

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) ADVERTISING

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2019/20]**

*This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.*

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	Bachelor of Arts		
Course Title	Advertising		
Course Location and Length	Campus: Epsom	Length: Full-time - 3 years	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2017/18 to 2021/22		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements<sup>2</sup></p> <p>The standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> <li>• 112 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma, or</li> <li>• Merit at UAL Extended Diploma, or</li> <li>• 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject</li> </ul> <p>And 4 GCSE passes at grade A*-C or 4-9 including English Language (or Functional Skills English/Key Skills Communication Level 2)</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.</p>			

<sup>1</sup> Regulated by the Higher Education Funding Council for England

<sup>2</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

*\*To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>*

*\*\* We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.*

Overall methods of assessment <sup>3</sup>	Written exams:	Practical exams:	Coursework:
Stage 1:	0%	0%	100%
Stage 2:	0%	0%	100%
Stage 3:	0%	0%	100%
Overall Learning & Teaching hours <sup>4</sup>	Scheduled:	Independent:	Placement:
Stage 1:	36.0%	64.0%	0%
Stage 2:	432 hours	768 hours	0 hours
	31.6%	68.4%	0%
Stage 3:	379 hours	821 hours	0 hours
	27.6%	72.4%	0%
	331 hours	869 hours	0 hours
General level of staff delivering the course <sup>5</sup>	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Communication, Media, Film and Cultural Studies (2016)			
Framework for Higher Education Qualifications (FHEQ)			

<sup>3</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>4</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>5</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

## The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
EADV4001 – Personal Development	4	30	Core	
EADV4003 – Art Direction	4	20	Core	
EADV4004 - Copywriting	4	20	Core	
EADV4005 - Digital Media	4	20	Core	
EADV4002 - Visual Communications: Context and Theory	4	30	Core	
Year/Stage 2				
EADV5001 – Advertising Strategy	5	30	Core	
EADV5003 – Advertising Communication	5	30	Core	
EADV5004 Personal Practice	5	30	Core	
EADV5002- Contextual and Theoretical Perspectives	5	30	Elective	Yes
EADV5005 - Contextual and Theoretical Perspectives (Study Abroad)	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
EADV6001 - Personal and Professional Practice	6	30	Core	
EADV6002 – Research & Professional Practice	6	60	Core	
EADV6003 - Dissertation	6	30	Core	

## Section B - Course Overview

“If teachers are to be creative and foster creativity, they should not draw a road map. One may show methods of determining direction or may acquaint students with vehicles, or point out conditions that may be faced along the way, but you dare not limit the [student] by prescribing a route for him [/her] in detail”. (Derell 1963: 69)

With creativity you will prosper. The course is student centred incubating a creative culture reflected in research, whilst retaining a sense of community across all year groups. We also welcome and instigate collaboration with other courses within the university, historically with film and photography amongst others.

What makes the BA (Hons) Advertising course unique is the students. Students who are passionate to learn, to discover new ways of communicating, rather than follow, push the boundaries of communication, rather than follow, consequently lead advertising into the 21<sup>st</sup> century, rather than following it.

Students are referred to as ‘Creative Colleagues’ and ‘Fellow Researchers’. This is manifest in the student graduating as a ‘Creative Problem Causer’. Creativity is paramount to advertising, consequently central to the course. The ‘Creative Problem Causer’, which is to say the students through their research – will ask creative questions in order to generate creative concepts and ideas relating to communication within an advertising context. They are encouraged to explore outwardly in disciplines outside of advertising, students will bring new ideas, thoughts and make new connections consequently creating ‘new’ work rather than following existing trends in advertising.

#### Level 4 – Exploration, Creativity and Risk Taking

Students are exposed to forms and models of creativity whilst developing a willingness to be uninhibited with their concepts and ideas. They will explore Art Direction, Copywriting and Digital Media from a creative viewpoint. The course builds on the integral relationship between academic and critical theories impacting on studio practice. All the units have a strong academic underpinning as evidenced through the Learning Outcomes and will be delivered through ‘briefs’. The briefs will be flexible, and open, so that the students can have greater control of constructing their learning.

#### Level 5 - Creative Strategy

Students will form creative strategies for all units that are pragmatic and imaginative. The importance of communication and language – written, verbal, visual and behavioural will also be further explored. Art Direction, Copywriting and Digital Media will be further examined and considered throughout the units. The students will be expected to develop their research and the necessary technical skills and, as in level 4, build on the close relationship between academic theory and practice; and as with level 4, this will be delivered through a variety of briefs.

#### Level 6 – Research, Professionalism and Intellectual Synthesis

Students will negotiate their final year synthesising their learning – holistically - through a variety of briefs. Reflection on their learning will manifest itself through

the creation of advertising campaigns, which will form material for research, resulting in a series of case studies of their own work. The dissertation and case studies will form much of the academic content of the final year and will highlight the students' ability both creatively and academically, demonstrating their capacity and potential as strategic, creative thinkers with an understanding of communication theory.

We have a worldwide network of creative mentors that help nurture the course and our students as well as world leading advertising professionals who provide lectures and experiential learning opportunities.

### Section C - Course Aims

To provide a course of study that teaches students how to *learn* to become creative problem solvers and creative thinkers, through exploration and framing creative questions (Level 4), to understand and deploy strategies that are focused and creative (Level 5) and to become an autonomous intelligent professional with the ability to research, synthesise and reflect (Level 6);

To offer a specialised course of study within 'Advertising', where students will attain skills in Art Direction and/ or Copywriting and/or Digital Media.

To provide a high quality education in a stimulating environment that has many of the resources required of the industry;

To offer an academically rigorous course of study that will develop the students' abilities to: deploy divergent and convergent thinking characterised by the kinds of creative questions they ask;

To synthesise, reflect and articulate students learning at a highly creative and strategic level;

Afford students with the ability to enter professional advertising practice or progress to a higher level of study within a related discipline.

### Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge of contexts, concepts, technologies and processes

LO1 Experiment and evaluate as appropriate, with forms, conventions, languages, techniques and practices and demonstrate knowledge of the underlying concepts and principles within the context of advertising;

LO2 Better understand, through exploring, media forms and genres, and the way in which they organise understandings, meanings and affects and demonstrate knowledge of the underlying concepts and principles within

the context of advertising;

- LO3 Critically understand the narrative processes, generic forms and modes of representation at work in media and cultural texts;
- LO4 Examine theoretical concepts and engage critically with major thinkers, debates and intellectual paradigms within advertising practice and put them to productive use and demonstrate knowledge of the underlying concepts and principles within the context of advertising;
- LO5 Critically examine matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources, within the practice of advertising;
- LO6 Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;

#### Understanding through application of knowledge

- LO7 Explore, evaluate and draw upon a range of sources and conceptual frameworks appropriate to research in the chosen area and demonstrate an ability to interpret data in order to make sound judgements that are informed
- LO8 Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms and demonstrate an ability to interpret data in order to make sound judgements that are informed;
- LO9 Demonstrate a critical understanding of forms of communication, media and culture as they have emerged historically, and appreciate the processes through which they have come into being, with reference to social, cultural and technological change;

#### Application of technical and professional skills

- LO10 Examine a variety of approaches to develop creative ideas and concepts based upon secure research strategies and present findings, whilst demonstrating practical and technical skills and demonstrate knowledge of the underlying concepts and principles within the context of advertising:
- LO11 Examine theoretical concepts of communication, media and culture as they have emerged historically, and appreciate the processes through which they have come into being, with reference to social, cultural and technological change, within advertising practice;
- LO12 Through exploration produce work that demonstrates an understanding of media forms and structures, audiences and specific communication registers and demonstrate knowledge of the underlying concepts and principles within the context of advertising:

- LO13 Work in a strategically flexible, creative and independent way, showing self-discipline, self-direction and reflexivity.
- LO14 Critically examine and evaluate work in a reflexive manner, with reference to theoretical concepts, academic and /or professional issues, debates and conventions and present ones findings, whilst demonstrating practical and technical skills.
- LO15 Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy (of the course)

Students learn through creating their own problems, as one would with a 'research question', thereafter engaging in activities, which are either fully authentic examples or replicas of those undertaken by '*Creatives*' in advertising agencies. Learning and assessment throughout the course is designed to give students [creative colleagues and fellow researchers] responsibility for their own learning as creative problem causer's. Primarily we are concerned with 'what informs their decision making' and this is manifest through a clear narrative, drawn from both theory and practice resulting in a portfolio of work [book in advertising].

Formative feedback and assessment is negotiated, followed by summative assessment – how the University measures performance and determines suitability for progression to the next stage of the course.

From the second year students will have the opportunity to work in teams. This is carefully managed and reflects industry practice. Subsequently, they are introduced to a mentor – a senior creative from advertising and this continues into the third year.

The use of dedicated software packages is built into the course where appropriate. There will be opportunities to attend presentations by artists, critics, industry professionals and academics from other institutions, which may also enhance the student experience.

Lectures and seminars are integral to the delivery of the course as well as practical studio based sessions. One-to-one and small group tutorials provide opportunities to practice speaking and presenting work in informal small group settings. Working in pairs will also help form discussion and debate and help to develop confidence in using critical vocabulary and in understanding how to evaluate successful work.

For each unit a timetable for assessment will be published, together with a clear statement of assessment requirements, criteria and assessment methods.

Overall, assessment will focus on the following areas:



Narratives that reveal the decision making process, creativity, application of creative thinking tools (level 4,5 & 6), strategic thinking tools (level 5 & 6), Creative synthesizing tools (level 6) verbal, written, visual and behavioural language. Breadth and depth of subject knowledge and awareness of the history and context(s) of that knowledge;

Critical analysis, whether of texts, fields of knowledge, concepts of cultural or production practices, including the ability to contextualise the analysis and engage in critical debate through discursive argument;

Subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of technology systems for accessing data, resources, contacts and literature, media production skills;

Critical reflection on issues of practice, on new knowledge and understandings, and on students' own and others' performance against agreed criteria, including the capacity to deploy and evaluate evidence and to express the outcomes of such reflection clearly and fluently.

#### Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representative