Course Title	BA (Hons) Advertising and Brand Design
Final Award	BA (Hons) Advertising and Brand Design
Interim Awards	Certificate of Higher Education in Advertising and Brand Design Diploma of Higher Education in Advertising and Brand Design BA Advertising and Brand Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	NW52
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	Art & Design (2019) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	None
Accelerated Degree Option	☐ Yes ☒ No
Level 6 Top Up Option (online only)	☐ Yes ☒ No
Study Load	☒ Full-time ☒ Part-time
Mode of study	☒ Face-to-face ☐ Blended ☐ Online
Delivery Location(s)	☒ Ravensbourne University campus ☐ Online
Length(s) of Course(s)	3 Years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	09/2022
Date produced/amended	March 2022/June 2022
Course Leader	Derek Yates
Course Development Team Members	Derek Yates (Course Leader) Paula Williams (Senior Lecturer) Stephen Lloyd (Senior Lecturer) Rose Gridneff (Programme Director)
Course Administrative Contact	TBC

Course Description

This course examines emerging practice at the intersection of brand identity design and creative advertising. Students explore how the design of communication can influence perception and

change behaviour. They will develop ideas for brand communication, social media content, marketing strategy and interactive experience, alongside learning to understand how strategic thinking frameworks can influence the design of marketing campaigns and brand communication. To do this they will create outcomes that could include identity systems, brand films, social media content, mobile applications, immersive experiences, and printed media.

Students will be encouraged to question and redefine their practice through an engagement with evolving industry practice and emerging technologies. To identify potential opportunities, they will learn to question and potentially disrupt practice conventions informed by a consideration of social, political and environmental developments. While on the course students will learn how to understand, interpret, and address a creative problem, developing engaging solutions, via experiences that evolve across multiple media platforms and interactions. They will establish an understanding of how to effectively communicate ideas to a client and realise content in a form that engages an audience and enhances the 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.

At the end of the course, by utilising this approach, students will be able to take their place within one of the fastest growing sectors of the UK economy, working in areas connected to brand communication, social media content creation, digital design and creative strategy.

Course 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 utilise visual language & media to create appropriate communication.
- · To locate your work in relation to 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.

Course 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 BA (Hons) Advertising & Brand Design students will be able to:

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Explore	Evidence and contextualise capacity for utilising and synthesising Advertising and Brand Design specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to Advertising and Brand Design. (CLO2)
Influence	Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to Advertising and Brand Design. (CL03)
Integrate	Evidence a critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Advertising and Brand Design. (CL04)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the BA Advertising & Brand Design students will be able to:	
Explore	Evidence and contextualise capacity for utilising and synthesising Advertising and Brand Design specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Evidence ability to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms aligned to Advertising and Brand Design. Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Advertising and Brand Design. (CLO2)
Influence	Evidence a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to Advertising and Brand Design. (CLO3)
Integrate	Evidence ability to effectively synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Advertising and Brand Design. (CLO4)

	Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the Diploma of Higher Education in Advertising & Brand Design students will be able to:
Explore	Evidence evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to Advertising and Brand Design. (CLO1)
Create	Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to Advertising and Brand Design. Exhibit developed technical competencies, supporting ideation, communication and presentation with consideration of audience/user for Advertising and Brand Design. (CLO2)
Influence	Evidence developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to Advertising and Brand Design. (CLO3)
Integrate	Evidence evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Advertising and Brand Design. (CLO4)

	Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the Certificate of Higher Education in Advertising & Brand Design students will be able to:
Explore	Demonstrate capacity for engaging with research and critical thinking, developing Advertising and Brand Design specific knowledge and emerging ability to problem solve. (CLO1)
Create	Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms in relation to Advertising and Brand Design. Exhibit emerging technical competencies, supporting ideation, communication and presentation with consideration of audience/user for Advertising and Brand Design. (CLO2)
Influence	Demonstrate emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Advertising and Brand Design. (CLO3)

Integrate	Demonstrate emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Advertising and Brand Design. (CLO4)

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies
Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognize a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**

| Emotional, Social and Physical | Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:

• Self-awareness & regulation (including metacognition)
• Mindfulness
• Cognitive flexibility
• Emotional resilience
• Motivation
• Ethical decision- making

Social – The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:

• Managing your audience
• Coordinating with others
• Negotiation
• Creativity
• People management
• Leadership & entrepreneurship
• Service orientation
• Active listening
• Coaching and mentoring

Physical – The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include

• Self-discipline & management
• Attention
• Reaction & response time
• Cognitive & muscle memory
• Managing stress
• Physical resilience | Explore, Influence, Integrate |

Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
Level 4 **Empower:** **Establish Core Skills. Understand key Principles.** 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 problem 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	Students will receive feedback on their work during critiques, tutorials and group discussion. Peer review and feedback are also valuable within our assessment strategy. Formal feedback against learning outcomes and assessment is provided at the midpoint of the module, alongside formative guidance. At the end of the module summative assessment will take place in response to the submission of specified assessment evidence.

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COURSE SPECIFICATION

opportunities for directed analysis, examination, exploration and evaluation.

Level 5

Explore/ Examine:

Challenge established ideas through experimentation and informed speculation.

In Level 5, 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. At level 5 students will engage in an extended period of work-based learning such as a live project or collaborative research activity with an industry practitioner.

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 module summative assessment will take place in response to the submission of specified assessment evidence.

Level 6

Professionalize/ Personalise.

Engage Externally

In Level 6, students engage in a self-directed critical, contextual and practical examination 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

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

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an increasingly personalised approach with a developing understanding of the parameters of professional practice.	present their work to industry practitioners and professionals. Formal feedback is provided against learning outcomes at the midpoint of the module, alongside formative guidance. At the end of the module summative assessment will take place in response to the submission of specified assessment evidence.

Work-Based Learning

The work-based learning industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

Established partnerships and relationships for this course include; Apple, Sky, Barclays, JKR, Moving Brands, Concept Kicks, Kin + Carta, the Wilderness Agency, Kairos Media etc.

The course relationship with these agencies would be best exploited by expanding the definition of Work-Based learning to include live and collaborative projects. Learning outcomes will define a developing set of hard & soft professional skills.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
ABD22101	Creative Principles		Mandatory	20
ABD22102	Key Concepts and Thinking Frameworks		Mandatory	20
ABD22104	Process and Skills 01		Mandatory	20
ABD22105	Process and Skills 02		Mandatory	20
PLP22103	Professional Life Practice (Developing Your Practice)	x	Mandatory	20
PLP22106	Professional Life Practice (Exploring Your Practice)	x	Mandatory	20
			Total	**120**
Level 5				
XXX	Digital Storytelling 01		Mandatory	20
XXX	Digital Storytelling 02		Mandatory	40
XXX	Process and Skills 03		Mandatory	20
XXX	Professional Life Practice: "Applying your Practice"	x	Mandatory	20
XXX	Work-Based Learning		Mandatory	20
				120
			Total	**240**
Level 6				
XXX	Competition Briefs		Mandatory	40
XXX	Self-Directed Major Projects		Mandatory	40
XXX	Professional Life Practice ("Situating your Practice")	x	Mandatory	20
XXX	Professional Trajectories		Mandatory	20
				120
			Total	**360**

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		**Independent Study Hours**	
Taught hours	48	Independent Study, Self-Directed Study & Assessment.	152
Total			200

Course Regulations

Entry Requirements
Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website here), and the course page on the Ravensbourne University website for course specific entry requirements.

Accreditation of Prior Learning (if applicable)

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 and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Advertising and Brand Design.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Advertising and Brand Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Advertising and Brand Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Advertising and Brand Design (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

N/A	
Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
ABD22101 Creative Principles	X	X		
ABD22102 Key Concepts & Thinking Frameworks	X	X		
ABD22104 Process & Skills 01	X	X		
ABD22105 Process & Skills 02	X	X		
PLP22103 Professional Life Practice (Developing Your Practice)	X	X		X
PLP22106 Professional Life Practice (Exploring Your Practice)	X	X		X
Level 5 Modules				
XXX Digital Storytelling 01	X	X	X	
XXX Digital Storytelling 02	X	X	X	
XXX Process & Skills 03	X	X		
XXX Professional Life Practice (Applying Your Practice)	X	X		X
XXX Work-Based Learning				X
Level 6 Modules				
XXX Competition Briefs	X	X	X	X
XXX Self Directed -Major Project	X	X	X	X
XXX Professional Life Practice (Situating Your Practice)	X	X		X
XXX Professional Trajectories	X	X	X	X

Course Diagram

	Semester 1	Semester 2	
Level 4	ABD22101 Creative Principles 20 credits	ABD22102 Key Concepts & Thinking Frameworks 20 credits	
120 credits	ABD22104 Process & Skills 01 20 credits	ABD22105 Process & Skills 02 20 credits	
	PLP22103 Professional Life Practice (Developing Your Practice) 20 credits	PLP22106 Professional Life Practice (Exploring Your Practice) 20 credits	
	Semester 1	**Semester 2**	
Level 5	XXX Digital Storytelling 01 20 credits	XXX Digital Storytelling 02 40 credits	XXX Work-Based Learning 20 credits
120 credits	XXX Process & Skills 03 20 credits		
	XXX Professional Life Practice 20 credits		
	Semester 1	**Semester 2**	
Level 6	XXX Competition Briefs 40 credits	XXX Self Directed Major Projects 40 credits	XXX Professional Trajectories 20 credits
120 credits	XXX Professional Life Practice (Situating your Practice) 20 credits		

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