

Programme Title	BA (Hons) Advertising & Brand Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA (Hons) Advertising & Brand Design
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	
QAA Subject Benchmark	Arts and Design (2016)
PRSB reference	N/A
Mode of study	Full Time
Date produced/amended	December 2017
Course Leader	Derek Yates

Distinctiveness

BA (Hons) Advertising and Brand Design

This course investigates how the contemporary advertising and branding is being transformed by digital technologies. You will develop brand communication, social media content, marketing strategy and interactive experience alongside more traditional advertising campaigns. This will mean creating outcomes that could include identity systems, digital products, augmented and virtual reality, online media, animation, digital film and mobile games.

You will be encouraged to continually question and redefine your practice through an engagement with evolving industry innovations and emerging technologies. To identify potential opportunity, you will learn to question and potentially disrupt current industry structures through a critical examination of the social, cultural and political context, alongside developing an awareness of your ethical and environmental responsibility. By utilizing this approach, you will be in a position to take your place within one of the fastest growing sectors of the UK economy, working in areas connected to advertising, digital communication and branding.

While on the course you will learn how to understand and address a creative problem, and develop engaging solutions via experiences that evolve across multiple media platforms and interactions. You will establish an understanding of how to effectively communicate your ideas to a client and publish content in a form that engages an audience and enhances our perception of a product, service or organisation. This will involve connecting digital and physical experiences, through stories that have a purpose and value for audience and client.

The Mindsets and Skillsets Manifesto: Five Principles

Ravensbourne developed its Mindsets and Skillsets Manifesto as part of an institution-wide Portfolio Review. This was the culmination of a significant process that included a broad literature review; various outputs from national and international conferences and institutional visits; a 'Futures in the Making Symposium' attended by academic faculty - featuring an industry panel and a second panel of high profile external academics; a '20 / 20 / 20 Visiting Lecture Programme'; and market analysis of existing courses and the university's academic framework. The final Manifesto also drew from the institution's Strategic Plan and the Director's post-2018 vision document.

The Mindsets and Skillsets Manifesto consists of Five Principles that creates the basis of a vision that informs a new academic framework, its new curriculum, and all course level learning outcomes. This Manifesto underpins the validation and revalidation documents presented here, and is briefly articulated in the following way:

1. Cultivate / where the individual thrives

- Holistic Education: beyond the discipline
- Life Skills: resilience, self-efficacy, multiple intelligence

Extending the norms of skills-acquisition and competency-based approaches Cultivate nurtures the creative individual beyond the academy, embracing the holistic notion of educating the whole person.

Critical life-skills are investigated and multiple intelligences explored through a model that supports professional and personal development to create and support resilient and inclusive individuals prepared for work in the ever-changing creative industries and for living with wider societal and cultural flux in the 21st century.

2. Collaborate / where disciplines evolve

- Blurring Disciplines: petri dish for new thinking and practice
- Shape-Shifters: new practice demands new practitioners

The Collaborate model enables students with discipline-specific knowledge to apply their own creative thinking, design and media practices and methodologies and production techniques to interdisciplinary and transdisciplinary projects.

Interdisciplinary project models integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice, whilst the transdisciplinary model creates new and extended disciplinary modes through the unity of intellectual and practice-based frameworks to reach beyond single disciplinary perspectives.

3. Integrate / where education engages industry

- Professional Modes: education mirrors industry
- Depth and Breadth: specialists and generalists

A model that integrates academic delivery with industry practice; enabling subject-specific, interdisciplinary student teams to replicate modes of working found within relevant professional models; the Production House in Film and TV, the Design Studio in communication and media design, the Fashion House in fashion and textiles, the Advertising Agency in advertising and promotion and the Architecture Practice in architecture and interiors.

Typically the Integrated Team, with each member assigned a specific role, works to a phased delivery that may include the Discover, Define, Develop and Deliver stages of the Design Double Diamond. Integrate challenges traditional constraints in the teaching of the solo practitioner and embraces the notion of disciplinary discovery and practice through team working.

4. Advocate / where purpose meets practice

- Citizen Practitioners: tackling real-world problems
- Self to Selves: from the individual to the collective

Putting purpose first, Advocate recognises the responsibility for creative education to address the unprecedented environmental, social and economic challenges facing humankind; tomorrow's designers and media practitioners are increasingly aware of their responsibilities as global citizens to engage with complex ethical issues related to climate change, social justice, interdependence, wellbeing and biodiversity.

Advocate puts studio projects and commercial and charitable industry commissions at the centre of the educational experience enabling students real-world opportunities to improve the communities in which they live and work and in turn begin to transform the wider world.

5. Originate / where creativity meets technology

- Mind-Sets + Skill-Sets: the dynamism of ideas + technology
- Applied Mastery: leveraging theory, practice and innovation

Sitting at the intersection of creativity and technology, Originate enables the merging of visionary mind-sets and skill-sets to provide provocative and challenging design and media approaches. The amalgamation of theory and practice, Originate embraces both integrated and agile design-thinking and design-doing practice and research methodologies to forge dynamic technologically-savvy and creativity-driven responses and solutions to given and self-directed industry-leading projects.

Programme aims

- To establish conceptual skills in relation to analysis, critical thinking, insight and articulation.
- To develop the ability to tell stories that evolve across a variety of experiences and interactions.
- To raise an awareness of the value of both digital and physical interaction, alongside an understanding of the inherent qualities of existing and emerging media channels.
- To develop the ability to utilize visual language & media to create appropriate communication.
- To locate your work in relation to the current practice and navigate the contemporary employment landscape in relation to Advertising and Brand Design.
- To be able to demonstrate independence, resilience, persistence and self-motivation.
- To engage with informed, speculative making.
- To develop effective professional transferable and employability skills, including the ability to manage time and work to a brief and meet deadlines, respond to set goals, and communicate effectively.
- To evaluate a range of critical approaches in order to form an independent position.

Programme Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the course students will have acquired:

- **Knowledge and understanding** is often developed through lectures, tutorials, directed reading etc. and assessed via written reports, assignments etc.
- **Intellectual skills** may be developed through more active learning processes such as projects, group assignments, problem solving tasks and workshops etc. It may be assessed via assignments, reports, presentations etc
- **Practical skills** can be developed through practice in a subject specific field or work placement and assessment may be via demonstration of a skill or by providing evidence of having done so.

<ul style="list-style-type: none"> · Transferable skills can similarly be developed through active learning involving teamwork, communication, analytics, group working, leadership etc.
<p>LO 1 Research/Inspiration</p> <p>Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.</p> <p>Related Principle: ORIGINATE</p>
<p>LO 2 Concept/Ideation</p> <p>Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.</p> <p>Related Principle: ORIGINATE</p>
<p>LO 3 Development/Prototyping</p> <p>Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.</p> <p>Related Principle: INTEGRATE</p>
<p>LO 4 (Pre) Production</p> <p>Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice.</p> <p>Related Principle: COLLABORATE</p>
<p>LO 5 Presentation /Storytelling For Influence</p> <p>Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.</p> <p>Related Principle: ADVOCATE</p>
<p>LO 6 Critical and creative mindsets</p> <p>Evaluate a range of critical approaches in order to form an independent position</p> <p>Related Principle: ORIGINATE</p>
<p>LO 7 Employability</p> <p>Effectively employ professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.</p> <p>Related Principle: CULTIVATE</p>
<p>LO 8 Professional Identity</p> <p>Align your professional identity as a practitioner with a viable career context.</p> <p>Related Principle: CULTIVATE</p>

Learning and Teaching methods	Assessment Strategy
<p>Level 4</p> <p>Empower:</p>	<p>Students will receive feedback on their work during critiques, tutorials and group discussion. Peer review and feedback are also valuable</p>

<p>Establish Core Skills. Understand key Principles.</p> <p>Directed activity will enable students to establish core skills and an understanding of key concepts. Lectures provide a key tool of directed learning, but activities will also include workshop tasks and problems solving exercises in the studio. Specified tasks will also be required for completion outside of formal classes, and independent study and unsupervised access to resources form an important element of student learning. Critique, group discussion and tutorial provide opportunities for directed analysis, examination, exploration and evaluation.</p> <p>Level 5 Explore/ Examine: Challenge established ideas through experimentation and informed speculation.</p> <p>In Level 05, directed learning is facilitated alongside increasingly self-directed activity. Directed activity includes workshop tasks, lectures and problem solving exercises in the studio. Critique, group discussion and tutorial provide opportunities for directed analysis, examination, exploration and evaluation. Students are expected to challenge established ideas through semi directed experimentation and informed speculation. They will develop an independent viewpoint through the synthesis of independent discovery and guidance provided by staff. Students will work independently, and as part of a team to engage in activities defined by external industry practitioners and professionals.</p> <p>Level 06 Professionalize/ Personalize. Engage Externally</p> <p>In Level 06, students engage in a self-directed critical, contextual and practical examination</p>	<p>within our assessment strategy. Formal feedback against learning outcomes and assessment is provided at the midpoint of the unit, alongside formative guidance. At the end of the unit summative assessment will take place in response to the submission of specified assessment evidence.</p> <p>Students receive feedback on their work during critiques, tutorials and group discussion. Feedback will be directed by a tutor, students may also be required to present their work to industry practitioners and professionals. Peer review and feedback continue to be a valuable tool in our assessment strategy and team-working will facilitate additional opportunities for this to happen. Formal feedback against learning outcomes and assessment is provided at the midpoint of the unit, alongside formative guidance. At the end of the unit summative assessment will take place in response to the submission of specified assessment evidence.</p> <p>Feedback is increasingly provided within tutorial and students will make more use of peer led discussion and critique. In Level 6 students are increasingly encouraged to present their work to industry practitioners and professionals. Formal feedback is provided against learning outcomes at the midpoint of the unit, alongside formative guidance. At the</p>
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<p>of the course aims and are provided with opportunities to present their work externally. They develop their own assignments independently with tutorial guidance and exchange ideas with industry professionals. A synthesis of self-initiated discovery will inform an increasingly personalized approach within a developing understanding of the parameters of professional practice.</p>	<p>end of the unit summative assessment will take place in response to the submission of specified assessment evidence.</p>
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Unit Code	Unit Title	Credits
Level 4		
C18101	Themes in Contemporary Culture	15 Credits
ABD18102	Process & Principles	30 credits
ABD18103	Historical Contexts	15 credits
ABD18104	Advertising & Branding in the Digital Context	30 Credits
ABD18105	Campaign & Strategy	30 Credits
Level 5		
C18201	Theory Unit – Big Ideas and Philosophies	15 credits
ABD18202	Content Creation for Social Media	15 Credits
ABD18203	Interaction & Participation	30 Credits
ABD18204	Live Projects	30 Credits
EABD181	Elective 1: Cross Department (upskilling)	15 Credits
EABD182	Elective 2: Cross-Department (Collaborative)	15 Credits
CIE200	Elective 3: Cross-Institution	15 Credits
Level 6		
C18301	Dissertation	30 Credits
ABD18302	Industry Collaboration	15 credits
ABD18303	Self-Directed Major Projects	45 Credits
ABD18304	Professional Trajectories	30 Credits
		360

Entry Requirements

Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English) and also to hold at least one of the following or equivalent UK or international qualification:

- 2 A Levels (grades A-C) or 4 AS Levels (grades A-C)
- 2 vocational A Level (grades A-C)
- Level 3 Foundation Diploma or National Diploma
- Advanced Diploma (grades A-C)
- International Baccalaureate (28 points or above)

Where an applicant's first language is not English, proof of competence in English will be required. For undergraduate and postgraduate programmes, this will normally take the form of an approved English language test at B2 level in the Common European Framework of Reference. Any test for proficiency in English must have been achieved within 18 months preceding the date of entry.

Individual programmes may have higher language requirements. Ravensbourne's international department will advise applicants on the language requirements for particular programmes.

Selection Criteria

Ravensbourne will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of:

- an applicant's prior academic achievement/qualifications and/or previous employment/life experience;
- assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes

- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process

- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills

- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills

- has shown they can initiate and deliver projects
- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations

- understands the relevance of the course to her/his career ambitions
- understands current debates within industry

Accreditation of Prior Learning

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure.

Student Support <http://intranet.rave.ac.uk/display/SS/Student+Support>

Assessment Regulations <http://intranet.rave.ac.uk/display/RA/Assessment+-+UG+and+PG>

Course LOs	Level 4				Level 5				Level 6			
	ABD18102	ABD18103	ABD18104	ABD18105	ABD18202	ABD18203	ABD18204	EABD181	EABD182	ABD18302	ABD18303	ABD18304
LO1		X				x					x	
LO2	X	X			x						x	
LO3	X		x		x			x		x	x	
LO4	X		x	x		x	x				x	
LO5	X	x		x	x	x		x	x	x	x	X
LO6		x	x		x		x		x			X
LO7			x	x			x		x	x		X
LO8				x		x	x	x	x	x		X

Description of the Course

This course investigates how the contemporary Advertising and Branding are being transformed by digital technologies. You will develop brand communication, social media content, marketing strategy and interactive experience, alongside more traditional advertising campaigns. We use first hand industry knowledge to develop students who are ready to take advantage of the opportunities that are being created within these dynamic and rapidly expanding industries. Our students utilize emerging communication platforms to tell visual stories that bring products and services to life in new and exciting ways. They are able to create 'compelling content' and publish it in forms that connect with an audience and influence perception. They learn how to understand a creative problem, and develop engaging solutions via experiences that evolve across multiple platforms and interactions. They develop brand communication, identity systems, social media content, marketing strategy and interactive experience through outcomes that might include apps, digital film, augmented and virtual reality, online media, software platforms and mobile games alongside more traditional communication formats. They develop the ability to analyse, understand, clarify and define as well visually style and aesthetically judge. To identify potential opportunity, they learn to question and potentially disrupt current industry structures through a critical examination of the social, cultural and political context, informed by an awareness of ethical and environmental responsibility. All of this gives them the power to frame zeitgeist and initiate culture. At the end of the course they will be in a position to take their place within one of the fastest growing areas of the UK economy and take advantage of the global opportunities that are developing within advertising, digital communication and branding.

Academic Framework – Course Diagram

	Term1	Term2	Term 3
Level 4 120 credits	Induction <i>(Inc. contribution from Theory)</i> 0 credits	C18101 Themes in Contemporary Culture 15 credits	
	Historical Contexts 15 credits	Advertising & Branding in the Digital Context 30 credits	Campaign & Strategy Design 30 credits
	Process & Principles 30 credits		
Level 5 120 credits	C18201 - Part 1 <i>Big Ideas and Philosophies</i> <i>(7.5 out of 15 credits)</i>		C18201 – Part 2 <i>Dissertation Proposal</i> <i>(remaining 7.5 out of 15 credits)</i>
	Elective 1: Writing for the Creative Industries <i>15 credits</i>	<i>Cross-Institutional Elective</i> 15 credits	
	Elective 2: Creative Enterprise <i>15 credits</i>		
	Content Creation for Social Media 15 credits	Interaction & Participation 30 credits	Live Projects 30 credits
Level 6 120 credits	C18301 Dissertation 30 credits		Professional Trajectories 30 credits
	Industry collaboration 15 credits	Self-Directed Major Projects 45 credits	