



<b>A. Course Information</b>																								
<b>Final award title(s)</b>	BA (Hons) Creative Advertising with Marketing																							
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education in Creative Advertising with Marketing Diploma in Higher Education in Creative Advertising with Marketing																							
<b>UCAS Code</b>	N561	<b>Course Code(s)</b>	4894																					
	London South Bank University																							
<b>School</b>	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																							
<b>Division</b>	Creative Industries																							
<b>Course Director</b>	Dr. Helen Powell																							
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																							
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify																							
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3 years</td> <td>September</td> <td>May</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	3 years	September	May	Full time with placement/ sandwich year				Part time				Part time with Placement/ sandwich year						
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	Part time																							
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<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.																							
<b>Approval dates:</b>	Course(s) validated / Subject to validation	06/12/2016																						
	Course specification last updated and signed off	September 2020																						
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Accredited with the Chartered Institute of Marketing																							

<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>This interdisciplinary BA is a joint venture between the School of Arts and Creative Industries, and the Business School. While there are many advertising and/or marketing courses offered by UK universities, this course blends creative practice with theory, and is therefore distinctive and rare. The course is designed to respond to the rapidly changing employment practices, as well as changes in production and consumption, in the creative industries.</p> <p>This course has been designed in consultation with advertising industry professionals and accrediting bodies, as well as students on our marketing and media courses. It is industry-focused, and there are opportunities for work experience to give students the contemporary creative and practical skills required in the digital world. Graduates will be well equipped for a career in advertising, digital marketing and the wider creative industries.</p> <p>This programme of study has been designed specifically to build competency in techniques of advertising and marketing. The balance is 70% theory and 30% practice. The practice-based work develops a skilled practitioner, while the theory-based modules develop overall critical and intellectual abilities.</p>
<b>Course Aims</b>	<p>The BA (Hons) Creative Advertising with Marketing aims to:</p> <ol style="list-style-type: none"> <li>1. Produce graduates that are equipped with the relevant practical skills and knowledge to enter the fields of advertising, marketing and the wider creative industries (journalism, television etc.), or to proceed to postgraduate study</li> <li>2. Teach creativity, and the communication of advertising ideas in new and innovative ways</li> <li>3. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research</li> <li>4. Provide an intellectually demanding curriculum covering the concepts, principles, practical application and ethical aspects of advertising and marketing theory and practice</li> <li>5. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of degree-level education</li> <li>6. Enhance employability by introducing students to digital technologies, and by developing their capacity to initiate and carry through professional tasks both individually and with others</li> </ol>

	<p>7. Produce graduates with key skills and competences for the workplace, including critical analysis, written skills, research skills, teamwork, entrepreneurship and technical competence in using a range of digital media.</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>Students will have knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The advertising and marketing industries, and their organisational culture and norms.</li> <li>• How the advertising and marketing industries are situated within the wider creative industries.</li> <li>• Aesthetics, and how digital technology is used in contemporary campaigns.</li> <li>• The creative and technical processes involved in the construction of digital advertising and marketing campaigns.</li> <li>• Audiences and the user experience.</li> <li>• Methods for the analysis of media texts.</li> </ul> <p><b>Students will develop their intellectual skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• Creatively interpret and apply theories, concepts, and other critical material to process and practices of advertising and marketing.</li> <li>• Evaluate their own critical and practical work, and that of their peers, with reflexivity and consideration.</li> <li>• Analyse a range of professional materials using methods appropriate to the programme e.g. semiotic and discourse analysis.</li> <li>• Think creatively, researching and solving problems in both practical and intellectual contexts, thereby developing distinctive skills as a critical practitioner.</li> </ul> <p><b>Students will acquire and develop practical skills such that they are able to:</b></p> <ul style="list-style-type: none"> <li>• Produce or revise content demonstrating an awareness of time constraints, production agendas, issues connected to the disciplines, and client orientations.</li> <li>• Originate and produce creative campaigns that adhere to the appropriate legal frameworks, professional guidelines and ethical standards of practice, including issues related to intellectual property.</li> <li>• Work confidently in a team, demonstrating skills in time management, leadership, creativity, communication, personal organisation and self-reflection.</li> </ul>

- Confidently employ a range of skills connected to advertising and marketing campaigns.

**Students will acquire and develop transferrable skills such that they are able to:**

- Demonstrate employability through a reflective understanding of how knowledge and skills developed in academic study and creative practical work translate into the professional context. They will also learn to apply entrepreneurial skills in dealing with clients.
- Demonstrate critical learning skills: the ability to function as effective self-directed learners, using the range of resources and skills available responsibly and ethically: the ability to relate their studies to career and personal development.
- Demonstrate the appropriate communication skills dependent on the audience, context, and setting.
- Demonstrate the ability to work effectively as part of a team and apply this to advertising and marketing processes. Demonstrate at different times the ability to listen, contribute, and lead effectively.

### **C. Teaching and Learning Strategy**

Acquisition of **Knowledge and Understanding** takes place through the combination of lectures, workshops, individual creative work, group work, project tutorials and critique.

Students will be given the opportunity to develop their knowledge and understanding through visits from guest speakers and industry mentors. There will be formative feedback sessions on work in progress, and critical discussion and reviews during the production stages of creative practical projects. The exploration and writing up of case studies of advertising and marketing campaigns, production houses, and sectors of the industries, will encourage the development of critical analysis of the industries.

Learning is supported by private study structured through provision of comprehensive reading lists and the use of Moodle and other online teaching methods and resources. Seminar tutors seek to create an environment of free and open debate. An effort is made to engage all students in discussion in various ways such as through the use of small group exercises and the requirement that all students make seminar presentations.

**Intellectual Skills** are developed through lectures, individual and group tutorials, seminar work, and assignments based on subject-specific theory and analysis. Additionally, the briefs set for practical work encourage students to explore theoretical frameworks in relation to their own work.

Students can expect, as part of the teaching and learning strategy, to be active participants in the development of intellectual skills through discussion and review.

The more detailed intellectual skills are developed and encouraged through tutorial discussion, independent research and study, and coursework projects. Students are expected to develop their

independent study for both practical and written coursework, culminating in their 40-credit Advanced Creative Practice module at Level 6.

Acquisition of **Practical Skills** is developed through hands-on creative practical sessions, critical feedback and review, technical exercises, and exposure to professional practice. Practice modules will provide students with an opportunity to undertake research for production, and explore and consolidate new creative and technical skills before embarking on major practical work at L6.

Regular visits by advertising professionals, personal tutorials and oral and written feedback on performance and assessments support student learning at all levels of the programme.

**Transferable skills** are acquired gradually and through practice, between Levels 4 and 6. Communication skills are developed within a range of contexts, from formal and informal presentations, writing (reflective writing, technical documentation, professional notation, and academic writing), class discussion and group work. Creative practical briefs are set with scope for independent interpretation and creative exploration, with greater autonomy at L5 and L6. Creative practice modules give students the opportunity to explore professional working practices, including dealing with clients, and working collaboratively.

#### **D. Assessment**

A variety of assessment methods is used to test learning outcomes. These include practical productions, oral presentations, written coursework, examinations, and reflective production portfolios.

Assessment is both formative and summative. Most modules test learning outcomes through two weighted summative assessment methods.

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Practical skills are assessed through the production of a portfolio of the students' work. This includes the creative practical project for which they were briefed, their storyboards, production diaries, reflective notes, and evidence of research and evaluation.

The student's self-reflection is a key element of assessment of practical skills and knowledge.

A variety of assessment methods is used to test transferable skills. These include creative practical productions that demonstrate the students' employability in the creative and digital workplace, group presentations that require cooperation, planning and teamwork, written coursework that requires research, evaluation, and a high standard of written presentation, and production portfolios that require reflexivity and self-evaluation. Assessment of transferable skills is both formative and summative.

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

## F. Entry Requirements

- A Level BCC **or**;
- BTEC Extended Diploma MMM **or**;
- Access to HE qualifications with 9 Distinctions 36 Merits **or**;
- Equivalent level 3 qualifications worth 106 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above)
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

## G. Course structure(s)

### Course overview

Full time (3 years)

	Semester 1		Semester 2	
<b>Level 4</b>	Introduction to Cross-Platform Creative Practice (compulsory)			40
	Visual Analysis (compulsory)	20	Brands, Branding and Social Media (compulsory)	20
	Principles of Marketing (compulsory)	20	Marketing in a Digital World (compulsory)	20
<b>Level 5</b>	Advanced Creative Practice (compulsory)			40
	The Consumer Behaviour Analyst (option)	20	Cultural Identities in Advertising (compulsory)	20
	The Communications Manager (option)	20	Creativity: The creative industries (compulsory employability module)	20
	International Live Brief/Ryerson Supercourse (option)	20		
<b>Level 6</b>	Professional Practice in Advertising (compulsory)			40
	Enterprising Futures (compulsory employability module)	20	Either PR, Propaganda and Persuasive Communications  OR Direct and Digital Marketing Strategy	20

			OR Retail Boutiques & Shopper Behaviour	
	Brand Management (compulsory)	20	Marketing Strategy and Planning (compulsory)	20

### Placements/Work Experience Information

Students will take a core employability module at levels 5 and 6. During the duration of the degree, all opportunities for networking and work experience are brought to students' attention and entrepreneurship is particularly encouraged and supported at LSBU through our dedicated award-winning on-site team.

### Optional Modules

Optional modules are only closed in exceptional circumstances, for example staff sabbaticals or if there is not sufficient demand for a particular module. Students will be notified and guided by the course director to alternative choices.

Module Code	Module Title	Level	Semester	Credit value	Assessment
CIN_4_VAN.1	Visual Analysis (C)	4	1	20	1 x formative essay proposal 1 x 2,000 word essay (100%)
BBM_4_PRM.1	Principles of Marketing (C)	4	1	20	Closed book Multiple Choice Tests: 1 x 30 minute test in week 4 (25%) 1 x 30 minute test in week 8 (25%) 1 x 60 minute test in week 12 (50%)
CIN_4_ICP.1	Introduction to Cross-Platform Creative Practice (C)	4	B	40	100% Portfolio submission (with ongoing formative assessment)
CIN_4_BBS.1	Brands, Branding and Social Media (C)	4	2	20	100% Portfolio submission
BBM_4_MDW.1	Marketing in a Digital World (C)	4	2	20	A group exhibition (60%) An individual portfolio of 2,500 words (40%)
BBM_5_CBA.1	The Consumer Behaviour Analyst (O)	5	1	20	Individual Presentation (50%) Examination (50%)
BBM_5_TCM.1	The Communicati	5	1	20	Individual essay (70%) Group Report and presentation (30%)

	ons Manager (O)				
CIN_5_ILB	International Live Brief/Ryerson Supercourse (O)	5	2	20	CW1 Portfolio comprising: a) Prototype (Development Process & Outcome) (50%) b) Reflective Essay, Documentation of Process & Evidence of Individual Contribution (50%)
CIN_5_CCI.1	Creativity: the creative industries (C)	5	2	20	50% Report 50% Creative Project
CIN_5_ACP.1	Advanced Creative Practice (C)	5	B	40	100% Portfolio
CIN_5_CIA.1	Cultural Identities in Advertising (C)	5	2	20	Group presentation (40%) 2,000 word essay(60%)
CIN_6_ENF	Enterprising Futures (C)	6	1	20	<i>Formative Assessment:</i> Formative assessment is given at review points during the module  <i>Summative Assessment:</i> CW1: Personal & Professional Development Plan (PPDP) 50%  CW2: Practical Outcome: A practical body of work (50%)
BBM_6_BMA.1	Brand Management (C)	6	1	20	<i>Formative Assessment:</i> Group Presentation: 10 minute presentation + question time.  <i>Summative Assessment:</i> Report, 2,000 words (50%) 2-Hour Seen Exam (50%)
CIN_6_PPC.1	Professional Practice in Advertising (C)	6	B	40	100% Portfolio (with ongoing formative assessment)
BBM_6_MKS.1	Marketing Strategy and Planning (C)	6	2	20	Individual Marketing Plan (50%) 3-hour examination (50%)
BBM_6_PR.1	PR, Propaganda and	6	2	20	Individual presentation (video or poster) (50%) Essay, 2000 words (50%)



	Persuasive Communications (O)				
BBM_6_DMS.1	Direct and Digital Marketing Strategy (O)	6	2	20	<p><i>Formative assessment:</i> A number of formative assessment activities are included in the module to develop students' ability to manipulate the metrics collected for media and customer analysis and which will be important to use within the later summative assessment pieces.</p> <p><i>Summative Assessment:</i> Group Presentation (30%) Individual Written Report and Preparation of Direct and Digital Marketing Plan (70%)</p>
BBS_6_RBS	Retail Boutiques & Shopper Behaviour (O)	6	2	20	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> <li>• Weekly discussion panels developing shopper profiles</li> <li>• Start-ups observations</li> </ul> <p><i>Summative Assessment:</i> Essay (50%) Retail Start-Ups Business Plan (50%)</p>

### I. Timetable information

Timetables are an extremely complex element of university administration. We endeavour to communicate final versions of timetables to students as soon as they are available. For new students, Induction is the point at which timetables are disseminated and for returning students, the beginning of September. In general, students are expected to be in classes across 3 days of the week with the remainder set aside for independent study. Wherever possible we do not teach on a Wednesday afternoon, allowing students time to participate in sports and cultural activities. Where in the rare instance changes to the timetable occur in session, the VLE (Moodle) will be used to alert students.

### J. Costs and financial support

#### Course related costs

In addition to tuition fees, there are several items that students are expected to purchase for studying the degree. These particularly centre on materials for the practical modules and include sketch pads, pencils, note books and a portfolio. Students can also attain their own copy of Adobe Creative Suite at a reduced annual fee. PCs and Macs area available on campus for independent study, but if possible students are encouraged to bring their own laptop.

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Personal Development Planning (postgraduate courses)
- Appendix D: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Units			Programme outcomes																	
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Visual Analysis	CIN_4_VAN	D	DT A	DT		DT A	DT	D	D	DT A	DT					D	D	D	
4	Principles of Marketing	BBM_4_PRM	DT A													D	D	D	DT A	
4	Introduction to Cross-Platform Creative Practice	CIN_4_ICP	DT		DT A	DT A	DT		DT A	DT A	D	DT A	DT A	DT	DT A	DT A	DT A	DT A	DT A	DT A
4	Brands, Branding and Social Media	CIN_4_BBS				DT A	DT A		D	DT A			DT	DT		DT A	DT A	DT A	DT A	
4	Marketing in a Digital World	BBM_4_MDW	DT		DT	D	D									DT A	DT A	D	DT A	
5	The Consumer Behaviour Analyst	BBM_5_MDW	DT A				DT A									DT A	DT A	D	DT	DT
5	Creativity: The Creative Industries	CIN_5_CCI		DT A					DT A			DT A		DT A			DT A	DT A		
5	The Communications Manager	BBM_5_TCM	DT A				DT								DT	DT A	DT A	D	DT A	DT
5	Advanced Creative Practice	CIN_5_ACP	DT A		DT A	DT A	DT	D	DT A	DT A	DT	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A
5	International Live Brief/Ryerson Supercourse	CIN_5_ILB							DT	DT A	DT A	DT A	A	TA	D A		DT A	D	D A	D A
5	Cultural Identities in Advertising	CIN_5_CIA		DT A	D			DT A	DT A	D	DT A	D					D	DT A	DT A	DT A

6	Enterprising Futures	CIN_6_ENF		DT A					DT A			DT A		DT A			DT A	DT A		
6	Brand Management	BBM_6_BMA	DT A						D	D			DT A		DT A			D	DT	D
6	Professional Practice in Advertising	CIN_6_PPC	DT A	DT	DT A	DT A	D	DT	DT A	DT A	DT	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A	DT A
6	Marketing Strategy and Planning	BBM_6_MKS	DT A					DT	DT A	D	DT A	DT A			D	DT A	DT A	D	D	D
6	PR, Propaganda and Persuasive Communications	BBM_6_PRP	D	DT				DT A	DT A	D	DT A					DT A	DT	D	DT	
6	Direct and Digital Marketing Strategy	BBM_6_DMS	DT A		DT		D		DT A		DT	D		D	D		DT A	D	DT A	D
6	Retail Boutiques and Shopper Behaviour	BBS_6_RBS	DT A				DT A		DT A		DT A	A	A	DT A		DT A	DT A		A	

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>            All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<ul style="list-style-type: none"> <li>• Industry panels to review the curriculum and assessment</li> <li>• Live briefs set by industry professionals</li> <li>• Guest lectures from the industry and D&amp;AD</li> <li>• Placement module (L5)</li> <li>• Active participation in entrepreneurial events set up by LSBU</li> <li>• Attained Chartered Institute of Marketing accreditation</li> <li>• LSBU Job Shop</li> </ul>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<ul style="list-style-type: none"> <li>• Significant emphasis placed on 'learning to learn in HE' across all level 4 modules</li> <li>• Consistent use of formative assessment</li> <li>• Input from the Learning Resource Centre and Library in delivery of study skills at level 4</li> <li>• Personal tutorials to discuss assessment feedback and student wellbeing, with referral procedures in place if required to our Student Life Centre</li> </ul>
High impact pedagogies	<p><u>Group-based learning experiences</u>            The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and</p>	<ul style="list-style-type: none"> <li>• Replication of industry practice through group pitch assessments</li> <li>• Creative teams of art directors and copywriters utilised</li> </ul>

	<p>respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>throughout all levels of production modules</p> <ul style="list-style-type: none"> <li>• Opportunity to collaborate with other industry-related disciplines within the context of creative practice</li> <li>• Submission to D&amp;AD New Blood Awards at level 6</li> </ul>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<ul style="list-style-type: none"> <li>• All lecture materials, readings and guidance notes posted weekly on the VLE for easy student access</li> <li>• Alternative formats made available to meet students' specific learning requirements and supported through the personal tutor system</li> </ul>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<ul style="list-style-type: none"> <li>• A variety of assessment modes offered throughout the degree</li> <li>• Ongoing class exercises to allow for consistent feedback and to prepare students for the final assessment</li> <li>• London positioned as a canvas for 'learning by doing', explored via trips to galleries, museums, cinema etc.</li> <li>• Students are encouraged to develop their own photographic work when out in the field which will feed into their own creative outputs</li> <li>• Regular touchpoints throughout the degree to explore any issues students might be having and to respond accordingly through</li> </ul>

		specialist support (Student Life Centre)
High impact pedagogies	<p><u>Research and enquiry experiences</u>          Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<ul style="list-style-type: none"> <li>• Through the concept of the 'live brief' that underpins the creative practice assessment, students are taught to mirror the research and strategic design skills underpinning campaigns from an industry perspective</li> <li>• Through the development of the portfolio, students are encouraged to develop the requisite research and critical thinking skills to produce imaginative, innovative creative work</li> <li>• Through collaborative practice, students are required to develop problem-solving skills that centre on learning from others, team work, time management and the importance of independent study for research and the importance of pre-testing</li> </ul>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u>          Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity and creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> <li>• Through the utilisation of live briefs students are encouraged to think critically around the concept of creative advertising: what it is and how it can be successful when located in the broader context of promotional culture</li> <li>• Through external speakers, D&amp;AD, guest lectures and visits, students will be expected to locate workshops and assessment tasks within a broader context of 'agency life'. In this way, students will adopt agency roles, work to tight deadlines and realise the importance of teamwork to successfully meet set objectives</li> </ul>



<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u>  An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<ul style="list-style-type: none"> <li>• The course is delivered through a wide spectrum of delivery modes that speak to the disciplines of both creative advertising and marketing. As a result students will experience: <ul style="list-style-type: none"> <li>○ Lectures: large and small in terms of student numbers</li> <li>○ Seminars: discussing and exploring key themes in detail, supported by directed reading activities</li> <li>○ Workshops: responding to briefs and creative problems</li> <li>○ Practical demonstrations: to enhance learning on key software</li> <li>○ Guest speakers: to allow students to engage with key debates currently permeating the fields of marketing and advertising</li> </ul> </li> </ul>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>  Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<ul style="list-style-type: none"> <li>• At level 5, all students are supported to find a placement in the field of promotional culture through the optional work placement module</li> <li>• Throughout the degree students are encouraged to network to gain access to work experience opportunities</li> <li>• Through our employability team, students are alerted to appropriate job opportunities throughout their academic life (Job Shop)</li> <li>• LSBU is defined by a strong entrepreneurial spirit with significant support mechanisms in place to encourage ideas to become</li> </ul>

		<p>reality through award-winning business start-up support.</p> <ul style="list-style-type: none"> <li>• LSBU is University of the Year for Graduate Employment - The Sunday Times Good University Guide 2018.</li> </ul>
Embedded learning development	<p><u>Writing in the disciplines:</u> <u>Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<ul style="list-style-type: none"> <li>• The aim of this degree is to prepare students for graduate-entry positions within the creative and promotional industries. To meet this goal, the degree is consistently employer facing, designing its teaching and learning strategy around what students need to know to succeed in this competitive field.</li> <li>• Through a diverse set of assessment practices, students are encouraged to explore different ways of expressing their thoughts and ideas, as practised in an industry/client setting. These include: <ul style="list-style-type: none"> <li>○ Poster presentations</li> <li>○ Pitching for business</li> <li>○ Industry case studies</li> <li>○ Campaign design</li> <li>○ Reflective analysis</li> <li>○ Portfolios</li> <li>○ Casebook</li> <li>○ Marketing plan</li> <li>○ Group Exhibition</li> <li>○ Guerrilla marketing live event</li> </ul> </li> </ul>
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place</p>	<ul style="list-style-type: none"> <li>• Creative advertising as a business never operates in isolation: it is dependent on a wide range of skill sets that bring together practitioners from multiple disciplines. Mirroring this approach through our teaching and learning strategy, students will work with film-makers, photographers and digital artists and designers in</li> </ul>

	settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b> , communication and networking.	collaborative projects across the degree.
Assessment for learning	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Throughout the degree there are opportunities for students to practise, rehearse and develop skills and apply knowledge through the implementation of formative assessment</li> <li>• Through the adoption of an ‘assessment for learning’ approach, students will have the opportunity to respond to live briefs that encourage imaginative responses drawing on a wide range of media including oral presentation; short video; powerpoint presentation; reflective journal; portfolio of creative work</li> <li>• Students are encouraged to recognise the value of studying in multicultural London, with emphasis placed on adding to their cultural capital which again informs and shapes their creative output</li> <li>• Through portfolio-based assessment, students are able to practice and develop their skills in a supportive learning environment</li> </ul>
Curricula informed by employer and industry need	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the</p>	<ul style="list-style-type: none"> <li>• To ensure that the degree speaks consistently to the aspirations of its students its delivery and assessment remains outward-facing throughout. Students develop soft and hard skill sets to prepare them for the workplace, both in terms of identifying job opportunities and job roles through classroom activities and enacting those roles through</li> </ul>

	<p>development of <b>excellence</b> and <b>professionalism</b>.</p>	<p>tasks and assessments, such as industry pitches.</p> <ul style="list-style-type: none"> <li>• The ethos of the degree from induction to graduation is based around excellence and professionalism: the responsibilities that come with team work; recognition of the value of punctuality and good timekeeping; the importance of meeting deadlines and above all, the ability to be open minded to the ideas of others and to learn from all opportunities that arise to shape your creative potential.</li> <li>• Attained Chartered Institute of Marketing accreditation</li> </ul>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity and creativity</b>.</p>	<ul style="list-style-type: none"> <li>• The development of an industry portfolio through the practice-based module (40 credits) culminates at level 6 with the production of a book ready to present at interview.</li> </ul>

### Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 4	Level 5	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	Regular meetings with allocated personal tutor. Staff keep weekly office hours and encourage students to meet their tutor as often as needed throughout the academic year.	Regular meetings with allocated personal tutor. Staff keep weekly office hours and encourage students to meet their tutor as often as needed throughout the academic year.	Regular meetings with allocated personal tutor. Staff keep weekly office hours and encourage students to meet their tutor as often as needed throughout the academic year.
2 Supporting the development and recognition of skills in academic modules.	Via assessment, feedback, and seminar discussion in the modules <b>Visual Analysis</b> and <b>Principles of Marketing</b>	Via assessment, feedback, and seminar discussion in the modules <b>The Consumer Behaviour Analyst</b> and <b>Cultural Identities in Advertising</b>	Via assessment, feedback, and seminar discussion in the modules <b>Global Cultures, PR, Propaganda and Persuasive Communications, Brand Management, and Marketing Strategy and Planning</b>
3 Supporting the development and recognition of skills through purpose-designed modules.	Via the modules <b>Introduction to Cross Platform Creative Practice, Brands, Branding and Social Media, and Marketing in a Digital World</b>	Via the modules <b>Advanced Creative Practice, E-Commerce and Digital Marketing, and The Communications Manager</b>	Via the module <b>Professional Practice in Advertising</b> , and the semester 2 option choices.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Library Induction and essay writing skills sessions in core module.	Via the module <b>Cultural Identities in Advertising</b>	Via the modules <b>Global Cultures</b> and <b>Marketing Strategy and Planning</b>
5 Supporting the development and recognition of career management skills.	Jobs, internships and work placements are disseminated via Moodle. Via the module <b>Introduction to Cross Platform Creative Practice</b>	Via the module <b>Advanced Creative Practice</b>	Via the module <b>Professional Practice in Advertising</b>
6 Supporting the development and recognition of career management skills through work placements or work experience.	Jobs, internships and work placements are disseminated via Moodle	Via the module <b>Work Placement</b>	Jobs, internships and work placements are disseminated via Moodle

<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>At induction students are advised of the benefits they can gain through participation in Student Union activities and societies. Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.</p>	<p>At induction students are advised of the benefits they can gain through participation in Student Union activities and societies. Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.</p>	<p>At induction students are advised of the benefits they can gain through participation in Student Union activities and societies. Students are encouraged to attend exhibitions, seminars, talks and events mostly disseminated via Moodle Staff alert students to extra-curricular guest speakers from industry, both at the University and elsewhere. Opportunities to become course representatives, ambassadors and student mentors are posted on the VLE.</p>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>Students are encouraged to network through external organisations and using social media tools</p>	<p>Students are encouraged to network through external organisations and using social media tools</p>	<p>Students are encouraged to network through external organisations and using social media tools</p>
<p>9 Other approaches to personal development planning.</p>			
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.</p>	<p>Via the modules <b>Introduction to Cross Platform Creative Practice</b> and Brands, Branding and Social Media</p>	<p>Via the modules <b>Advanced Creative Practice</b> and <b>Work Placement</b></p>	<p>Via the module <b>Professional practice in Advertising</b></p>

## Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider



<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

