Buckinghamshire New University

# PROGRAMME SPECIFICATION

## 1. Key Information

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| **Programme Title:** | BA (Hons) Creative Advertising<br>BA (Hons) Creative Advertising with Foundation Year<br>BA (Hons) Creative Advertising (Top-Up) |
| **Awarding Institution:** | Buckinghamshire New University |
| **Teaching Institution(s):** | Buckinghamshire New University |
| **Subject Cluster:** | Visual Arts |
| **Award Title (including separate Pathway Award Titles where offered):** | BA (Hons) Creative Advertising |
| **Pathways (if applicable)** | N/A |
| **FHEQ level of final award:** | 6 |
| **Other award titles available (exit qualifications):** | Certificate of Higher Education<br>Diploma of Higher Education<br>BA Creative Advertising |
| **Accreditation details:** | N/A |
| **Length of programme:** | 3 years<br>4 years with Foundation Year<br>1 year Top-Up |
| **Mode(s) of Study:** | Full Time |
| **Mode of Delivery:** | In person (on-site) delivery |
| **Language of study:** | English |
| **QAA Subject Benchmark(s):** | Art & Design (2020) |
| **Other external reference points (e.g. Apprenticeship Standard):** | |
| **Course Code(s):** | BACADVFT / BACADVFY / BACADVTU |
| **UCAS Code(s):** | WN25 / WN24 / WN30 |
| **Approval date:** | 01 December 2022 |
| **Date of last update:** | January 2025 / May 2025 |

## 2. Programme Summary

The best advertising graduate combines a wide and eclectic mental collection of imagery and experience, be it art, literature, film, street culture, travel and all that's new in media, with keen ambition and the ability to constantly solve strategic problems in a fresh or different way.

The course aims to develop your problem solving and conceptual thinking skills and to immerse you into this world of applied creativity. We wish to create a culture of intuitive thinkers who look at everything, challenge boundaries and invent innovative and engaging creative solutions to advertising problems.

We will introduce you to advertising agencies from level 4 and encourage you to get your creative work seen on a national and international platform through continual engagement with industry. This includes opportunities such as: creative and strategic workshops, real live briefs, inspirational talks, agency visits, work experience and major competitions.

This course will prepare you for a career in the creative industry. It is based just outside London, which is home to the largest concentration of employers in the creative industries in Europe. There are only a few similar courses offering Creative Advertising at this level. The course is the longest established Creative Advertising degree course in the country so has an unrivalled alumni network. The programme champions you and is designed to help you develop creative problem-solving skills appropriate to an ever changing and evolving industry.

You will be taught by tutors, each possessing your own skillsets, most of them are agency creative professionals with your own large networks of contacts.

The course is located within the School of Art, Design and Performance, giving you access to a community of creative learners and diverse resources to help you achieve your creative outcomes. These include creative computing suites, laser cutting and 3D printing workshops, printmaking workshops, editing and production facilities (including green screen) and library. Cross-course collaborations enable you to gain wider access to these facilities. Beyond advertising, the course has many contacts with associated industries including film, music, design, events and technology. The course offers opportunities to travel and study abroad. Past trips have been taken to European cities and New York; the latter enables you to experience advertising agencies and get insights into the international industries. There are also opportunities for exchanges with other universities globally.

In addition, you will benefit from studying critical and contextual studies modules (Critical and Historical Studies) in mixed-discipline groups with learners from courses across the University, to enlarge your engagement with historical and theoretical contexts in the wider fields of art and design.

## 3. Programme Aims and Learning Outcomes

### Programme Aims

This programme aims to:

1. Develop highly creative, conceptual and strategic thinkers, who are able to solve recognised advertising problems in a variety of creative briefs and seek out new ones

2. Provide learners with the personal skills necessary to succeed in a highly competitive communications workplace in an ever-changing political, economic, and social climate

3. Create a nurturing learning environment of creativity, support, and opportunity via a diverse programme of study supported by inspirational talks, industry workshops, real-life client briefs, studio sessions and work-based learning

4. Develop 21st century creative and enquiring graduates with skills in reflection, research, and independent learning

5. Instil professional values and provide a foundation for continued personal development

## Programme Learning Outcomes

### Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|----|------------------|
| **K1** | Communicate an understanding of the interplay between advertising concepts and theories to develop successful creative outcomes. |
| **K2** | Demonstrate knowledge of current technologies in the advertising industry and how it can be used to enhance communication ideas. |
| **K3** | Show understanding of the creative and professional skills needed to work in the 21st century communication business. |
| **K4** | Communicate as a creative thinker and professional with an informed, critical insight into your own ideas. |
| **K5** | Demonstrate a breadth and depth of awareness of significant, cultural, ethical, and social contexts and their relationship to the creation of communication ideas. |

### Analysis and Criticality (C)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|----|------------------|
| **C1** | Apply knowledge of human truths and cultural and social phenomenon within the practise of creating engaging communications materials. |
| **C2** | Participate critically with research and design methodologies and practical approaches to create empathetic advertising. |
| **C3** | Communicate as a creative thinker and problem solver with an informed, critical insight into your own work within the broader field of art and design. |
| **C4** | Develop a critical approach to key creative skills like to art direction, planning and copywriting. |
| **C5** | Show independence in the synthesis, organisation, and evaluation of relevant materials. |

### Application and Practice (P)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|----|------------------|
| **P1** | Communicate with conviction self-generated information, ideas, problems and solutions to specialist and non-specialist audiences. |
| **P2** | Devise integrated ad campaigns demonstrating high levels of achievement in art direction, copy writing and planning. |
| **P3** | Argue persuasively innovative solutions to problems, using a breadth of inventiveness, ideas, and techniques. |
| **P4** | Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the communications arena. |

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| **P5** | Apply knowledge of human truths and cultural and social phenomena within the practice of creating engaging communication materials. |

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

| ID | Learning Outcome |
|---|---|
| **T1** | Reflect on feedback to identify strengths and areas for continuous professional and self-development. |
| **T2** | Be positively self-analytical to solve advertising problems in practical and conceptual ways. |
| **T3** | Communicate ideas and arguments effectively through relevant visual, oral and textual formats. |
| **T4** | Set realistic goals and take responsibility for meeting deadlines. |
| **T5** | Demonstrate ethical working practices showing an awareness of equality, diversity, and inclusion. |

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the practical application of creative skills, consumer understanding, cultural awareness and selling techniques in a variety of creative situations, including set module briefs, live agency briefs, competition briefs and real pitches.  (C2, P3, T3, P4, C1). Engaged and creative empathy is embedded throughout the course in both individual and group tasks and through the analysis of the work of current and past advertising communication and in the way feedback is given to your own personal work. (T1, C4). An understanding and awareness of work-based learning opportunities is fostered with a strong focus given to managing your own portfolio career as an aspiring communication asset (K3). This nurtures the self-efficacy to develop your own work opportunities and to adapt to a constantly evolving work environment (C4, K1, K2, K4). Through analysing the historical, social and cultural contexts of the communications business, a growing ethical awareness is formed to ensure professional and ethical values are developed alongside the confidence to critically question existing advertising mores and potential industry inequality (C1, T5, K5). Through schemes like MyMentor and individual networking opportunities, learners can independently nurture themselves in ways that go beyond the scope of the course modules. (K4,K3)

## 4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.

- Applicants will need to complete an interview and/or demonstrate portfolio work, further guidance is given on the interview and portfolio advice pages.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56.
- The Level 6 programme is also offered as a Top Up qualification for learner who have completed a HND, FdA or other equivalent qualification in a relevant subject and who wish to progress further to achieve an Honours degree.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

## 5. Programme Structure

Pathway 1 or stand-alone course **[add further tables for each additional pathway]**

| Level | Modules (Code, Title and Credits) | Exit Awards |
|---|---|---|
| **Foundation Year 1** | **Core modules:**<br><br>CAD0001 Research and Development in Art and Design (20)<br>CAD0002 Collaboration in Creative Practice (20)<br>CAD0003 Visual Experimentation (20)<br>CAD0004 Contextual Studies: Ideas, Concepts, Intro to research & writing (20)<br>CAD0005 Portfolio (20)<br>CAD0011 Project - Creative Realisation (20) | **N/A.** No credit is awarded at this Level. |
| **Level 4** | **Core modules:**<br><br>CAD4091 Creative Skills and Technologies, 20<br>CAD4023 Advertising Pitch, 20<br>CAD4022 Advertising Agency, 20<br>CAD4019 Conceptual Thinking, 20<br>CAD4016 Critical and Historical Thinking, 20<br>CAD4089 Contemporary Issues and Creative Practice, 20 | **Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4 |
| **Level 5** | **Core modules:**<br><br>CAD5060 Advertising Communication Skills, 20<br>CAD5059 Digital Advertising & Content Creation, 20<br>CAD5123 Fast Moving Consumer Goods 20<br>CAD5058 Industry- Brief, 20<br>CAD5041 Design Research and Theory, 20<br><br>**Option modules:**<br>Choose from one of the following 2 modules: | **Diploma of Higher Education**, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5 |

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| | CAD5122 Belonging & Becoming, 20<br>CAD5061 Enterprise, 20 | |
| **Level 6** | **Core modules:**<br><br>CAD6045 FMP Creative Advertising, 40<br>CAD6033 Agency- Competition, 20<br>CAD6034 Agency- Brief, 20<br>CAD6028 Dissertation, 20<br>CAD6026 Research and Development, 20 | **Ordinary Degree**, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5<br><br>**Honours Degree**, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6 |

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

Learning and teaching

The Art & Design sector Benchmarks acknowledge that teaching, learning and assessment regimes adopted in the sector will embrace a wide range of approaches around a core of studio and workshop tuition, where currency will be maintained by strong links with allied professions and practitioners

**Studio Projects**

These are the principal vehicle for teaching and learning; comprising the presentation of a creative problem, resolved through information delivered by lecture or seminar, supported by personal research and informed by studio-based activities. Learning is further developed through group critique, and through personal development supported by individual tutorial. The stated aim of the course is to encourage learners to develop as individuals within a flexible and supportive environment. The course closely aligns itself with industry and has developed strategies to combine the many benefits of continual professional contact with educational aims and objectives. Core delivery on the course is via studio-based teaching. This allows learner's access to tutors on a one-to-one basis or in small groups. Part-time Associate Lecturers play a major part in injecting diversity into the programme, which gives learners the opportunity, through choice, to access specific skills relevant to their work in hand. The course team actively encourages and practices innovation in Teaching and Learning and will continually experiment with practices that enhance the quality of the Course and the learner experience. At all levels, tutors will respond positively to the many opportunities presented by industry each year and ensure they are appropriate to the level.

**Lectures**

A main feature of the course is the quality and quantity of guest lecturers that are keen to present to our cohort. This greatly enhances the experience for them and serves to narrow the gap between education and industry. In addition, learners benefit from a rich and varied programme of Critical and Historical Studies (CHS) lectures, reviewing histories and theories of art and design in ways which are both useful and stimulating. All lectures are designed to inspire and inform and to instigate discussions.

**Tutorials**

Tutorials take place throughout the year and can be related to work in progress or intended for feedback following an assessment, conducted individually or in small groups. These are discussion forums with a focus on learners evaluating their work and identifying directions for study and research. Tutors will question and advise learners, presenting alternatives and questioning decisions, in order to help them realise their full potential and to develop critical and evaluative skills.

**Seminars**

Seminars are seen as an essential teaching tool and a means of provoking debate and enquiry. Seminars range from large group sessions, which can provide a formal forum for debate, to more impromptu discussion groups, particularly during the group projects in Levels 4 and 5. The seminar is usually directed by a studio tutor, and serves to develop learners' ability to present, justify and defend their ideas. In CHS, mixed-discipline seminars encourage learners to make links with other areas of art and design practice.

**Group Critiques**

The formal critique (crit), when learners are required to display their work to a panel of tutors, visiting critics, and their peers, is considered central to the learner's experience. Learners become increasingly articulate and confident when discussing their work and crits prepare them for client presentations when they engage with industry. The crit is seen as an important public forum not only for critical appraisal but also for debate and discussion among the panel, and as an opportunity for learners to question the opinions of their tutors. The crit acts as learning experience, as described above, but is also the primary mechanism for formative assessment.

**Self-directed study**

Learners have to engage in independent working and develop project management and time management skills in connection with both studio and CHS activities. Self-directed study is essential to successfully managing and achieving programme learning outcomes.

**Workshops**

Workshops play a vital role in providing learners the opportunity to develop applied skills to complement the Course's emphasis on conceptual thinking. Within the workshop environment, learners can negotiate, with a specialist tutor, a programme of work to achieve their objectives. Induction sessions are timetabled in Level 4 in the following areas: printmaking, photography and computers. Following a basic grounding in each subject, learners can use the facilities on an open access basis where they can get project specific help from specialist tutors. Given the diversity of the Course, this is a preferable way of working for skills acquisition, as learners can relate it to the work in hand and the level. It also allows learners to plan their time and structure their route through the Course. They are encouraged to maximise the workshop facilities, contained within the faculty. Learners are also encouraged to seek assistance and collaborations from outside the institution.

Industry contact is the life blood of the course and learners will benefit from extensive and varied input through studio contact, agency workshops, talks, lectures, mentors, portfolio reviews and self-initiated contact.

Learners benefit from a series of agency-based industry workshops in London. This is a key element of Levels Five and Six. A brief is issued by the agency, ahead of the workshop, for learners to work on in university. On the allotted day, learners attend an evening event where their work is reviewed by agency creatives and planners. Formative feedback is given at this time. In addition to the critique, learners get the opportunity to socialise and network. This can often lead to work experience and future portfolio reviews.

## Assessment

Assessment is largely based on coursework with plenty of opportunities for formative assessment and feedback.

**Formative Assessment**

The Course operates a system of formative and summative assessment. The emphasis is very much on formative – feedback such as an indicative mark given at a crit or interim assessment – which gives learners an indication of strengths and weaknesses of their work such that they may make improvements upon it. Where appropriate, they can revisit that piece of work before the final, formal, assessment at the end of the year. This system is most appropriate (and fair) to this type of course, that always places great emphasis on

experimentation and gaining new experiences. Formative assessments allow for feedback from tutors and sometimes the rest of the cohort and are intended to assist learners in developing their work to achieve the best results. It will always give each of them an indication of the standard of their work, as presented, but will also give an indication of how it might be improved to achieve a better result and grade. Learners then have the choice of either accepting that grade or, if they wish, improving the work for the end of semester. Formative assessments can vary in style and format and will be appropriate to the project in hand. Often, a form of peer assessment will take place at this level. This serves to give learners an understanding of the assessment process and a clearer knowledge of the criteria and outcomes for a particular level.

**Summative Assessment**

Summative assessments of practical and written submissions are more formal, counting towards the final grade for a module. Summative assessment occurs at the end of each module and provides learners with a clear indication of their final performance with regards to the standards expected. The work is marked against assessment criteria for the course. Learners are briefed on assessment protocols early in the course and briefs carry the assessment criteria.

Many assessments feature a digital portfolio submission. This indicates a range of different projects, which can be presented according to the individual learner's interpretation of a brief. The outcomes vary from year-to-year and are often relative to the concept. They may typically include art direction / verbal presentation / social media and online content / video / writing / innovation / strategy / campaigns / design / debate and photography business strategy/brand development

**Work-Based / Placement Learning**

L6 learners can be offered paid work-experience placements in the creative departments at leading London-based advertising, digital, experiential, social media and content agencies. These placements come in many ways. Wining an agency brief sometimes carries a placement prize. The MentorMe scheme often results in placements through recommendations or directly to the mentor's agency. Because of Covid and resulting changes in work practises, guaranteed placements for every learner cannot always happen.

## Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. This may include lectures, seminars, workshops, practical or placement hours. You will also be expected to undertake 18-20 hours of independent study (including research and practice) per week towards the completion of your coursework.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

## Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Demonstrate how to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs | X | | | X | | | | | X | | X | X | X | | | | X | X | | |
| Demonstrate judgement and self-critique in the development ideas through to outcomes, for example, images, artefacts, environments, products, systems and processes, or texts | X | | | X | | | | X | X | | X | | X | | | X | X | | | |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments | | X | X | | X | X | X | | | X | | | | X | X | X | | X | | X |
| Exercise self-management skills in managing workloads and meeting deadlines | | | X | X | | | | | X | | | X | | X | | | | | X | |
| Analyse information and experiences, and formulate reasoned arguments | | X | X | | X | X | X | X | | | | | X | X | | X | X | | | X |
| Benefit from the critical judgements of others and | | | X | | X | X | | X | | | | | X | | X | X | X | | X | X |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| recognise their personal strengths and needs. | | | | | | | | | | | | | | | | | | | | |
| Show innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes | X | | X | X | | X | X | X | | X | X | X | X | | | X | | X | | X |
| Navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources | X | | X | X | | X | X | | X | | X | | X | X | X | X | X | X | | |
| | | | | X | X | X | | X | | X | X | | X | X | X | X | X | | X | X |

| Subject Benchmark Statement / Apprenticeship Standard: | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark / Standard requirement | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Apply ethical principles and personal values to their work. | | | | | | | | | | | | | | | | | | | | |
| Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making | X | X | X | | | | X | X | X | | | X | | X | | | X | X | | |

## Mapping of Programme Learning Outcomes to Modules

| Programme Learning Outcome | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Module Code (Core)** | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| **Level 4** | | | | | | | | | | | | | | | | | | | | |
| Creative Skills and Technologies | | X | X | | | | X | | X | | X | X | | | X | | | X | | X |
| Advertising Pitch | X | X | X | X | X | X | | | X | X | X | X | X | | X | X | | X | X | |
| Advertising Agency | | | X | X | X | | X | X | | | X | | | X | | | X | | | X |
| Conceptual Thinking | | | | X | X | X | | X | | X | X | | X | X | | X | | X | X | X |
| Contemporary Issues and Creative Practice | | | | X | X | | | X | | | X | | X | | | | | X | | X |
| **Level 5** | | | | | | | | | | | | | | | | | | | | |
| Advertising Communication Skills | | | X | X | | X | | | X | | X | | X | | | X | X | X | X | |
| Digital Advertising & Content Creation | X | X | | | X | | X | | X | X | | | X | X | X | X | | X | | X |
| Fast Moving Consumer Goods | X | X | | X | X | | X | X | | X | X | | X | | | | X | X | | |
| Industry Brief | X | X | | X | | X | X | X | | | X | X | X | X | | X | X | | X | |
| **Level 6** | | | | | | | | | | | | | | | | | | | | |
| FMP | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Agency- Competition | X | X | | X | X | | | X | X | X | X | X | | X | X | | X | X | | X |

| Programme Learning Outcome | Knowledge and understanding (K) | | | | | Analysis and Criticality (C) | | | | | Application and Practice (P) | | | | | Transferable skills and other attributes (T) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Module Code (Core) | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | C4 | C5 | P1 | P2 | P3 | P4 | P5 | T1 | T2 | T3 | T4 | T5 |
| Agency -Brief | X | | X | X | | X | X | X | | | X | X | X | | X | X | | | X | X |