



UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title: Advertising and Brand Management

Awarding Body: Staffordshire University

Final Awards: BA (Hons)

Teaching Institution: Staffordshire University

Intermediate Awards:

Mode of Study: Full Time/Part Time

UCAS Codes:

QAA Subject Benchmarks: Art and Design
Communication, Media, Film and
Cultural Studies

Professional/Statutory Body

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EDUCATIONAL AIMS OF THE PROGRAMME

- To provide a comprehensive education in the field of advertising and brand management through the exploration of an integrated range of academic, theoretical and practical approaches to their study.
- To equip graduates with a broad knowledge of contemporary advertising and branding industries and design management, and an understanding of their development, the social, cultural and economic contexts within which they operate and the relationships that exist between them and their audiences.
- In conjunction with industry at key stages of the award, to prepare students with a balance of flexible intellectual, practical and personal skills that will equip them for a wide range of employment in related industries or further study.

What is distinctive about this programme?

BA(Hons) Advertising and Brand Management will enable students to work in advertising agencies and design consultancies on creative campaigns as members of multi disciplinary teams, managing and developing brand identities, and creating long-lasting brands through effective management of the creative concept and through-the-line advertising campaigns. Our emphasis is on developing graduates with key advertising & brand management skills including experience of creative practice, account management, research, presentations/pitches and account/media planning. Through a mix of theory, studio practice and marketing students will develop a clear understanding of the integration of creative activities and marketing functions. It is important to understand advertising & brand management in context and students will be involved with well established advertising and design agencies in London, the North West, Midlands and Glasgow, visits to cultural centres in the UK, Europe and the US. Students on the course also benefit from interaction with professional bodies like D&AD, IPA and EFCCE in particular via entry to student competitions and participating in student seminars. These links will enable contacts and work experience opportunities to develop, increasing and broadening career opportunities post-graduation. The course content includes modules that will assist students wishing to gain accreditation from the Chartered Institute of Marketers (CIM) post-graduation.

BA (Hons) Advertising and Brand Management is a hybrid mix of theory and practice whereby creative practice is underpinned by a solid theoretical foundation. Contact with industry will take the form of visits, talks, live briefs and competition entries enabling students to develop relationships with and understanding of the industry they will be entering from the beginning of the course.

PROGRAMME OUTCOMES

What will this programme teach me to do?

At the end of your studies you should be able to:

Knowledge & Understanding Demonstrate a systematic understanding of key aspects of advertising and brand management including the acquisition of current and cutting edge thinking within its related industries.
Learning Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge whilst anticipating and accommodating change. Manage own learning with a minimum of guidance.
Enquiry Plan, manage and evaluate substantial research –led creative projects, appropriately targeted to fulfil a particular brief within a given timeframe, to communicate with an identified audience.
Analysis Integrate analysis of advertising and brand communications and audiences with current major debates and intellectual paradigms in the interpretation of communication and its effects. Compare and evaluate competing ideas and concepts using logical and supported argument.
Problem Solving Initiate, plan, and self- manage sustained projects of inquiry and research, individually and in group settings. Devise, pursue and evaluate strategies without supervision. Integrate advice and feedback into appropriate revisions of new product development and company strategy.
Communication Communicate effectively through a range of methods and styles, suitable for analytical and academic applications. Communicate confidently and with self-awareness in interpersonal settings. Use a range of skills to enhance communication selectively and appropriately.
Application Use a detailed understanding of relevant media theory to inform a sustained piece of research into a significant interaction between a media industry and the culture, organisation or society within which it operates.
Reflection Review and compare personal skills, attributes and intellectual development to prepare for career applications. To comfortably manage peer assessment and appraisal.

These learning outcomes have been informed by the QAA Art and Design Subject Bench Marking Statement 2008.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Award: ADVERTISING & BRAND MANAGEMENT

Route: Single (Hons)

Potential award = Cert HE (120 credits at L4 or higher)

L E V E L 4	Teaching Block 1	CORE AM50210-4 Course Introduction (30)	CORE AM50037-4 Informing the Masses: Advertising and the Media in the 20th Century (15)	CORE AM50184-4 Trends and Visual Thinking (15)
	Teaching Block 2	CORE AM50016-4 Client Brief Concept (30)	CORE AM50380-4 Marketing Fundamentals, Consumer Behaviour and Creative Practice (15)	CORE AM50068-4 Introduction to Graphic Design (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 120 at L5)

L E V E L 5	Teaching Block 1	CORE AM50157-5 Account and Media Planning (15)	CORE AM50311-5 Brand Implementation (30)		CORE AM50028-5 Advertising and Packaging (15)
	Teaching Block 2	CORE AM50359-5 Digital and Experiential (15)	CORE AM50159-5 Professional Practice (15)	CORE AM50231-5 Creative Practice (15)	CORE AM50290-5 Copywriting and Creative Direction (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 120 at L6 & no more than 120 at L4)

L E V E L 6	Teaching Block 1	CORE AM50152-6 Advertising and Brand Management Research Report (30)	CORE AM50322-6 Strategy: Future Thinking (30)		CORE AM50156-6 Design Futures for ABM (15)
	Teaching Block 2	(30)	CORE AM50353-6 Major Project (45)		

* Students may take an award specific option in place of a general option

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

The broad emphasis of the **teaching and learning strategy** is on exploring creativity and practice through research, theory and studio projects. A variety of methods are used to **assess** students' learning and progression, as outlined below, but they are all designed to reinforce the strategy of integrating the intellectual and experiential processes of learning in a creative environment.

Level C shares modules with BA (Hons) Product Design, and BA (Hons) Transport Design where students will be introduced to inter-disciplinary working. Themes and issues dealt with at this introductory level are also common across these Awards. Students will approach assessed projects from their specialist subject and will begin to experience negotiation and project management through cross-team practice.

All students will experience practical work in each level, typically in the form of practice-based resolutions to assessment briefs where creative applications emerge as a result of research and proposals within several Core Modules. Through the choice of Options at Levels I students can access further a number of workshop based practice modules.

Teaching Methods

A wide mix of teaching methods is employed in this award emerging from the teaching team's pedagogical experience, guided by the Level Outcomes summarised earlier and informed by the following overarching principles:

1. Structured accumulation of knowledge, understanding, critical awareness and creative thinking.
2. Integration of theory and practice. Wherever possible the connection is made directly between understanding the theoretical basis of each aspect of a communication problem and its application and communication in practice. This assimilation of intellectual and skills-based learning supports a problem solving, applied and collaborative approach to study.
3. Progression towards independent learning and the ability to self-manage project work. Teaching at Level C is organised on the principle of diagnosing i) the student's ambitions for the course and ii) their strengths and weaknesses. Through the introduction of PDP students are introduced to an ethos that promotes reflexive learning, building upwards from this initial diagnosis. This careful introduction to what is likely to be an unfamiliar approach to learning for most necessitates relatively high staff/student contact time in Level C compared to I and H. Modules in Level I foster more independent project orientated modes of study, but with substantial staff support. This prepares the students for the final year in which the expectation is that they will manage their study time yet more independently – with continued support and supervision.
4. Building students' confidence in their powers of communication. This is an extension of the reflexive approach to learning identified in the preceding paragraph. Through each level students are exposed, a step at a time, to increasingly complex challenges to their ability to communicate their ideas, whether through a presentation of research findings to their peers, public debate or written academic argument or, when dealing with a practical brief, communicating creative concepts and ideas to a client or peer group. Students then complete the cycle of learning by reviewing and evaluating what they have produced, incorporating responses from their peers and

tutors, and synthesising that feedback before progressing to the next stage.

5. The **Core Modules** and some of the **Studio-based Option Modules** will often be based on a brief set by the award or module leader or an external agency or company. Commonly there will be a starting point - a brief, a project introduction, or specified area of investigation - set against the intended outcomes detailed in the module descriptor and activities that promote relevant learning and facilitate assessment of those outcomes - with a common end point, usually in the form of an individual or group presentation of work for assessment. In this kind of learning model the focus is on the creative and research process which students follow to satisfy the requirements of the module.

6. The range of teaching **methods** fall into the following loose categories:
 - **Studio Teaching** takes place in dedicated studio-base rooms and is a practice highly valued by students on creative courses. It is felt that this practice contributes substantially to their independence as learners (Art and Design Subject Benchmark 5.1.2, 5.3)
 - **Lectures** and/or presentations by members of academic staff or visitors from outside the University.
 - **Seminars** or discussion groups set up to discuss issues arising from lectures or from work in progress by the group members. These can involve presentations by individual students to the group, which may be assessed for content and delivery.
 - **Group Critiques** occur mid-way or at the end of projects or modules. Students present their work to the group of staff and students for discussion, for assessment purposes or to review progress. Active participation in critiques is encouraged and is a valuable opportunity to develop confidence in presentation and communication skills.
 - **Tutorials** are set up to enable individuals to discuss their work with members of staff. These can also involve groups of staff and students, with the objectives of encouraging analysis and reflection and providing feedback on progress. Tutorials function as strong elements of formative assessment.
 - **Technical demonstrations** of technical processes by staff or technician instructors. These defined units of technical instruction are referred to as “modulettes” and will most often be described as “workshops”.
 - **Educational Study visits** take place in advertising and design agencies, cities, cultural centres, exhibitions and conferences, and introduce students to industry contacts and working practices.

 - **Independent Study** is essential in developing and sustaining a professional approach to work and students are expected to use all of the allocated learning time for work/ practice/ research in all modules. Self motivation and time management skills are an important part of the student education and experience and this independent practice forms the basis for on-going student learning.

Assessment

The Learning Outcomes detailed above form the **structure** around which the assessment of modules is built. The University has designated 8 generic Learning Outcomes for all undergraduate awards and allowed for up to two further to be specified for each award. For the Advertising and Brand Management Award, as with other Awards from the field of Art and Design two award specific outcomes are

included: *Visual Analysis* and *Working with Others*. The award team see this as a significant additional marker of highly significant transferable skills that employers inside and outside the Advertising and Brand Management and other Creative Industries look for when recruiting graduates (this information has been gleaned from discussions with industry practitioners we are linked to as a team).

Assessment of **Level Outcomes** is organised across the award so that each of the 10 **Level Outcomes** can be tested at least once within the combination of modules at **Levels C, I and H**. Module grades are achieved through **continuous assessment**, which uses a variety of modes that are designed to be exploratory and experiential and to reflect the process of accumulating the ranges of knowledge, skills and understanding through the award. The integrated approach to teaching outlined above favours a continuous process of assessment, as opposed to exam based assessment. The main purpose of exams is to test knowledge, understanding and, to some extent analysis, but the award team is confident that these outcomes are tested more effectively overall through the range of coursework and presentation tasks set through the award. Continuous assessment of the learning outcomes identified for this award is an effective method, as long as the processes of tutor feedback and student self-evaluation are well supported.

Most modules carry single assessment tasks/activities, based on the submission of coursework, the nature of which is determined by the project/s or assignment/s set within the module, but which may consist of any one or a combination of the following components:

- Workbooks or logs, documenting the process of generating, developing and resolving thoughts and ideas and demonstrating the influence of research on practical work
- Studio concept development boards and portfolios
- Research files, documenting the gathering, sorting and presentation of research material
- Creative output professionally presented in the format required by the assignment, project or brief
- An essay or report, written according to given guidelines as to word count and illustrated as required by the assignment
- The script for a seminar presentation, and the presentation itself

Coursework carried out in response to assignments, project briefs or self initiated proposals, and presented in forms appropriate to professional practice, allows students to demonstrate the acquisition of learning outcomes through a variety of strategies.

Feedback to students, both formative and summative, is a critical feature of the students learning and all work at levels **I** and **H** is to be double marked.

Formative assessment is normally carried out in tutorial and critique situations (either one on one, in peer groups or studio working teams) and can be provided to the student orally with a written record then kept by either the student or tutor. This can be produced as a result of peer group or self assessment exercises where the reflective process can result in the drawing up of an action plan. In more formally scheduled academic tutorials, these are recorded on an academic tutorial record form, completed and agreed by both student and tutor with one copy of the form retained by the student.

Summative assessment takes place at the end of a module where written feedback and indicative grade point are provided. The feedback forms directly link the assessment tasks and student performance to the identified learning outcomes and it is intended that this feedback will be provided within two weeks of the assessment

wherever possible.

Anonymous assessment is undertaken where appropriate, namely where the assessed output is individually written. This is also common practice in the Faculty of Business and Law for examinations. All level **H** written work is second marked whereas level **I** written work is sample marked.

ADDITIONAL INFORMATION

Undergraduate Award Regulations

Information on the Undergraduate Modular Framework (UMF) is available at:

http://www.staffs.ac.uk/assets/ugrad_mod_fram_tcm44-26763.pdf

Criteria for Admission to the Programme

The standard admissions criteria for the programme are in line with the University's general requirements: the equivalent of 2 'A' Levels or AVCs, or BTEC National Diploma in a media related subject. For mature students, an Access to HE qualification is also typically accepted. The new Diploma qualification will also be considered as part of the admission process.

Students may be considered for Accreditation of Prior (Experiential) Learning on the basis of credit achieved in prior study; work based training, substantial employment or other experiential learning. This will be considered in accordance with the AP(E)L Handbook. Evaluation is delegated to the Faculty which is required to assess each application according to the specified procedure. Information about the availability of AP(E)L can be found at:

http://www.staffs.ac.uk/images/apel_policy_tcm68-12703.pdf

Entry Requirements IELTS score of 6 or higher is required for study on this award

In addition to the University's general admissions requirements, applicants are invited to attend an interview, where they have the opportunity to show a portfolio of their Art & Design work. If an applicant is unable to attend an interview in person, (as in the case of an overseas student) an electronic portfolio would be accepted. At this point they are advised of alternative options, if appropriate. For instance, a student who has had insufficient previous experience of Art & Design education, or who does not meet the minimum points requirement for a degree programme might be advised to take the four-year option, commencing with a Foundation Year in Art or Design which would qualify them for automatic progression to Level C of their chosen course. We particularly welcome applications from mature students and students with non-standard academic qualifications, and the interview allows us to counsel such students as to their best options. Students with a relevant HND or equivalent qualification can gain access to Level I or Level H of the programme and, again, an interview would identify the best way forward for such students.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_here/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

This course will equip you with the skills and knowledge to develop a career in the creative industries as an account planner, a creative, copywriter, brand manager, media planner/buyer or researcher. We have extensive industry relationships and we can help you to network with agencies in the UK and New York. Some of the agencies we have established links with include: VCCP, Dave, Lean Mean Fighting Machine, Naked, TBWA, Pentagram, Yes, Bandujo Advertising and Design (NYC) and FutureBrand.

Core study will develop your understanding of advertising and brand management in a real-world context, achieved via our links with advertising and design agencies, visits to cultural centres in the UK, and the US, and through projects with students on related courses in other European Universities. We also actively interact with industry organisations like D&AD, European Foundation for Commercial Communications Education (EFCCE), and the Manchester Publicity Organisation (MPA).

Year 1 will introduce you to the key concepts and practices that underpin successful advertising and brand communications. You develop an understanding of trends, visual thinking, brief development, brand communications, art direction and client/agency relationships.

During Year 2, you are encouraged to explore the methodological and theoretical issues raised by the relationship between advertising, brand management and marketing. You will engage closely with strategy, planning and creative practice as integrated activities. You will also begin to develop links with industry.

Year 3 presents you with the opportunity to personalise the direction of your award. Many of the modules at this level are based on guided independent work involving the writing of a research report, multi-disciplinary solutions and creative campaigns. You will also investigate the strategic importance of future thinking in a brand communications context.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

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