepresented on LinkedIn, as people working in these areas can only share limited information;
- informal communication styles – your tone of voice and content should be professional, not informal as it may be on different social networks

Online Marketing

How to measure LinkedIn campaigns

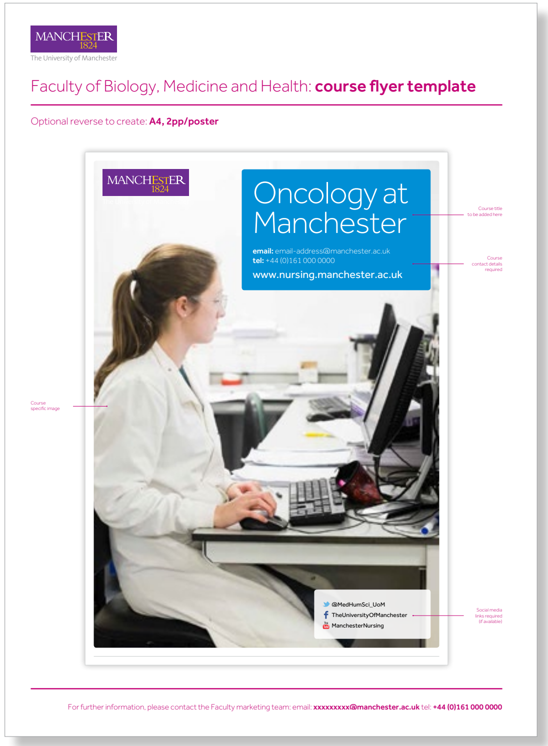
- **Clicks** – The number of times that someone clicks on your post.
- **Impressions** – The number of times that your post is displayed. This can also be called 'reach' by Facebook.
- **Click Through Rate** – The number of clicks divided by the number of impressions.
- **Interactions** – The number of times that people have liked, commented on or shared your update.

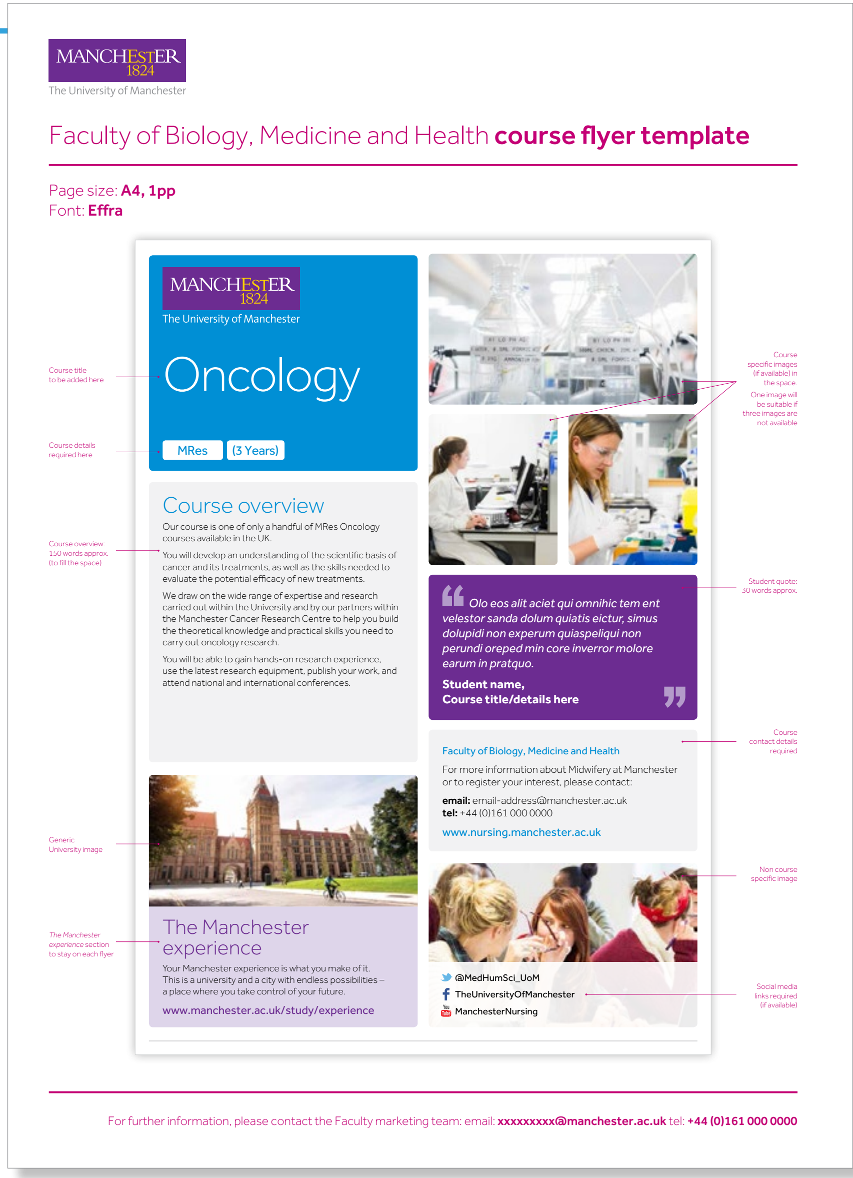
Top LinkedIn Tips

- You should post or interact on a daily basis, particularly if you are running a company page.
- The tone of voice that you use should be more professional than it would be on other social networks (such as Twitter), but the tone of voice should not be too formal.
- Your personal or company profile should be complete and you should have an appropriate profile photo – it is a small photo, so try not to deviate from a simple head and shoulders photo or logo.
- LinkedIn has its own 'in-network' mail system called InMail: use this the same way that you would use regular email and avoid spamming large numbers of LinkedIn members.
- If advertising, choose your audience and budget carefully, as costs can be high for LinkedIn campaigns.
- Please speak to the Faculty Marketing team who can advise you on setting a campaign up.

Course Marketing Template

Used as a template when producing printed marketing materials. For further information, please contact the Faculty Marketing Team.





Appendix 1: Marketing Form

Used during meeting between Programme Team and Faculty Marketing Team to help campaign planning.

MANCHESTER 1824
The University of Manchester

Faculty of Biology, Medicine and Health

Marketing Approval Form

Contact Name		**Date**	

Programme Name	
School	
Type (UG, PG, CPD)	
Target No. of Registrations	
No. of Registrations to date	

What, if any, marketing activity has already taken place?

Brief for proposal marketing activity

To include:

- Audience profile (demographics, interests, fields of study, etc.)
- Messaging – i.e. what do you want to tell your audience
- What are the programme's unique selling points
- Programme URL
- Deadlines
- Budget

Marketing Officer	
Marketing Manager	
Programme Sign-Off Contact 1*	
Programme Sign-Off Contact 2*	
Programme Sign-Off Contact 3*	

* Programme approval is usually gained from the Programme Contact, Recruitment and Admissions Manager as well as an Academic Contact. Without sign-off, marketing activity will not run, but may still be charged if deadlines are compromised

If you have a question or comment about the Toolkit, please contact Justin Wilson in the Communications, Marketing and Student Recruitment Team:
justin.wilson@manchester.ac.uk

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