

2020/21 Programme Specification

BA Advertising, PR and Branding

Programme Specification



**Middlesex
University
London**

1. Programme title	BA (Hons) Advertising, PR and Branding
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification	BA (Hons) BA Advertising, PR and Branding
6. Year of validation Year of amendment	2017
7. Language of study	English
8. Mode of study	Full-time and Part-time

9. Criteria for admission to the programme

112 UCAS points or relevant equivalent qualification. Middlesex University has a flexible and personalised approach to admissions and we accept applications from students with a wide range of qualifications and a combination of qualifications. Please check the [general entry requirements](#) page on our website to see how these points can be achieved from our acceptable level 3 qualifications and the combinations which are welcomed by Middlesex University, including GCSE requirements.

Applications from mature candidates without formal qualifications are welcomed, provided they can demonstrate appropriate levels of relevant ability and experience.

If you have achieved a qualification such as a foundation degree or HND, or have gained credit at another university, you may be able to enter a Middlesex University course in year two or three. For further information please visit our [Transfer students page](#).

If you have relevant work experience, academic credit may be awarded towards your Middlesex University qualification. For further information please visit our [Accreditation of Prior Learning page](#).

UK/EU and International students are eligible to apply for this course. You must have competence in English language to study with us. The most commonly accepted evidence of English language ability is IELTS 6.0 (with minimum 5.5 in all four components). Visit our [English language requirements page](#) for a full list of accepted English tests and qualifications. If you don't meet our minimum English language requirements, we offer an intensive [Pre-sessional English course](#).

10. Aims of the programme

The programme aims to:

- equip students with knowledge and understanding of the practices and processes as well as the social and commercial contexts of advertising, PR and branding;
- enhance graduate employability by combining theory with practice to equip students with a practical knowledge and aptitude in the convergent disciplines of advertising, PR and branding;
- address a need in the digital economy for graduates with methodological and technical skills for analysing analogue and digital data and producing actionable insights;
- develop students' communication skills and competency in communicating ideas effectively in multiple media forms and online platforms;
- enable students to develop a broad range of technical skills necessary for producing multiplatform media content;
- ensure that students are able to apply creative thinking in a wide range of promotional communications;
- enable students to develop transferable generic intellectual skills, especially those of analysis, synthesis and evaluation;
- encourage and develop skills for working independently and collaboratively to produce high-quality / industry-standard work;
- enable students to develop the skills required to effectively present their work in academic and professional contexts.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

A1. The history, practices and processes of the modern advertising, PR and branding industries (including research, planning, client services and creative) in the context of contemporary media and creative industries;

A2. How different modes of qualitative and quantitative research inform both the

Teaching/learning methods

Students gain knowledge and understanding through:

1. workshops, seminars and lectures;
2. critical reflection on personal and cultural experience;
3. group work and presentations;
4. collaborative digital platforms;
5. guided and independent study and research;
6. writing in academic and professional formats;
7. work placement;

<p>theory and practice of advertising, PR and branding;</p> <p>A3. The way in which promotional strategies and techniques produce cultural meanings and social and political effects;</p> <p>A4. The practical and commercial considerations of brand design and management in a variety of industry sectors;</p> <p>A5. The key issues and major theoretical perspectives that underpin the academic study of promotional culture.</p>	<p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ol style="list-style-type: none"> 1. essays; 2. project work; 3. group presentations; 4. peer-assessment and self-assessment (blogs and participation on other online platforms).
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. Engage critically with the major theories and intellectual paradigms relating to the practice and critique of advertising, PR and branding;</p> <p>B2. Analyse the meanings of media texts using a range of methods appropriate to the programme (eg. semiotics; content analysis; data analytics; ethnography);</p> <p>B3. Think creatively, researching and problem solving in both practical and intellectual contexts;</p> <p>B4. Contribute effectively in a team environment through self-awareness and empathetic engagement;</p> <p>B5. Adapt to new working practices, emergent technologies and evolving consumer environments.</p>	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ol style="list-style-type: none"> 1. directed and independent reading and research activity; 2. seminar exercises involving problem-solving, critical and interpretative thinking and analysis; 3. collaborative projects; 4. developing and presenting arguments in a range of media; 5. e-learning activities. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ol style="list-style-type: none"> 1. evidence of good argument and discerning reading and research in a range of media; 2. individual project work and written assignments focused on the cognitive; 3. skills of critical analysis and interpretation; 4. collaborative project work; 5. e-learning activities.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>C1. Synthesize and evaluate information from primary and secondary research for the purpose of formulating research</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ol style="list-style-type: none"> 1. practice-based workshops; 2. developing creative solutions in response to industry briefs; 3. work experience;

<p>questions, producing essays, reports, presentations and dissertations;</p> <p>C2. Draw on primary and secondary research to plan, produce and evaluate: creative ideas, campaigns and content in different media;</p> <p>C3. Work confidently in a self-directed way on both small and major projects, demonstrating skills in time management, personal organisation and self-reflection;</p> <p>C4. Communicate meaning effectively and with an understanding of professional standards in a range of promotional media texts and genres (e.g. advertising copy; press releases; brand design)</p> <p>C5. Work effectively in both physical and virtual team environments.</p>	<ol style="list-style-type: none"> 4. tutor led and small group focused seminar discussions; 5. essay writing, dissertations, report writing, case studies, independent and group research project work, oral presentation; 6. library inductions; 7. technical inductions. <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ol style="list-style-type: none"> 1. dissertations, essays, case studies; 2. group project work; 3. presentations; 4. production of promotional media text e.g. brand identity, press release, advertisement, social media content, etc.
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1. Think critically and locate, assess and make effective use of information in order to conduct research and produce creative work to professional standards;</p> <p>D2. Understand the informational needs of different audiences and communicate effectively through appropriate channels and platforms;</p> <p>D3. Work collaboratively, manage and deliver projects as part of a team;</p> <p>D4. Demonstrate numeracy skills through quantitative research, campaign budgeting and media planning;</p> <p>D5. Conceptualise and produce effective promotional texts, eg., written and visual content for a range of media.</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ol style="list-style-type: none"> 1. practice-based workshops; 2. research, writing and feedback on essays, case studies and reports; 3. work experience and networking with industry; 4. creative project work; 5. Peer- and self-assessment. <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ol style="list-style-type: none"> 1. personal branding, eg. portfolio, CV, online profile; 2. group and individual writing and creative work; 3. research projects; 4. campaign design and implementation; 5. critical reflection and independent project.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

Full Time: 120 credits per year.

Part Time: 60 credits per year.

Full Time

Year 1			
APM1000 Brands, Media and Society 30 credits	APM1200 Content Design 30 credits	APM1001 Creative Advertising 30 credits	APM1002 Public Relations Practice 30 credits
Year 2			
APM2000 Understanding Consumer Culture 30 credits	APM2001 Brand Management 30 credits	APM2002 Campaign Planning 30 credits	APM2250 Promotional Video Production 30 credits (option)
			APM2003 Creative Industries Work Placement 30 credits (option)
			APM2051 Promotional Cultures 30 credits (option)
Year 3			
APM3000 Independent Project 30 credits	APM3001 Digital Advertising 30 credits	APM3002 Social Media and Public Relations 30 credits	APM3003 Campaigns and Social Impact 30 credits (option)
			APM3004

			Entrepreneurship 30 credits (option)
			APM3005 Place Branding and International Diplomacy 30 credits (option)

Part Time

Year 1 PT Level 4		
APM1000 Brands, Media and Society 30 credits	APM1001 Creative Advertising 30 credits	
Year 2 PT Level 4		
APM1002 Public Relations Practice 30 credits	APM1200 Content Design 30 credits	
Year 3 PT Level 5		
APM2000 Understanding Consumer Culture 30 credits	APM2001 Brand Management 30 credits	
Year 4 PT Level 5		
APM2002 Campaign Planning 30 credits	APM2250 Promotional Video Production 30 credits (option)	
	APM2003 Creative Industries Work Placement	

	30 credits (option)	
	APM2051 Promotional Cultures 30 credits (option)	
Year 5 PT Level 6		
APM3001 Digital Advertising 30 credits	APM3002 Social Media and Public Relations 30 credits	
Year 6 PT Level 6		
APM3000 Independent Project 30 credits	APM3003 Campaigns and Social Impact 30 credits (option)	
	APM3004 Entrepreneurship (option)	
	APM3005 Place Branding and International Diplomacy 30 credits (option)	

12.2 Levels and modules

Level 4 (1)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

<p>Students must take all of the following:</p> <p>APM1000 Brands, Media and Society</p> <p>APM1200 Content Design</p> <p>APM1001 Creative Advertising</p> <p>APM1002 Public Relations Practice</p>	<p>There are no option modules for year one / level 4</p>	<p>All students must gain 120 credits at level 4 to include non-compensable modules</p>
<p>Level 5 (2)</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>
<p>Students must take all of the following:</p> <p>APM2000 Understanding Consumer Culture</p> <p>APM2001 Brand Management</p> <p>APM2002 Campaign Planning</p>	<p>Students must also choose one from the following:</p> <p>APM2003 Creative Industries Work Placement</p> <p>APM2051 Promotional Cultures</p> <p>APM2250 Promotional Video Production</p>	<p>All students must gain 120 credits at level 5 to include non-compensable modules</p>
<p>Level 6 (3)</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>

Students must take all of the following: APM3000 Independent Project APM3001 Digital Advertising APM3002 Social Media and Public Relations	Students must also choose one from the following: APM3003 Campaigns and Social Impact APM3004 Entrepreneurship APM3005 Place Branding and International Diplomacy	All students must gain 120 credits at level 6 to include non-compensable modules
---	--	--

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
Level 4	All
Level 5	APM2000, APM2001, APM2002
Level 6	APM3000, APM3001, APM3002

13. Curriculum map
See attached.

14. Information about assessment regulations
<p>The programme conforms to all Middlesex University assessment regulations. See Middlesex University Regulations: http://www.mdx.ac.uk/about-us/policies/university-regulations</p> <p>For all modules students must submit all assignments / assessment components in a module and will gain a pass for the module overall if the average mark for all components is grade 16 or better.</p> <p>Module narratives and module handbooks outline specific information regarding assessment schemes and procedures for each module. The students programme handbook gives detailed information regarding assessment modes and procedures.</p>

15. Placement opportunities, requirements and support (if applicable)

All students on the BA Advertising, Public Relations and Branding programme are encouraged to seek work placement opportunities during their period of study. Undertaking a work placement is essential for students who choose to take the optional level 5 module APM2003 Creative Industries Work Placement. In this module and in cooperation with MDX Works, CV, letter writing and interview training are incorporated into the curriculum design of the module.

With the support of MDX Works, the programme can provide help with the process of applying for a placement. Do please note however that we do not offer guaranteed work placement opportunities, and therefore self-motivation is essential.

16. Future careers (if applicable)

Graduates are most likely to be employed in graduate roles across within advertising, public relations or branding agencies, or in similar roles 'in-house' for other organisations. Additionally, promotional communications are an essential component of all organisations and businesses in the creative industries (including small/startup enterprises) and so graduates have excellent transferable skills that will enable them to perform roles in a range of fields, including:

- Account/client services
- Copywriting
- Campaigning
- Creative Advertising
- Press Officer
- PR Executive
- Brand Management
- Digital Marketing
- E-commerce
- Media Executive
- Editorial services
- Events & Exhibitions Production Management
- Social Media Content Management and Promotion
- Social Media Marketing
- Social Media Community Manager
- Social Media Analyst
- Project Management
- Web Content Developer

17. Particular support for learning (if applicable)

- License for Adobe CC to access via your own device remotely;

- Computing labs and open access areas for digital media work and for support for other modules (if the situation permits);
- Specialist equipment for promotional video production (if situation permits);
- Academic writing support from the Learning Enhancement Team (LET) and employability support from MDXWorks is embedded in the curriculum at all levels;
- Subject-dedicated librarians and subject-specific online resources on the Programme Page.

18. JACS code (or other relevant coding system)	N560, P210
19. Relevant QAA subject benchmark group(s)	Communication, Media, Film and Cultural Studies (2016)

20. Reference points
QAA Benchmark statement 14. Communication, Media, Film and Cultural Studies (2016)
QAA Code of practice
QAA Framework for Higher Education Qualifications (FHEQ)
Middlesex University Learning and Teaching Strategy
Middlesex University Assessment Regulations
The Learning and Quality Enhancement Handbook

21. Other information
N/A

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for *BA Advertising, PR and Branding*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The history, practices and processes of the modern advertising, PR and branding industries (including research, planning, accounts and creative) in the context of contemporary media and creative industries	C1	Synthesize and evaluate information from primary and secondary research for the purpose of formulating research questions, producing essays, reports, presentations and dissertations
A2	How different modes of qualitative and quantitative research informs both the theory and practice of advertising, PR and branding	C2	Draw on primary and secondary research to plan, produce and evaluate: creative ideas, campaigns and content in different media
A3	The way in which promotional strategies and techniques produce cultural meanings and social and political effects	C3	Work confidently in a self-directed way on both small and major projects, demonstrating skills in time management, personal organisation and self-reflection
A4	The practical and commercial considerations of brand design and management in a variety of industry sectors	C4	Communicate meaning effectively and with an understanding of professional standards in a range of promotional media texts and genres (e.g. advertising copy; press releases; brand design)
A5	The key issues and major theoretical perspectives that underpin the academic study of promotional culture	C5	Work effectively in both physical and virtual team environments
Cognitive skills		Graduate Skills	

B1	Engage critically with the major theories and intellectual paradigms relating to the practice and critique of advertising, PR and branding	D1	Think critically and locate, assess and make effective use of information in order to conduct research and produce creative work to professional standards
B2	Analyse the meanings of media texts using a range of methods appropriate to the programme (eg. semiotics; content analysis; data analytics; digital methods; ethnography)	D2	Understand the informational needs of different audiences and communicate effectively through appropriate channels and platforms
B3	Think creatively, researching and problem solving in both practical and intellectual contexts	D3	Work collaboratively, manage and deliver projects as part of a team
B4	Contribute effectively in a team environment through self-awareness and empathetic engagement	D4	Demonstrate numeracy skills through quantitative research, campaign budgeting and media planning
B5	Adapt to new working practices, emergent technologies and evolving consumer environments	D5	Conceptualise and produce effective promotional texts, eg., written and visual content for a range of media

Programme outcomes																					
A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
Highest level achieved by all graduates																					
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level																					
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
Brands, Media and Society	APM1000	x		x		x	x	x				x		x								
Content Design	APM1200				x					x	x	x		x	x	x		x	x	x		x
Creative Advertising	APM1001	x	x	x						x	x	x		x	x	x	x	x	x			x

Public Relations Practice	APM1002	x	x	x			x		x		x		x	x	x	x	x	x	x	x
Understanding Consumer Culture	APM2000		x		x			x				x		x			x	x	x	
Brand Management	APM2001	x	x	x	x				x				x		x		x	x		
Campaign Planning	APM2002	x	x		x				x	x	x		x	x	x	x	x	x	x	x
Creative Industries Work Placement	APM2003	x				x	x		x		x		x	x			x		x	
Promotional Video Production	APM2250				x				x	x	x		x	x	x	x	x	x	x	x
Promotional Cultures	APM2051	x		x	x	x	x					x		x			x			
Independent Project	APM3000	x	x	x			x	x	x			x	x	x	x		x	x		x
Digital Advertising	APM3001	x		x	x		x		x		x		x		x	x	x	x		x
Social Media and Public Relations	APM3002	x	x	x					x		x	x	x	x	x		x	x		x
Campaigns and Social Impact	APM3003	x		x		x	x		x	x		x	x	x	x	x	x	x	x	
Entrepreneurship	APM3004	x		x	x				x	x	x	x	x	x		x		x	x	x
Place Branding and International Diplomacy	APM3005	x		x	x				x		x	x		x				x	x	

Appendix 3: Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the My Study area of myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

YEAR 1

Module Code	APM1000
Module Title	Brands, Media and Society
Credit	30

Aims

This module provides an historical and critical introduction to the development of brands and their complex relationship with media and power in contemporary society. Specific practices, processes and industries will be explored alongside key theories and debates about promotional practices within a broader social, cultural, ethical and political context. We will consider the role played by the promotional industries in shaping society through consumer culture and the commercial dynamics of media industries during a period of profound change.

The module will draw on case studies to examine how brands both shape culture, and are shaped by it. The foundation for the learning will be core reading from academic and contemporary media sources that will enable students to develop critical and practical vocabularies in preparation for the second and third years of their degree.

Learning Outcomes

Knowledge

The successful student will acquire knowledge and understanding of:

1. The historical development of branding, advertising and PR in the broader contexts of social, economic and political change;
2. Key theories and debates concerning the socio-cultural, economic and political function of branding, advertising and PR practices, processes and industries;
3. The complex relationship between these practices, the media and consumer culture.

Skills

The successful student will develop skills in:

4. The identification, summary and critique of arguments drawn from critical reading and discussion;
5. Working within a team to research, plan and communicate effectively;
6. Articulate complex ideas effectively in oral and written work.

Syllabus

This module will introduce students to a range of debates and discussions about the relationship between brands, media and issues in contemporary society, exploring the complex relationships they share with power.

The module will be separated into two blocks. The first will introduce students to the broader media environment, exploring key debates over the function, role, organisation and influence of various media in contemporary culture. We will also develop key research, planning and writing skills through the introduction of the plethora of university study skills resources available.

The second block will focus on developing a critical understanding of the roles played by brands in marketing and political communications, and how these in turn impact on culture, politics and society. We will explore issues relating to 'otherness' and stereotyping, race, gender, sexuality and power, identifying how brands can both shape a progressive society and in turn are shaped by it.

Teaching, Learning and Assessment Strategies

The module will involve online learning, including virtual live seminars and online/digital group feedback/presentation sessions. Information will be delivered via a combination of pre-recorded lectures, online workshops and guided independent research. The module handbook will provide information on private study. Students will have preparatory work including reading and short exercises.

The module is delivered in collaboration with Learning Resources and the Learning Enhancement Team, enabling students to engage effectively in self-supported study. Formative Assessment will be embedded in the delivery of teaching, with ample opportunities for feedback on student work in process.

Assessment scheme:

- a) Critical essay demonstrating an historical and theoretically informed perspective on debates surrounding brands and their impact on society (1500 words) - 50% (learning outcomes 1, 2, 3)
- b) Reading diary (minimum five 150 word entries) - 25% (learning outcomes 5, 6)
- c) Personal Development Plan (750 words plus a timeline) - 25% (learning outcome 4)

Assessment Weighting:

100% Coursework

Learning Materials (indicative)

Essential:

Books

Arvidsson, A. 2006. *Brands: Meaning and Value in Media Culture*. London: Routledge

Lury, C. 2004. *Brands: The logos of the global economy*, London and New York: Routledge

Moor, L. 2007. *The Rise of Brands*, Oxford: Berg.

Nava, M. et al. 1997. *Buy this Book: Studies in Advertising and Consumption*. London and New York: Routledge

Recommended:

Books

Cottrell, S. 2013. *The Study Skills Handbook*, 4th ed. Hampshire: Palgrave Macmillan

Herman and Chomsky.1988. *Manufacturing Consent*, Random House

Herman & McChesney.1997. *The Global Media: The New Missionaries of Corporate Capitalism*, London: Cassell

Klein, N. 2000. *No Logo: Taking Aim at the Brand Bullies*. Toronto: Random House Canada

Lacey, N. 2009. *Image and Representation*, London: Palgrave MacMillan

Lury, C. 2011. *Consumer Culture*, 2nd Ed. Cambridge: Polity

Molotch, H. 2003. *Where Stuff Comes From*, New York and London: Routledge

Myers, G. 1999. *Adworlds: Brand, Media, Audiences*. London: Arnold

Redman, P. and Maples W. 2013. *Good Essay Writing*, 3rd ed. London: Sage.

Turow, J. and McAllister, P. 2009. *The Advertising and Consumer Culture Reader*. London and New York: Routledge

Module Code	APM1200
Module Title	Content Design
Credit	30

Aims

This module focuses on the design of content for print and online publication. Students will learn how to design material that communicates information clearly and persuasively, gaining an understanding of the conventions and practices of content design and exploring the history and context of its development in the advertising, PR and branding industries. The module will explore the influence of design theories on the production of material in print and web design and students will have work with industry standard desktop publishing and web design software to produce material in response to creative briefs.

Students will develop an appreciation for the unique demands of designing across different media and for the challenges and opportunities offered by producing material in print, online and mobile formats. Students will use the knowledge and skills developed in this module to gather, analyse and present information in ways that are creative and communicate meaning effectively.

Learning Outcomes:

Knowledge

The successful student will develop knowledge and understanding of:

The successful student will develop knowledge and understanding of:

1. The principles of content design;
2. The codes and conventions of desktop publishing and ways to create well-made layouts for print publications (such as flyers, posters, magazine pages), webpages and mobile interfaces;
3. Effective ways to communicate a message coherently through the use of typography and design for print, online and mobile layouts;
4. The functions and capacity of a range of software packages and their appropriate uses.

Skills

The successful student will be able to

1. Use typography and layout to present textual information coherently;
2. Develop digital media production skills in the creation of images, layouts for print, online and mobile channels, and video

Syllabus

The module introduces both industry standard software as well as freeware software for the creation of layout designs in print, online and on mobile.

Students will gain a foundational knowledge of layout design for magazine pages, website design and app interface design, and will be required to gather, analyse and present information; have a good understanding of the way images and text can be combined to create meaning; and effectively communicate different sets of information.

The first part of the module introduces knowledge in the fundamentals of the use of typography, and establishes good visual communication design skills. It will focus predominantly on print/display formats. The second part the module focuses on website and video production. Students will design a website and produce a promotional video.

Learning, Teaching and Assessment Strategy

Teaching and learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this module. This module will involve online learning, including virtual live seminars and online/digital group feedback/presentation sessions, as well as individual tutorials.

Short pre-recorded lectures are used to introduce key knowledge in the field of website design, typography and layout design for magazine pages and video production. Synchronous, live workshops and technical inductions form the mainstay of the teaching and introduce digital tools for the creation of magazine, online and mobile pages. Student presentations of work in progress and group tutorials provide support for the further development of projects. Independent learning supported by online tutorials such as [LinkedInLearning](#) is required for the development of software skills.

Assessment:

Formative

Presentation of work-in-progress for peer and tutor feedback.

Summative

- a) Desktop Publishing Project: Design and layout of an advertising campaign, including iterations in magazine, mobile and OOH formats 40%. (Learning outcomes 2,3,4,5,6)
- b) Web and Video Production Project: Design of a website and production of a short promotional video 40%. (Learning outcomes: 2,3,6)
- c) Project report 20% 1000 words. (Learning outcomes 1,4)

Assessment Weighting

100% Coursework

Learning Materials (indicative)

Essential:

Books

Casey, Meghan. 2015. *The Content Strategy Toolkit: Methods, Guidelines and Templates for Getting Content Right*, New Riders.

Dabner, D., and Stewart S. 2017. *Graphic Design School: A Foundation Course for Graphic Designers Working in Print, Moving Image and Digital Media*, Thames and Hudson.

Handley, A. 2014. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. Hoboken: John Wiley & Sons.

MacDonald, M., 2012. *WordPress: the missing manual*. O'Reilly Media, Inc.

Nielsen, Jakob. 2012. *Mobile Usability*. New Riders.

Rockley, A., Cooper, C. and Abel, S., 2015. *Intelligent content: A primer*. XML Press.

Wheeler, Alina. 2012. *Designing Brand Identity: An Essential Guide for the Whole Branding Team*, Wiley.

White, Alex. 2006. *Advertising Design and Typography*, Allworth.

Recommended:

Websites

[LinkedInLearning](#)

The Wordpress Blog <https://en.blog.wordpress.com/>

Module Code	APM1001
Module Title	Creative Advertising
Credit	30

Aims

Creativity is central to successful advertising but plays an equally important role in developing brand strategy and Public Relations campaigns. The ability to conceptualise, develop and hone creative ideas is a foundational skill for students taking BA Advertising, PR and Branding: graduates who possess an aptitude for creative thinking and innovation are in high demand in a range of related roles across the creative industries.

This module equips students with foundational strategies and skills in conceptualisation and concept development for a range of advertising applications that will be put into practice and further developed throughout the course.

Learning Outcomes

The successful student will develop knowledge and understanding of:

Knowledge

1. The processes and practices necessary for conceptualising and developing creative ideas;
2. The role creativity plays in developing effective advertising campaigns;
3. The integral relationship between visual, textual and experiential components of creative advertising.

Skills

The successful student will be able to:

4. Interpret a creative brief;
5. Conceptualise and develop creative ideas;
6. Produce advertising content in visual, textual and experiential formats.

Syllabus

The syllabus is divided into three main blocks that introduce the students to the historical emergence of different aspects of creative advertising practice. Students learn by doing: each block will be delivered in the form of workshops where students develop creative thinking strategies as well as the practical skills required to turn ideas into advertisements for a range of media channels. Project work will enable students to work on briefs set by industry award schemes from Young Creative Network and/or D&AD New Blood.

Block 1: conceptualisation, visualization, concept development

Block 2: copywriting

Block 3: experience design and activation strategies

Learning, Teaching and Assessment Strategies

This module is intended to provide space for students to experiment and innovate. It will be delivered via blended online delivery, using *asynchronous* methods - where you watch, read, write and interact in your own time - and *synchronous* methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

You will be staying up-to-date with the key texts, online discussions and interactive online classroom sessions. There will be plenty of opportunities for face-to-face tutorials and break out sessions with your peers. Teaching will be delivered in a format that provides ample opportunity for student-led learning, incorporating peer feedback and peer assessment as well as ongoing formative tutor assessment.

Assessment Scheme

Formative: peer assessment in the form of bi-weekly crits of work in progress incorporating peer and tutor feedback.

Summative: Portfolio (100%) (learning outcomes 1-6) to include the following:

- a) student book comprised of finished advertising materials for at least two of the set briefs;
- b) background research and development materials, including scamps, storyboards etc;
- c) critical reflection and evaluation report (1,000 words)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials (indicative)

Essential

Books

Barry, P. 2016. *The Advertising Concept Book: Think Now, Design Later, 3rd edition*, Thames & Hudson, UK.

Recommended

De Bono, E. 1995. *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas*, Harper Collins, UK.

Bunz, P. 2015. *Experience Design: concepts and case studies*, Bloomsbury, London.

Dilts, R. B. 1991 *Tools for dreamers: Strategies for creativity and the structure of innovation*, Meta Publications, USA.

Hegarty, J. 2014. *Hegarty on Creativity: There are No Rules*, Thames & Hudson, UK

Michalko, M. 2006. *Thinkpak: A Brainstorming Card Deck*, Random House, New York

Pricken, M. 2008 *Creative Advertising: Ideas and techniques from the world's best campaigns 2nd edition*, Thames & Hudson, UK

Rosen, R., Minsky, L. 2016. *The Activation Imperative: How to Build Brands and Business by Inspiring*

Action, Rowman and Littlefield.

Shaw, M. 2012. *Copywriting: successful writing for design, advertising and marketing*. London, Lawrence King.

Smilansky, S. 2017. *Experiential Marketing: A Practical Guide to Interactive Brand Experiences*. Kogan Page.

Sullivan, L., Boches, E. 2016. *Hey Whipple, Squeeze This: The Classic Guide to Creating Great Ads*. Wiley.

Trott, D. 2016. *One Plus One Equals Three: A Masterclass in Creative Thinking*, Macmillan, UK

Annuals

D&AD yearbooks – 1981 to present

Websites

Online random selection: <http://minimaldesign.net/os/>

D&AD New Blood awards <https://www.dandad.org/en/d-ad-new-blood/>

Young Creative Network <https://www.ycn.org>

Apps

Apple – <https://itunes.apple.com/gb/app/oblique-strategies-3rd-edition/id994798376?mt=8>

Android – https://play.google.com/store/apps/details?id=com.shaunchurch.obliquestrategies&hl=en_GB

Other

Eno, B. & Schmidt, P. (1979 & 2001) *Oblique Strategies: Over One Hundred Worthwhile Dilemmas* (pack of strategies cards)

Module Code	APM1002
Module Title	Public Relations Practice
Credit	30

Aims

Public Relations is both the art and science of managing reputation. Every organisation, large and small, relies on people who can communicate with customers, business partners, the media or the public. This module will introduce the concept of public relations as a persuasive form of public communication that exists within the dynamic media environment.

Through exposure to industry examples and case studies, students will consider how PR can assist in raising awareness, changing attitudes and behaviour and managing relationships. Students will gain skills in copywriting for both traditional and digital media, editing, story-telling, media relations, presenting and project management.

Learning Outcomes

Knowledge

The successful student will have acquired knowledge and understanding of:

1. The historical development of public relations and contemporary practical considerations related to the profession;
2. How corporate, social and political PR campaigns are developed and managed;
3. The various tactics and tools used by PR professionals in implementing communication campaigns.

Skills

The successful student will have developed skills in:

4. Written communication skills and other practical skills necessary to create a public relations campaign using both traditional and digital media (including writing, editing, planning and pitching);
5. Interpersonal communication skills (including presenting and media relations);
6. Independent learning and self-promotion using key industry tools (ranging across traditional and digital methods).

Syllabus

This module is designed to give a broad overview and understanding of the main concepts involved in Public Relations and prepare students for future work in campaign planning and brand reputation management. The module will be broken into three distinct blocks that will broadly cover the history and development of PR, understanding persuasion in a promotional or communicative context, and finally individual pitching and presentation skills.

The first block will introduce students to Public Relations historically, exploring its past development in the context of current trends. We will use readings from literature, media and videographic evidence to understand its origins and current trends. This foundation will allow us to identify where and how PR shapes society through the use of persuasion and communicative action in a professional and mediated context.

The second block will explore more deeply how concepts like narrative, newsworthiness and strategic communications can alter discourse within a dynamic media environment. Students will acquire skills in storytelling, key messaging, persuasion and planning through hands-on projects, case studies and in-class simulations.

The final block will bring all the elements together, allowing students to put foundations in place for future career development. This block will focus on pitching, presentation skills and interviewing in a variety of professional contexts and introduce students to the basic tenets of media training and information management.

Learning, Teaching and Assessment Strategies

The module will involve online learning, including live and pre-recorded lectures, as well as synchronous, live online seminars and asynchronous discussions via online discussion forums, as well as online group and individual feedback sessions. Students will be introduced to key concepts and practices via pre-recorded mini-lectures and then put theory into practice through a range of workshop activities and scenario modelling. The module handbook will provide precise weekly information on private study. Students will have weekly preparatory work including reading and short exercises. The module is delivered in collaboration with Learning Resources and the Learning Development Unit, enabling students to engage effectively in self-supported study.

Assessment Scheme

Formative Assessment will be embedded in the delivery of teaching, with feedback provided on student work in process.

Summative

- a) Case study analysing a PR campaign and identifying the various communicative elements contained within it, while evaluating its efficacy (1200 words) - 40% (learning outcomes 1, 2)
- b) Presentation - simulating a media interview, based on a personal promotional campaign - 20% (learning outcomes 3, 5, 6, 7)
- c) Portfolio of public relations materials (containing a minimum of four items, including a press release, a backgrounder, a pitch, key messages, and/or talking points)- 30% (learning outcomes 3, 4, 6)

Assessment Weighting

Coursework 100% (no examination)

Learning Materials (Indicative)

Essential

Books

Gregory, A. 2015. *Planning and Managing Public Relations Campaigns: a Strategic Approach*, London: Kogan Page

Miller, D. and Dinan, W. 2008. *A Century of Spin: How Public Relations Became the Cutting Edge of Corporate Power*. London: Pluto Press.

Theaker, A. ed. 2016. *The Public Relations Handbook*, 5th Ed. London and New York: Routledge.

Theaker, Alison and Yaxley, Heather. 2012. *The Public Relations Strategic Toolkit*, Hoboken, Taylor and Francis.

Recommended

Books

Cameron, Deborah. 2000. *Good to Talk? Living and working in a communication culture*. London: Sage

Cleary, S. ed. 2009. *Communication A Hands-on Approach*. Lansdowne: Juta

Daymon, C. 2011. *Qualitative Research Methods in Public Relations and Marketing Communications*. London and New York: Routledge.

Edwards, Lee and Hodges, Caroline. 2011. *Public Relations, Society and Culture*, London: Routledge

L'Etang, Jacquie. 2004. *Public Relations in Britain: A History of Professional Practice in the Twentieth Century*. London: Taylor & Francis

Morris, Trevor and Goldsworthy, Simon. 2012. *PR today: the authoritative guide to public relations*, Basingstoke: Palgrave Macmillan.

McCuster, Gerry. 2005. *Talespin: public relations disasters- inside stories lessons learnt*. Sterling VA.: Kogan Page.

Rogers, Danny. 2015. *Campaigns that Shook the World: The Evolution of Public Relations*.

Journals (academic)

Journal of Public Relations Research

Public Relations Review

Journals (professional)

Communication World

Public Relations Journal

Public Relations Quarterly

Associations

Chartered Institute of Public Relations (CIPR)

International Public Relations Association (IPRA)

Public Relations and Communications Association (PRCA)

Year 2

Module Code	APM2000
Module Title	Understanding Consumer Culture
Credit	30

Aims

With social media and mobile use now ubiquitous, it has become ever more crucial but also more feasible for brands and companies to monitor consumers' everyday practices and participate in their shared culture. In order to integrate such grass-roots consumer culture into their advertising, branding and PR processes, companies and organisations need to deploy traditional market and social research methods but also augment these with new methodologies capable of accessing and providing insight from an ever-expanding range of digital data sources.

This module provides students with cognitive skills and ad hoc methodologies for researching consumer culture across offline and online spaces. Through a range of lectures, case studies and practical seminars combined with ample and varied opportunities for formative feedback, students will learn how to collect, organise, analyse, visualise and interpret qualitative, quantitative and digital data as well as connect them to advertising, PR and branding strategies.

Learning Outcomes

Knowledge

The successful student will develop knowledge and understanding of:

1. A range of approaches and techniques to studying consumer culture across analogic and digital media;
2. A variety of research methods essential to the design and delivery of an academic or professional independent project on media and consumer culture research;
3. Appropriate ethical frameworks in the execution of a research project.

Skills

The successful student will be able to:

4. Identify an appropriate research question and relevant research materials using a variety of different tools;
5. Select appropriate research methods;
6. Plan a research project;
7. Construct and present arguments and communicate these effectively in the context of a given task.

Syllabus

Building on appropriate prior learning, this module is designed to prepare students for APM3000 Independent Project and to develop research skills critical to the promotional industries. As such it introduces students to the key research techniques and methods central to academic and professional practice in this area. The module is divided into four blocks which introduce key methods and tools for consumer culture research across analogue and digital media and enable them to design and execute both qualitative and quantitative research projects to professional standards.

1. Consumer culture research methods – students learn how to formulate a research question and produce a literature review.
2. Methodological debates - students interrogate the ethical issues pertaining to consumer culture research and produce a data visualization.
3. Qualitative consumer research methods and data analysis – students design a research project that incorporates professional software, such as QSR Nvivo.
4. Quantitative research methods and data analysis -students design a quantitative research project that incorporates professional software/platforms.

Across all of the blocks students will be introduced to the most advanced and cutting edge approaches and techniques that are required for consumer research, such as: data scraping and API calling; basic social network analysis; digital ethnography; sentiment analysis, content analysis for social media; and data visualisation. These will be integrated with more traditional research methods such as interviews, questionnaires, content and discourse analysis, comparative literature review and focus groups, to equip students with the full array of techniques and methods to conduct consumer research across analogue and digital media.

As students produce small pieces of work that are formatively assessed at the end of each block, they experience the various phases of the design and delivery of a research project in a tutor-guided modality which trains them in the production of a research report to the standards currently required at an industry level.

This module will directly relate to the pathway options for Level 6 Independent Project and will prepare students to conduct research projects independently resulting in written and/or practical work in their final year.

Learning, Teaching and Assessment Strategy

Just as digital collaboration and delivery are intrinsic to industry practices in this field, digital modes of teaching, learning and assessment are similarly intrinsic to teaching and assessment on this course. The module will be delivered via a combination of live, synchronous short lectures, seminars, collaborative workshops and guided independent research. Students will be introduced to a range of platforms and resources that support their asynchronous learning and enable them to produce work to professional standards.

The module is delivered in collaboration with Learning Resources and the Learning Development Unit, enabling students to engage effectively in self-supported study.

Formative Assessment will be embedded in the delivery of teaching, with opportunities at the end of each teaching and learning block for feedback on student work that will be submitted for summative assessment at the end of the course.

Assessment scheme

Summative:

- Literature Review (including Research Question(s) formulation) (1000 words)
- Infographic of Social Media Analysis (500 words/equivalent)
- Digital Qualitative Research Report (1000 words)
- Digital Quantitative Research Report (1000 words)

Digital Research Methods Portfolio – 100% (learning outcomes 1, 2, 3, 4, 5, 6, 7)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials (Indicative)

Essential:

Books

Bryman, A. 2016. *Social research methods*. Oxford university press, Oxford.

Caliandro A. and Gandini A. 2017. *Qualitative Research in Digital Environments: A Research Toolkit*, Routledge, London.

Websites

DMI Tools – Digital Methods: <https://wiki.digitalmethods.net/Dmi/ToolDatabase>

Mentionlytics - social media monitoring tool: <https://www.mentionlytics.com/>

Awario - social media monitoring platform: <https://awario.com/>

SocioViz - social media analytics platform: <https://socioviz.net/>

Netlytic - cloud-based text and social networks analyzer: <https://netlytic.org/>

Gephi - visualization and exploration software: <https://gephi.org/>

NVivo - NVivo is a qualitative data analysis software package: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>

Recommended:

Books

Belk, R., Fischer, E., & Kozinets, R. V. (2012). *Qualitative consumer and marketing research*. London: Sage.

Caliandro, A. 2014. 'Ethnography in Digital Spaces: Ethnography of Virtual Worlds, Netnography, and Digital Ethnography', in P. Sunderland, and R. Denny (eds.), *Handbook of Anthropology in Business*, Walnut Creek, CA: Left Coast Press.

Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T. and Tacchi, J. 2016. *Digital Ethnography: Principles and Practices*. London: Sage.

Paulus, T. M., Lester, J. N. and Dempster, P.G. 2014. *Digital Tools for Qualitative Research*. London: Sage.

Research Networks

Centre for Digital Ethnography <http://digital-ethnography.com/>
Digital Methods Initiative <https://wiki.digitalmethods.net/Dmi/DmiAbout>
Social Media Research Foundation <http://www.smrfoundation.org/>

Module Code	APM2001
Module Title	Brand Management
Credit	30

Aims

Brands have become integral to all aspects of social life, from the constantly evolving ways in which people use brands as a means of constructing their identities and creating social bonds, to the political as well as commercial value they hold for companies, public institutions and even individual workers.

In a context where such a diverse range of organisations and individuals are required to imagine and communicate themselves as brands, i.e., as a set of symbols, values, and emotions that convey a certain narrative vision of the world, brand management has emerged as a key discipline that integrates a range of competencies from across the spectrum of marketing communications.

This module introduces students to the discipline of brand management and aims to provide: a critical understanding of the historical development of brands and branding practices; the ability to critically assess the roles of brands in the contemporary global culture and economy; the ability to analyse the components of brand equity and assess different measures of brand value; the ability to design and manage brands.

Learning Outcomes

Knowledge

The successful student will be able to critically assess:

1. The history, practices and processes of branding;
2. The role of brands in the contemporary global culture and economy;
3. The procedures of brand value measurement and evaluation;

Skills

The successful student will have developed advanced skills in:

4. Identifying and recognising the different types of brands along with their distinctive features, marketplaces and audiences;
5. Selecting and analysing offline and online data to understand brand cultures as well as assess brand strength and value;
6. Designing and managing her/his own brand across multiple media channels.

Syllabus

Why are Brands so valuable? The brand has become the primary business asset for many industries and sectors of the marketplace. With the advent of the digital economy, it has now become essential for

companies, public institutions and individual workers to imagine and creatively communicate themselves as brands through a range of media channels that continue to evolve and converge (TV, Internet, social media, mobile devices, events and experiences etc.). As such the module introduces students to the knowledge and skills that are required to create, manage and communicate brands as well as assess their socio-cultural impact and economical value.

The module is divided into three main blocks: a) practices and processes of branding; b) brand identity design and integration; and c) reputation management. The first block of this module revolves around a critical review of the emergence of branding practices and case studies of brand management. In the second block, students transition to digital media workshops to research, conceptualise and create an original brand identity. The third block brings all the elements together to explore the role of reputation management in building and protecting brand equity.

Learning, Teaching and Assessment Strategies

The module will involve online learning, including live and pre-recorded lectures, as well as synchronous, live online seminars and asynchronous discussions via online discussion forums, as well as online group and individual feedback sessions.

This module will be delivered via a combination of pre-recorded lectures, live online group workshops and digital ethnographic observation, leading to written assessment, group presentations and exercises (including reputation management scenarios in block 3), and a portfolio of practical work. The module handbook will provide information on independent study. Students will have preparatory work including reading and short exercises.

The module is delivered in collaboration with Learning Resources and the Learning Development Unit, enabling students to engage effectively in self-supported study.

Formative Assessment will be embedded in the delivery of teaching.

Assessment Scheme

Summative

- a) critical analysis of a specified case study – (1,000 words) 20% (learning outcomes 1, 3, 4, 5);
- b) Presentation of ethnographic observation of a branded space or experience – (15-20 slides) 30% (learning outcomes 2, 5);
- c) Brand identity (comprising a digital portfolio of materials including a brand story, stylebook and visual examples of the brand in context) - 50% (learning outcomes 4, 6).

Assessment Weighting

Coursework (no examination) 100%

Learning Materials (Indicative)

Essential:

Books

Heding, T. 2016. *Brand Management: research, theory and practice*. London and New York, Routledge.
Keiler, KL. 2013. *Strategic Brand Management: Building, Measuring and Managing Brand Equity*. Pearson.

Recommended:

Aired, D. 2014. *Logo Design Love: A Guide to Creating Iconic Brand Identities*, Peachpit Press.

Aridsson, A., 2005. "Brands: A critical perspective". *Journal of consumer culture*, 5(2), pp.235-258.

Dinnie, K., 2015. *Nation branding: Concepts, issues, practice*. London: Routledge.

Gandini, A., 2016. "Digital work: Self-branding and social capital in the freelance knowledge economy". *Marketing theory*, 16(1), pp.123-141.

Holt, D. 2016. "Branding in the Age of Social Media," Harvard Business Review, available at:
<https://hbr.org/2016/03/branding-in-the-age-of-social-media>

Marwick, A.E. 2013. *Status update: Celebrity, publicity, and branding in the social media age*. Yale: Yale University Press.

Rosenbaum-Elliott, R., Percy, L. and Pervan, S. 2015. *Strategic brand management*. Oxford: Oxford University Press, USA.

Documentaries

Fresh Dressed - CNN Film: <https://www.youtube.com/watch?v=c5pZzausPi0>

Module Code	APM2002
Module Title	Campaign Planning
Credit	30

Aims

Every day the public encounters a variety of media campaigns, be they advertising, PR, political or expressions of popular democracy. Whatever the purpose, they all involve communication and conversations within society and a 'call to action' in the receiver. This module explores the practical process of campaign planning and how best to communicate awareness of a product, service, idea or societal issue in an effective and engaging way. Emphasis will be placed on problem solving and over the course of the module students will undertake primary and secondary research into the audience, develop measurable and achievable goals, conceptualise and develop creative ideas, prepare a media strategy and finally present a cohesive and compelling IMC campaign plan.

The module will develop students' practical campaign planning skills based on briefs set by external clients or organisations and will consist of group work which enable students to develop skills in interpersonal communication and team working. Students will use Industry-standard online project management tools for team organisation and communication as well as keeping track of workflow. Individually as well as in the groups, students will develop creative ideas and produce promotional material in a range of formats, further developing the practical skills acquired in the first year modules in Creative Advertising, Public Relations Practice and Content Design.

Learning Outcomes

Knowledge

The successful student will develop knowledge and understanding of:

1. The campaign, including a critical understanding of the social and political as well as commercial contexts in which it has developed;
2. The different forms of research that inform campaign design and media strategy;
3. The processes of planning and evaluating campaigns.

Skills

The successful student will be able to:

4. Work within a team to research, conceptualise, plan, communicate and evaluate a media campaign effectively;
5. Design, write, create and manage promotional material in different media;
6. Translate different forms of research into a media campaign and communications strategy.

Syllabus

This module focuses on the practices of researching, planning, producing, presenting and evaluating promotional campaigns. A critical understanding of campaign planning practices is central to the development of student knowledge and understanding of media and marketing communications: an area which is fundamental to all contemporary media and creative industries.

A combination of academic and industry literature will enable students to develop an understanding of specific processes, practices and concepts, and how these are most appropriately and effectively applied in the professional contexts of advertising, PR, branding, non-profit and social enterprise communications.

The practical work will develop skills in key areas of campaign communications: undertaking research in order to decide on the most appropriate communication strategy in response to a live brief; developing creative insights and campaign objectives; devising a media/media relations strategy; working in creative teams to plan and produce promotional materials (including, though not limited to: brand design; advertising visuals, storyboards and copy; press releases, events, social media content management); working in teams to pitch the campaign; reflecting on the planning process and evaluating the campaign.

Learning, Teaching and Assessment Strategies

The module will involve online learning, including live and pre-recorded lectures, as well as synchronous, live online seminars and asynchronous discussions via online discussion forums, as well as online group and individual feedback sessions.

In the first part of this module students will learn, through a combination of pre-recorded lectures and live online workshops, the principles of campaign planning. This will be followed by the introduction of a live brief from an external organisation leading to students' research and conceptual development of a campaign pitch. The second term of the module will involve the practical and organisational planning and development of the campaign using a digital project management platform, e.g. Trello, leading to a group presentation to client, self-reflection and individual campaign plans presentation decks.

Assessment Scheme

Formative:

- a) Group pitch

Summative:

- a) Self-evaluation (1,000 words) - 20% (learning outcomes 1, 3)
- b) Group presentation - 30% (learning outcomes 2, 4, 7)
- c) Campaign plan in presentation deck format (20-25 slides) - 50% (learning outcomes 5, 6)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials (indicative)

Essential

Books

Belch, G. and Belch, M. 2015. *Advertising and Promotion: An Integrated Marketing Communications Perspective* (10e, global edition), McGraw Hill Education

Hackley, C. 2010. *Advertising and Promotion: An Integrated Marketing Communications Approach*. London: Sage

Rose C. 2010. *How to Win Campaigns: Communications for change*, Taylor and Francis

Recommended

Fill, C. and Turnbull, S. 2016. *Marketing Communications: Discovery, Creation and Conversations (7th edition)*, Pearson

Mahoney, J. 2016. *Strategic Communication: Campaign Planning (2 edition)*, OUP Australia & New Zealand

McStay, A. 2013. *Creativity and Advertising*, London and New York: Routledge.

Parente, D. & Strausbaugh-Hutchinson, K. 2014. *Advertising Campaign Strategy: A Guide to Marketing Communication Plans*, Cengage Learning.

Rogers, D. 2015. *Campaigns that Shook the World: The Evolution of Public Relations*, Kogan Page

Scott, D.M. 2013. *The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs & Viral Marketing to Reach Buyers Directly (4th edition)*, Wiley & Sons.

Steel, J. 2007. *Perfect Pitch: The Art of Selling Ideas and Winning New Business*, Hoboken, Wiley & Sons.

Websites

APG – Account Planning Group for Planners and Strategists <http://www.apg.org.uk/>

Trello – Web-based project management application <https://trello.com/>

Module Code	APM2003
Module Title	Creative Industries Work Placement
Credit	30

Aims

The nature and practices of work are constantly evolving and the creative industries are at the forefront of this evolution. The aim of this module is to establish a in-depth understanding of the creative industries and their specialist sectors.

This module offers key employment and job seeking skills, including networking, personal branding (including portfolio, CV and online profile development) and interview training. It provides students with the opportunity to learn from the experience of recent graduates who have moved into full-time roles as well as network with seasoned professionals. It reviews theoretical frameworks and provides students with a comprehensive understanding of the nature of contemporary working practices. The module pays particular attention to the role of evolving online technologies in shaping and changing the world of work in the creative industries.

This module requires students to complete a work-placement (100 hours) in a selected sector of the industry. The module runs in cooperation with MDX Works as well as external partners such futurising.com.

Students will evaluate their performance and their learning from their work experience – as well as reflect on the cultural role of the organisation and place in the industry in which the work experience took place. The work done in this module can feed into a number of third year modules. Some students draw upon their work experience as the basis of their final year dissertation while the self-presentation and personal branding skills acquired in this module are developed further in the Social Media and Public Relations module (APM3002).

Learning Outcomes

Knowledge

The successful student will develop knowledge and understanding of:

1. Critical approaches to, and debates over, the nature of contemporary work;
2. The forms and requirements of work in a specific sector of the creative industries;
3. Cultural and social role of a particular organisation and respective industry sector in which the work placement or work experience has taken place.

Skills

The successful student will be able to:

4. Collaboratively plan and conduct a short research project into the nature of contemporary work;
5. Evaluate their own performance and abilities in a professional environment;
6. Develop existing skills and acquiring new competences in advertising, PR and branding.

Syllabus

In the first half of the module, from October to January, students will have the opportunity to learn about, consider and discuss the nature of contemporary work in the creative industries and specifically in the fields of advertising, public relations and branding. Students will explore how people organise their working lives; what types of employment are on the increase and which are in decline; what exactly are 'the cultural industries' and why are they the subject of so much discussion. The module examines the broader factors surrounding and shaping the types of organisations and industries that students will undertake their work-placement and ultimately secure employment. Students will be encouraged to think about how they present themselves to employers and to develop professional profiles that enhance their employability.

The second half of the module will focus on students actively seeking or engaged in a work placements. During the placement period the student will reflect on their performance and role in the organisation. The work-placement must take place either from January to May (when the module is running) or the following summer. The module offers an alternative option in the event that a work-placement is not secured, in which students must complete a self-promotional portfolio including a professional practice-based project and critical reflection on the present and past professional experience.

Learning, Teaching and Assessment Strategies

The module will involve online learning, including live and pre-recorded lectures, as well as synchronous, live online seminars and asynchronous discussions via online discussion forums, as well as online group and individual feedback sessions. **Students are encouraged to obtain freelance and remote working opportunities through MDX Works and other online platforms.**

Assessment Scheme

Formative

- a) Personal branding component drafts
- b) Work-placement report draft

Summative

- a) Personal branding portfolio, including CV and online profile - 40% (Learning outcomes 5, 6)
- b) Work-placement report. Detailing the work undertaken and the learning and skills acquired during the placement (2,500 words- 60% (learning outcomes 1-6)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials

Essential

Books

Deuze, M. 2012. *Managing Media Work*. London: Sage

Hesmondhalgh, D. and Baker S. 2013. *Creative Labour: Media work in three cultural industries*. London: Routledge.

Castells, M. 1996. *The Transformation Of Work And Employment In The Network Society*. Blackwell.

McRobbie, A. 2015. *Be creative: Making a Living in the New Culture Industries*. London: Wiley.

Terranova, T. 2000, 'Free Labor: Producing Culture for the Digital Economy" *Social Text* - 63 (Volume 18, Number 2), Summer 2000, pp. 33-58.

Recommended

Books

Anheier, H. K. and Isar, Y. R., 2008. *The Cultural Economy*. London: Sage

Beck, A., 2003. *Cultural Work: Understanding The Cultural Industries*. London: Routledge

Conor, B. Banks, M., Mayer, V. 2015. *Production Studies: The Sequel!* London: Routledge.

Deuze, M. 2015. *Managing Media Workers*. Springer.

Gandini, A. 2016. *The Reputation Economy. Understanding knowledge work in a digital society*. Basingstoke: Palgrave.

Grugulis, I., & Stoyanova, D. 2012. *Social Capital And Networks In Film And TV: Jobs For The Boys?*. *Organization Studies*, 33(10, 1311-1331).

Hartley, J. (ed.) 2005. *Creative industries*. Oxford: Blackwell.

Hesmondhalgh, D. 2007. *The Cultural Industries*. London: Sage.

Jones, C., Lorenzen M., Sapsed, J. 2015. *The Oxford Handbook of Creative Industries* OUP.

Kong, L. and O'Connor, J., (eds.) 2008. *Creative Economies, Creative Cities: Asian-European Perspectives*. Berlin: Springer.

Lash, S. and Lury, C., 2007. *Global Culture Industry : the Mediation of Things*. Cambridge: Polity Press.

Lewis, J. and Miller, T., 2003. *Critical Cultural Policy Studies: a Reader*. Oxford: Blackwell.

Websites

FutureRising– careers service for students <https://www.futurerising.com>

Allia – a charity that supports individuals and organisations who create social benefit <http://allia.org.uk>

Module Code	APM2051
Module Title	Promotional Cultures
Credits	30

Aims

The emergence of neoliberalism as a dominant paradigm in political-economic thinking and policy since the early 1980s has seen the extension of the market into all aspects of public and private life. Coupled with the rise of digital communication technologies, the imperative for promotion has become intrinsic to contemporary forms of self-presentation and socialisation, labour and affect.

This module provides an opportunity to critically engage with the major ethical issues, regulatory frameworks and political debates arising from these transformations. Through a range of case studies and independent study, students will learn about the changes brought about through the rise of promotional cultures and develop advanced skills of critical analysis.

Learning Outcomes

Knowledge

The successful student will acquire a deep knowledge and critical understanding of:

1. The historical development of promotional culture and the issues and debates that have emerged from this;
2. How ethical concerns are articulated, mediated and managed in professional discourses and through regulatory frameworks;
3. How reflective critical practice can inform ethical as well as effective creative work.

Skills

The successful student will be able to:

4. Identify, summarize and critique arguments drawn from primary as well as independent reading and class discussions;
5. Analyse advertising, PR and branding discourses and materials using appropriate critical methods;
6. Work independently to research, communicate and evaluate in a critical and reflective manner.

Syllabus

In recent decades the advertising, PR and branding industries have become central to public life: in business, politics and culture. Such developments have always been surrounded by controversy but now, in a period marked by unprecedented economic and environmental crises, the work they perform - as well as ideas and practices they have helped to propagate - are coming under increasing scrutiny. The purpose of this module is to introduce students to these issues and provide them with the analytical skills and critical knowledge that are increasingly required of practitioners in contexts where corporate social responsibility and especially sustainability are key drivers of brand management.

The module will be divided into three blocks: issues, professional organisation and regulation, and critical reflection.

The first of these blocks introduces students to some of the major issues and debates through the use of case studies, including (for example): greenwashing; the sexualisation of children; fake news; digital privacy; celebrity culture; cross-border branding; place and nation branding.

The second block examines the regulatory and legal frameworks governing promotional practices and asks students to consider the efficacy of these frameworks in relation to the case studies introduced in block one.

The third block asks students to draw on the issues and examples covered in blocks one and two in order to reflect critically on their own promotional practice (including practical work undertaken during years 1 and the first part of year 2).

Learning, teaching and assessment strategies

The module will involve online learning, including live and pre-recorded lectures, as well as synchronous, live online seminars and asynchronous discussions via online discussion forums, as well as online group and individual feedback sessions.

The module handbook will provide precise weekly information on private study. Students will have weekly preparatory work including reading and short practical exercises.

The module is delivered in collaboration with Learning Resources and the Learning Enhancement Team, enabling students to engage effectively in self-supported study.

Formative Assessment is embedded in the delivery of teaching with feedback provided on draft work through tutorials.

Assessment scheme

1. Essay (2,000 words) – 50% (learning outcomes 1, 2, 4, 5)
2. Critical reflection on an example of the student's creative work produced in a first year module (2,000) - 50% (learning outcomes 3, 6)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials (indicative)

Essential:

Books

Banet-Weiser, S. 2012. *Authentic: The Politics of Ambivalence in a Brand Culture*. New York: New York University Press.

Davis, A. (2013). *Promotional cultures: The rise and spread of advertising, public relations, marketing and branding*. Polity Press.

Powell, H. 2013. Promotional Culture and Convergence: Markets, Methods, Media. London and New York: Routledge.

Recommended:

Books

Aronczyk M. and Powers, D., 2010. Blowing Up the Brand: Critical Perspectives On Promotional Culture. New York: Peter Lang

Aronczyk, M. 2013. Branding the Nation: The global business of national identity. Oxford: OUP.

Arvidsson, A. 2006. Brands: meaning and value in media culture. Abingdon: Routledge.

Cochoy, F., Deville J., and Lury, C. 2017. Markets and the Arts of Attachment. Abingdon: Routledge.

Egan, D. 2013. Becoming Sexual: a critical appraisal of the sexualisation of girls. Cambridge: Polity Press.

L'Etang, J and Pieczka, M., 2006. Public relations: critical debates and contemporary practice. Mahwah: Lawrence Erlbaum.

Gandini, A. 2016. The Reputation Economy. London: Palgrave.

Lury, C. 2011. Consumer Culture. Cambridge: Polity Press.

Mayo, E. and Nairn, A., 2009. Consumer Kids: how big business is grooming our children for profit. London: Constable and Robinson Ltd.

McStay, A. 2017. Privacy and the Media. London: SAGE.

Turow, J. 2017. The Aisles Have Eyes: How retailers track your shopping, strip your privacy, define your power. Yale UP.

Turow, J. and McAllister, P., 2009. The Advertising and Consumer Culture Reader. London and New York: Routledge.

Wernick, A., 1991. Promotional culture: advertising, ideology and symbolic expression. London: Sage.

Websites

Advertising Standards Authority (ASA) <https://www.asa.org.uk/>

Futurerising <https://futurerising.com/>

Trade Publications

PR Week <http://www.prweek.com/uk>

Campaign <http://www.campaignlive.co.uk/>

The Drum <http://www.thedrum.com/>

Industry critics

Spinwatch <http://www.spinwatch.org/>

PR Watch <http://www.prwatch.org/>

Agnes Nairn <https://www.agnesnairn.co.uk/>

Research Networks

The Branded Content Research Network <http://www.brandedcontentresearchnetwork.org/>

Charisma: Consumer Market Studies <http://www.charisma-network.net/>

Promotional Cultures Research Group <http://www.mdx.ac.uk/our-research/research-groups/promotional-cultures-research-cluster>

Databases

World Advertising Research Centre (WARC)

Box of Broadcasts (BoB)

Documentaries (via BoB)

Curtis, A. 2002. Century of the Self. BBC.

Domino, R. 2014. Future Suspended. Vimeo.

Perret, J. 2014. The Men Who Made us Spend. BBC

Hewlett, S. 2015. Reinventing the Royals. BBC.

Module Code	APM2250
Module Title	Promotional Video Production
Credits	30

Aims

Short and long-form video content has become an essential component of the promotional mix, ranging from corporate videos for the Business to Business (B2B) sector to branded lifestyle content for social media. This module will enable students to gain experiences working in professional 'client-led' promotional video production scenarios. It enables students to get an insight into working with clients in a professional context in order to enhance their transition into a range of roles across the advertising, PR and branding industries. The module will also introduce students to ethical and compliance issues by providing them with production opportunities with both external clients and in-house productions.

Learning Outcomes

The successful student will acquire knowledge and understanding of:

Knowledge

1. the role played by continual critical reflection and personal development in professional working contexts;
2. the concepts and principles of production required to work collaboratively and successfully on a creative brief.

Skills

The successful student will be able to:

3. apply video production technical and editorial skills to meet specific client requirements;
4. demonstrate advanced production management skills regarding budget and scheduling to meet specific client requirements;
5. produce a client-led short video to the client's satisfaction.

Syllabus

- Liaising with a 'live' client
- Interpreting the 'Brief'
- Understanding and meeting client needs
- Understanding and working within legislation and client constraints
- Carrying out market research
- Pitching
- Technical inductions (single camera, lighting, sound, post-production)
- Short form video production management – planning and scheduling
- Writing for visuals, writing for spoken word

- Aesthetic considerations – shooting styles, location lighting, producing people.
- Location shooting
- Post-production
- Marketing and social media
- Rough cut editing
- Final cut editing

Learning, teaching and assessment strategies

This module will be delivered via blended online delivery, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshoping content and getting feedback on your work.

Learning will include supervised and self-directed practical activities engaging in the finding and developing ideas, research, data-gathering, planning, filming and editing. The module is taught through a series of group seminars, individual tutorials and specialist workshops. Students focus on the development of skills in promotional video production, through media project work including the 'third sector' (i.e. local, not-for-profit charities, community and voluntary groups) as well as commercial organisations.

Specialist workshops will help students develop their own directorial and production skills and offer the opportunity to be involved in 'live projects' that have a real purpose for organisations within and outside of the university community.

Tutorials support students in completing assessment tasks and in their development of creative and reflective practices.

The Production Portfolio assessment develops students' skills in research, application and understanding of a specific client's needs.

Students also write a critical evaluation, including client feedback, that is used as a basis for reflection and consideration of student learning in feedback sessions.

Assessment

Formative:

- a) Bullet-point essay plan
- b) Participation in directing workshop

Summative:

- a) Production Portfolio – including all client-based information 25% (Learning outcomes 2, 3)
- b) Client-based project video (1-5 minutes, depending on brief) 50% (Learning outcomes 4, 5)
- c) Critical Evaluation including client feedback (1,000 words) 25% (Learning outcome 1)

Assessment weighting

Coursework (no examination) 100%

Learning Materials (indicative)

Essential

Hardware

Camera - minimum specification is 1 DSLR per group eg. Canon 300, Canon 7D, JVC 750.

Sound kit - boom mics, radio mics, tie mics.

Lighting kit – 3 point interview lighting rig.

Avid edit suites.

Books

Cook, B. 2016. *The Art of Short Form Content: From Concept to Colour Correction*. Focal Press.

DiZazzo, R., 2004. *Corporate media production*. Oxford: Focal Press.

Owens, J. 2017. *Video Production Handbook*. Focal Press.

Tyler, S., 2015. *Media promotion and marketing for broadcasting, cable and the Internet*. Focal Press.

Year 3

Module Code	APM3000
Module Title	Independent Project
Credits	30

Aims

This module aims to enable students to demonstrate, in the execution of a complex and large-scale project, high level academic and/or practical skills, relevant to their field of study and creative and professional interests. It seeks to test the students' confidence in their intellectual abilities and capacity to organise their time through an emphasis on self-directed learning and independent research. It will enable students to identify and apply relevant critical frameworks drawn from their degree programme and relevant to their professional interests and to demonstrate independent thinking in the application and development of theoretical/practical projects.

Learning Outcomes

Knowledge

The successful student will develop knowledge and understanding of:

1. A specific issue relating to their specialist programme of study and of how to represent this in a sophisticated manner within the framework of their self-devised project;
2. the relationship between the form and content of their work and the critical and ethical considerations involved in addressing the proposed reader/viewer/user of the final;
3. the complex processes involved in the development of a dissertation project and/or the professional requirements of a creative project of this level and scale.

Skills

The successful student will have developed skills in:

4. Drawing appropriately on frameworks from previous modules in their programme of study, identifying and applying theoretical, practical and methodological approaches relevant to the development of their self-devised project;
5. Managing their own time effectively in the development, planning and production of a sustained piece of self-directed work;
6. Negotiating with a supervisor, dealing with criticism constructively and translating this, appropriately, into the frameworks of their project;
7. Carrying out advanced independent research from proposal to final realisation, substantiating the quality and relevance of the work within an appropriate body of existing practice/research;

Syllabus

The independent project represents the culmination of the theoretical and practical learning that students acquire over the course of their degree.

The project will follow one of two pathways: an independent project OR a work placement project for those

who undertake a Middlesex-approved work placement and wish to base their final project around their experience of being a participant observer.

The work placement project also builds on core skills, methodologies and knowledge developed in APM2000 Understanding Consumer Behaviour and APM2003 Creative Industries Work Placement for those who take that option in year 2.

The project outline (and the chosen pathway) is proposed by the student and approved by the module leader by the end of week 5 in the autumn semester. During this period a series of lectures and workshops will help students to make their decision, and inform them of the academic expectations and assessment criteria connected to completing their independent project. From week 7 onwards a supervisor will be assigned to advise the student throughout the remainder of the module.

Learning, Teaching and Assessment Strategy

The module will be delivered through a mixture of asynchronous pre-recorded lectures and live one to one supervisions. Students develop the project from the initial outline with the support of a supervisor. Students are expected to work independently on their projects outside of the supervisory sessions and maintain regular contact with their supervisor both at the time of assigned online tutorials and through regular email correspondence.

The module is delivered in collaboration with Learning Resources and the Learning Development Unit, enabling students to engage effectively in self-supported study.

Formative Assessment will take the form of feedback in the supervisions, and this may be written, recorded or delivered face-to-face.

Assessment scheme

Assessment Weighting

Coursework (no examination) 100%

The students can choose between two assessment pathways

a) Independent Project

- Option 1: Dissertation (7,000 words) – 100% (learning outcomes 1, 2, 3, 4, 5, 6, 7)
- Option 2: Creative project – 50%; + planning/research (2,000 words) – 25%; + critical reflection (2,000 words) – 25% (learning outcomes 1, 2, 3, 4, 5, 6, 7)

b) Work Placement Project

- Option 1: Dissertation (5,000 words) – 70%; + work placement critical reflection (2,000 words) – 30% (learning outcomes 1, 2, 3, 4, 5, 6, 7)
- Option 2: Creative practical work – 40%; + supporting planning/research documentation (2,000 words) – 20%; + critical reflection (1,000 words) – 20%; + work placement critical reflection (1,000 words) – 20% (learning outcomes 1, 2, 3, 4, 5, 6, 7)

Learning Materials (Indicative)

Essential:

Books

Bell, J, 2005. *Doing Your Research Project*, (Fourth Edition), Buckingham: OUP

Recommended:

Books

Berger, A., 2011. *Media and communication research methods: an introduction to qualitative and quantitative approaches*. London: Sage.

Bryman, A. 2016. *Social research methods*. Oxford university press, Oxford.

Peck, J. and M. Coyle, 2005. *The Student's Guide to Writing*, 2nd edn. London and New York: Routledge.

Murray, R, 2006. *How to Write a Thesis*, London: OUP

Walliman, N.S.R., 2004. *Your undergraduate dissertation: the essential guide for success*. London: Sage.

Baker, Sarah and Hesmondhalgh, David., 2011. *Creative Labour: media work in three cultural industries*. London and New York: Routledge.

Fanthome, C. 2004. *Work Placements – A Survival Guide for Students*, Basingstoke: Palgrave Macmillan.

Hesmondhalgh, D. 2015. *The Cultural Industries*. London: Sage.

Module Code	APM3001
Module Title	Digital Advertising
Credits	30

Aims

Advertising has been transformed by the emergence of digital communication technologies and related cultural shifts. No longer solely concerned with creating and publishing persuasive messages in broadcast media, advertising now involves the co-creation and placement of content across hybrid digital ecosystems by both human and nonhuman actors.

This module provides students with the necessary knowledge to understand the complex relationship between digital technologies and consumer behavior in this evolving context. It equips them with the skills to produce and manage advertising content in the major digital platforms (including specific skills in Search Engine Marketing, eg. Facebook Advertising and Google Adwords) as well as, crucially, the ability to adapt to continual change in relation to technology, culture and professional practice in these fields.

Learning Outcomes

Knowledge

The successful student will acquire knowledge and critical understanding of:

1. the historical emergence and evolution of digital communication technologies and how they lead to innovative new advertising forms and channels;
2. the integration of digital advertising media (e.g. web, mobile, OOH) and functionality of specific platforms (eg. Facebook and Google);
3. the commercial, ethical and regulatory considerations of digital advertising.

Skills

The successful student will develop advanced skills in:

4. selecting and analysing data on markets/audiences and generating insight using qualitative and quantitative methods;
5. designing and managing advertising content for digital channels and platforms.

Syllabus

From data analytics and programmatic advertising to augmented reality executions of branded content and experiences, APM3001 Digital Advertising introduces the latest developments in advertising practice and provides the knowledge and skills to design and manage advertising content across a range of digital channels and platforms.

This module will be divided into three blocks:

Digital Disruption - this block provides an overview of the emergence and evolution of digital communication channels and the role they play in transforming not only how audiences consume media content and think about advertising, but also how marketers, brand managers and advertising agencies anticipate and respond to these changes.

Digital Platforms - in the second block of the module students will transition to workshops and master the mechanics of advertising via specific platforms, for example Facebook Advertising or Google Ads, as well as generic practices, such as Search Engine Marketing.

Digital Creativity - in the final block of the module students learn about the requirements for creating advertisements in formats specific to digital channels and platforms and produce creative work in response to set briefs.

Learning, Teaching and Assessment Strategy

This module will be delivered via blended online delivery, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises.

The module is delivered in collaboration with Learning Resources and the Learning Enhancement Team, enabling students to engage effectively in self-supported study.

Formative Assessment will be embedded in the delivery of teaching, with tutorials to discuss essay plans and receive feedback in block 1 and then a series of practical exercises to enable students to master platform functionality and develop appropriate strategy and creative materials.

Assessment scheme

Formative

- a) Research Report tutorials
- b) Practical exercises

Summative

- a) Research Report (2,000 words) – 40% (learning outcomes 1, 2, 3)
- b) Platform-specific advertising campaign plan (3,000 words or equivalent depending on chosen presentation format) – 60% (learning outcomes 4, 5)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials (Indicative)

Essential:

Books

McStay, A. 2016. *Digital Advertising*. Palgrave.

Recommended

Books

Chaffey, D. and Smith, P.R., 2017. *Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing*. Taylor & Francis.

Clarke, A., 2015. *Search engine optimization 2016: Learn SEO with smart internet marketing strategies*. CreateSpace Independent Publishing Platform.

Holiday, R., 2014. *Growth hacker marketing: a primer on the future of PR, marketing, and advertising*. Portfolio.

Klapdor, S., 2013. *Effectiveness of online marketing campaigns: an investigation into online multichannel and search engine advertising*. Springer Science & Business Media.

Scott, D.M., 2015. *The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly*. John Wiley & Sons.

Weiss, R., 2013. 'Influencer marketing. How word-of-mouth marketing can strengthen your organization's brand'. *Marketing health services*, 34(1), pp.16-17.

Websites

Advertising Age <http://adage.com/>

GrowthHackers <https://growthhackers.com/>

Matthew Barby <https://www.matthewbarby.com/blog/>

Documentaries

Is Big Data Killing Creativity? (Michael Smith, TEDxHarvardCollege)

<https://www.youtube.com/watch?v=A1XibEzp6K0>

Module Code	APM3002
Module Title	Social Media and Public Relations
Credits	30

Aims

The ubiquity of social media has transformed the way organisations communicate with audiences and individuals present themselves to the world. This module introduces students to the ways in which organisations use social media to develop and deliver public relations campaigns and to how those technologies can also be used by individuals to develop a professional profile online.

Students can expect to develop skills in the strategic planning, design and evaluation of online campaigns and in developing their own personal brand, promoting their achievements and capabilities to enhance their employability. Students will gain a strong critical understanding of the modern public relations industry and undertake practical work directly applicable to their development as creative professionals. In developing their own online professional persona, students will draw upon the work they have produced and the skills they have developed throughout their degree, applying practical and theoretical knowledge in branding and promotion to their own professional development.

Learning Outcomes

Knowledge

The successful student will develop knowledge and understanding of:

1. digital public relations and the impact of social media on the way public relations professionals communicate with key audiences;
2. how public relations campaigns are planned, managed and evaluated using digital technologies;
3. the social, cultural and political consequences of these new communications technologies;
4. how professionals present themselves and develop their career in the digital era.

Skills

The successful student will be able to:

5. develop creative ideas into persuasive communication strategies using digital PR techniques;
6. construct, manage and evaluate social media-based PR campaign strategies;
7. build and maintain a personal brand in the digital environment.

Syllabus

This module explores the theory and practice of the way in which social and digital media are transforming the practice of public relations. Students will explore the impact of new technologies from the perspective of planning and delivering a digital media public relations campaign and learn to use them to develop their personal online profile, gaining a critical understanding of the importance of personal branding to PR professionals and emerging with a portfolio that will enhance their prospects for employability.

Students taking this module can expect to develop knowledge and understanding of the development and status of public relations and to the impact of digital communications on the practice of day-to-day public relations professionals.

In the first semester the module will introduce students to the methods and techniques used to plan, conduct and measure the effectiveness of public relations campaigns using digital and social media and reflect upon some of the ways in which these new media are contributing to the transformation of the way in which organisations communicate with their publics. Semester one will focus on developing practical campaign skills. Students will research a campaign topic, set campaign objectives and devise and develop a social media-based campaign strategy, producing promotional materials and demonstrating their understanding of the unique demands of campaigning using new media.

The second semester considers how digital and social media are transforming the working practices of creative professionals and the way in which these workers must present themselves in a rapidly-converging and constantly-changing industry. In the second semester students will apply the knowledge and skills they have developed throughout their degree to the creation of an online “personal brand” that is consistent with enhancing their employability. The management of one’s reputation, personal brand and online image is crucial to professional success in the digital era. Semester two addresses these issues from a theoretical perspective, allowing the students to understand the implications of these new demands upon the creative professional and, practically, provides students with the skills to present themselves professionally in a digital environment, making the most of their experiences, capabilities and achievements and enhancing their opportunities for future success.

The module combines practical and academic material, enabling students to explore the rapidly changing public relations industry from a range of perspectives and develop skills and critical understanding that can be applied in real working environments.

Learning, Teaching and Assessment Strategies

This module will be delivered via blended online delivery, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work, including reading and short exercises designed to help them develop problem-solving and project planning skills.

Pre-recorded lectures will introduce the module’s primary theoretical and contextual content. Students will have the opportunity to critically examine key concepts and practices in online virtual seminars but also undertake practical projects, working both individually and in groups.

The module is delivered in collaboration with Learning Resources and the Learning Development Unit, enabling students to engage effectively in self-supported study.

Assessment scheme

Formative:

Formative Assessment will be embedded in the delivery of teaching, with opportunities for students to submit draft work and receive feedback on work in process.

Summative:

- a) Campaign plan (2,500 words) - 50%: an individually researched and produced report or brochure or similar that outlines a strategic plan for a digital media campaign on a topic of the student's choosing. This may be a written report or students may choose to present their work using a graphics-led approach. (Learning outcomes 1, 2, 5, 6)
- b) Online portfolio (2,500 word or equivalent) - 50%: students will develop their personal brand online, producing (or further develop and refine, if they previously took APM2003) an online portfolio comprising eg. CV, examples of their work, professional social media profiles and other material that demonstrates their skills and enhances their employability. (Learning outcomes 3, 4, 6, 7).

Assessment Weighting

Coursework 100% (no examination)

Learning Materials (Indicative)

Essential

Books

Brown, R. & Waddington, S. eds. 2013. Share This Too. London: Wiley.

Gregory, A. 2015. Planning and Managing Public Relations Campaigns: A Strategic Approach. London: Kogan Page.

Waddington, S. ed. 2011. Share This. London: Wiley.

Recommended

Books

Motion, J., Heath, R.L. & Leitch, S. 2015. Social Media and Public Relations: Fake friends and powerful publics. New York: Routledge.

Finger, L. & Dutta, S. 2014. Ask. Measure. Learn. Sebastapol, California: O'Reilly Media.

Kelly, S. 2017. Personal Branding for Entrepreneurial Journalists and Creative Professionals. New York: Routledge.

Watson, T. & Noble, P. 2014. Evaluating Public Relations: A Guide to Planning, Research and Measurement (PR In Practice). London: Kogan Page.

Trade publications

AdWeek [<http://www.adweek.com/>]

Campaign [<http://www.campaignlive.co.uk/>]

Influence [published by the Chartered Institute of Public relations: <http://influence.cipr.co.uk/>]

PRWeek [<http://www.prweek.com/uk/>]

Module Code	APM3003
Module Title	Campaigns and Social Impact
Credit	30

Aims

From angry street protests to sophisticated charity lobbying and from populist political insurgencies to online activism, campaigns designed to change society are an integral part of the Twenty-First Century media environment. This module seeks to help students understand how these campaigns develop, what they mean and how they reflect the way in which power works in our societies. Students will have the opportunity to put these lessons into action as they plan and deliver a campaign designed to address an issue of importance to their community.

Students will gain a knowledge of a range of different theories of social change and study how those ideas are reflected in recent global events and apply these lessons to the conduct of their own campaign. Students have the opportunity to bring together the skills they've developed through their degree to plan and deliver a campaign, usually in partnership with an external campaigning organisation. The process builds student confidence in dealing with the public, press and authority figures and provides experience of managing their work in a small group to deliver a real, public-facing, campaign.

Learning Outcomes

Knowledge

The successful student will develop knowledge and understanding of:

1. the historical and theoretical context of modern social movements and the way in which they have contributed to changing societies;
2. a variety of different strategic approaches to campaigning on social issues;
3. a range of different communications strategies for effective campaigning including the use of social media, print and live events.

Skills

The successful student will be able to:

4. campaign persuasively, achieving agreed targets by using effective communication strategies to convince the public to take specific, measurable actions;
5. work in a group and using a variety of tools and techniques to enable smooth and effective delivery of agreed goals;
6. critically reflect on campaigning as a practice, including their own work and that of their colleagues;
7. analyse campaigns, judging their success and setting them in a broad social context.

Syllabus

This module is split into two parts. In the first, the students will look at a range of theories, philosophies and practical guides to social change. This will include some historical material as well as broad theoretical

texts, exploring the relationship between power and social change. In the second semester they will plan, promote, enact and measure the results of a campaign of their own devising.

The first block will be classroom based and require regular weekly reading. It will look at key struggles from history, such as Indian independence or the French revolution and more recent events such as the Arab Spring and the Occupy movement. Interwoven with this will be a mix of theoretical perspectives and practical guides on how change can happen.

The second block will be practical and student-led. Guidance will be provided by teaching staff, but students will effectively design and manage their campaign themselves through a range of online tools and supervised meetings. Students will pick an issue, research it, identify an objective and target and then put together a short campaign which will include engaging in publicity activities and actions with measurable outcomes. Students will be supported with practical workshops and a schedule of weekly aims.

Learning, teaching and assessment strategies

This module will be delivered via blended online delivery, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshoping content and getting feedback on your work. Learning will occur through supervised meetings, tutorials and through the students' self-directed planning and delivery of group work.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises.

The module is delivered in collaboration with Learning Resources and the Learning Development Unit, enabling students to engage effectively in self-supported study.

Assessment

Formative

Formative Assessment will be embedded in the delivery of teaching, with ample opportunities for feedback on student work in process.

Summative

- a) Essay (2500 words) - 50%: setting real examples of campaigns in their social context and analysing them using theories of power and social change (Learning outcomes 1, 2, 6)
- b) Critical reflection (2000 words plus portfolio of campaign material) – 50%: analysing the campaign produced by the students, the individual's own contribution to it and the process of working in a team (Learning outcomes: 3, 4, 5, 7)

Assessment Weighting

Coursework 100% (no examination)

Learning Materials (indicative)

Essential

Books

Edwards, G. 2014. *Social Movements and Protest*. Cambridge University Press: Cambridge.

Lukes, S. 2005. *Power: A Radical View*. Palgrave Macmillan: Basingstoke.

Recommended

Books

Castells, M. 2012. *Networks of Outrage and Hope*. Polity Press: London.

Goodwin, G. 2014. *The Social Movements Reader: Cases and Concepts*. Wiley-Blackwell: Chichester.

Jasper, J.M. 2014. *Protest: A Cultural Introduction to Social Movements*. Polity Press: London.

Mason, P. 2013. *Why It's Still Kicking Off Everywhere: The New Global Revolutions*. Verso Books: London.

Documentaries

How Facebook Changed the World: The Arab Spring, (part 1) 05/09/2011, BBC2, 60 mins.
<https://learningonscreen.ac.uk/ondemand/index.php/prog/01F3ED1B>

Martin Luther King: Citizen King 1963-1968 - Storyville, 23/09/2008, BBC4, 115 mins.
<https://learningonscreen.ac.uk/ondemand/index.php/prog/0050BCD3>

The French Revolution: Tearing up History, 22:00 23/02/2017, BBC4, 60 mins.
<https://learningonscreen.ac.uk/ondemand/index.php/prog/06FB4B5A>

The Night James Brown Saved Boston, 00:30 05/12/2009, BBC4, 75 mins.
<https://learningonscreen.ac.uk/ondemand/index.php/prog/00F75F96>

*The Trap: What Happened to Our Dream of Freedom, Part 1. F**k You Buddy*, 21:00 11/03/2007, BBC2
England, 60 mins. <https://learningonscreen.ac.uk/ondemand/index.php/prog/00625176>

Module Code	APM3004
Module Title	Entrepreneurship
Credits	30

Aims

This module aims to enable students to understand and develop an awareness of, and capacity for, innovation and enterprise through the initiation and exposition of a proposal and business plan with creative and commercial potential.

The module encourages students to apply their acquired knowledge of advertising, public relations and branding, new and emerging media processes and techniques, to opportunities for self-employment, entrepreneurship and business start-ups.

Students taking the module will develop core entrepreneurial skills, including networking, negotiation, presentation, pitching, skills, project planning, time management and market research.

Learning Outcomes

Knowledge

The successful student will acquire advanced knowledge and critical understanding of:

1. The methods for identifying, analysing and articulating a business opportunity;
2. The qualities and characteristics necessary for developing entrepreneurship;
3. Criteria for the evaluation of opportunities, of teams and team members, of themselves and their own entrepreneurial capabilities.

Skills

The successful student will develop advanced skills in:

4. Identifying, evaluating, analysing and articulating a business opportunity in the media, communications and creative industries;
5. Reviewing, assessing and evaluating the skills, expertise and qualities in individuals and teams appropriate to the entrepreneurial project at hand;
6. Evaluating their own entrepreneurial capabilities and reflecting on learning about entrepreneurship.

Syllabus

The Entrepreneurship module represents an opportunity for students to engage with realistic scenarios they are likely to encounter in one or more periods during any career in the creative industries. Through seminars, directed study and experiential learning the module will explore the employment and self-employment opportunities in these industries.

It will do so through practical and theoretical examination of business and business principles. It will also draw on the theoretical learning of earlier modules in establishing the current and potential future direction of the media industries and relating them to the development of markets for various media products.

Social, psychological and other life skills will be engaged to reveal and develop the students' entrepreneurial capacities. These will be deployed in combination with their acquired knowledge of journalism, media industries, and new and emerging media processes and techniques.

Self-reflection and self-evaluation will be an essential component of the module along with an evaluation of others' strengths and weaknesses and tools for the promotion of team-working and effective time management. Entrepreneurial activities, both supervised and self-directed, are at the core of the module with a constant focus on the students' enterprise ideas and ambitions. This serves to maintain the realistic scenarios, issues and opportunities that they will encounter and make use of or overcome.

Learning, teaching and assessment strategies

This module will be delivered via blended online delivery, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshoping content and getting feedback on your work.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises.

Learning will be developed through participation in a range of entrepreneurial activities organised by the tutor and by the students themselves. Students develop ideas for a commercially viable project or business connected with the media/creative industries, or for a sustained period of self-employment. Students are expected to work independently on their projects outside of the taught sessions and update their tutor through assigned tutorials and regular email.

The focus is on the student's enterprise idea and experiential learning from entrepreneurial activities and reflection on this. The learning will be supported by various learning resource including mentoring and materials available on My Learning. Assessment involves self-reflection and evaluation in relation to their enterprise idea and development of their entrepreneurial capabilities. The business plan and final report enable students to assess and either plan for, or reflect on, the realisation of their enterprise idea for the market.

Assessment

Formative

- a) Brainstorming paper and outline of initial ideas, with brief SWOT analysis
- b) Market Research Report

Summative

- a) Business Proposal (1,000 words) - 20%. (learning outcomes 1, 2, 4, 5)
- b) Business Plan, including market research report (1,500 words) - 30%. (learning outcomes 1, 2, 3, 4, 5, 6)
- c) Business Report, to include reflection on the delivery of the planned business to market, or the progress, or lack of, in bringing the business to market (2,500 words) - 50% (learning outcomes 1, 2, 3, 4, 5, 6)

Learning Materials (indicative)

Essential:

Barrow, C., P. Barrow P, and R. Brown. 2008. The Business Plan Workbook: The Definitive Guide to Researching, Writing Up and Presenting a Winning Plan. 6th ed. London. Kogan Page.

Casson, M, B. Yeung and A. Basu. 2008. The Oxford Handbook of Entrepreneurship. Oxford. Oxford University Press.

Burns, P. 2010. Entrepreneurship and Small Business: Start-up, Growth and Maturity. 3rd ed. Basingstoke. Palgrave MacMillan

Recommended:

Chapman, N. and J. Chapman, J. 2006. Web Design: A Complete Introduction. Chichester. John Wiley & Sons.

Rae, D., 2007. Entrepreneurship: From Opportunity to Action. Basingstoke. Palgrave MacMillan.

Stokes, D. and N. Wilson. 2010. Small Business Management and Entrepreneurship. 6th ed. Andover. CENGAGE Learning Business Press.

Journals

International Journal of Small Business

Journal of Entrepreneurship

WebLogic Developer's Journal

Websites

WestFocus Introduction to Entrepreneurship Learning
http://www.westfocus.org.uk/entrepreneurship/11/12_Intro.aspx

UK Intellectual Property Office <http://www.ip.gov.uk>

Small Business and Entrepreneurship Resources <http://www.prenhall.com/scarbzim/html/resource.html>

Module Code	APM3005
Module Title	Place Branding and International Diplomacy
Credits	30

Aims

Places, just like products, require a brand strategy to compete in today's international globalised environment. Cities, regions and nations worldwide have begun to use promotional strategies to position themselves favourably in the minds of target groups such as tourists, businesses, potential residents and foreign investors. As an entry into a relatively new and highly interdisciplinary field, this module will explore tourism, investment, migration, planning and governance through a promotional lens.

Through an interactive mix of lectures, guest lectures and case studies, students will gain a global understanding of international communication flows and place promotion strategies. They will also benefit from skills developed in audience segmentation, stakeholder relationship management, public administration and promotional policy implementation.

Learning Outcomes

Knowledge

The successful student will acquire advanced knowledge and a critical understanding of:

1. The historic and contemporary development of place branding as an academic and practical discipline;
2. Practical promotional considerations for professionals working in tourism, culture, festivals/events, public policy and politics;
3. Place branding development strategies, and how to analyse the success of these through a particular case-study investigation.

Skills

The successful student will develop skills in:

5. Critical thinking, synthesis of complex ideas and sophisticated writing;
6. Project management and campaign planning;
7. Working effectively independently and in a team, researching, analysing and presenting information in response to specific briefs within an international context.

Syllabus

The fast-changing global economic environment, rapid urbanisation and the merging of cultures around the world has made it necessary for cities and nations to facilitate and enable both social and economic growth along competitive lines. This module will look at places in various stages of promotional development in both developed and developing contexts. Destination image as a marketing concept will be explored in

depth, considering how changes in consumption patterns and migration dictate promotional strategies. Destination image will not only be considered from a marketer's perspective, but also through the lens of popular culture and media, in outlets such as books, films, television, sports, fashion and festivals/events. We will consider the role of public and private sector organisations and individuals in the planning, development and marketing of a place brand strategy, and will examine the role of stakeholders and their involvement in policy, planning and political development.

The module will be broken into three blocks: the first will introduce students to the history, organization and practices of place branding and international diplomacy, using theoretically informed case studies and readings from history, geography, tourism, international relations and marketing disciplines. The second block will uncover a strategic and professional understanding of the roles played by branding, advertising and PR personnel in marketing cities, regions and nations, and how these roles in turn impact on the culture, politics and society of a place. Finally, students will have an opportunity to put theory into practice, developing skills in researching and analysing existing promotional campaigns around the world in order to devise a place brand strategy and promotional campaign for a city, region or country of their choice.

Learning, teaching and assessment strategies

This module will be delivered via blended online delivery, using asynchronous methods - where you watch, read, write and interact in your own time - and synchronous methods – i.e. using live online classes where you interact with tutors and fellow students in small groups and pairs, in real-time – brainstorming ideas, workshopping content and getting feedback on your work. The module is designed to provide an opportunity for students to explore the key aspects of place brand development and introduce students to theoretical, historical and socio-political discussions, and practical exercises that enable them to develop specific practical skills.

The module handbook will provide weekly information on self-guided, independent study. Students will have weekly preparatory work including reading and short exercises.

Assessment

Formative:

Presentation of work-in-progress for peer and tutor feedback.

Summative:

- a) Case Study (2,000 words) - 40%: Critically evaluate the range of approaches in formulating appropriate destination branding development strategies and appraise the success of these through a particular case-study analysis. (learning outcomes 1, 4, 5)
- b) Place Brand Strategy (Research and plan 2,500 words) 40%. Recommend appropriate and reasoned development, management and marketing strategies for a destination brand. (learning outcomes 2, 3, 5, 6)
- c) Presentation - 20%. Present place-brand strategy in video recording, with 10-15 slides. (learning outcomes 1, 3, 7)

Assessment Weighting

100% Coursework

Learning Materials (Indicative)

Essential

Books

Anholt, S. (2010) *Places: Identity, Image and Reputation*. Basingstoke: Palgrave Macmillan.

Aronczyk, M. (2013) *Branding the Nation: The Global Business of National Identity*. Oxford ; New York: OUP USA.

Dinnie, K. (2016) *Nation branding: Concepts, Issues, Practice*, 2nd Ed. Oxford: Routledge.

Recommended

Books

Ashworth, Gregory and Mihalis Kavaratzis (eds). (2010) *Towards Effective Place Brand Management; Branding European Cities and Regions*. Edward Elgar Publishing Limited, Cheltenham, UK.

Avraham, E., Ketter, E. (2008) *Media strategies for marketing places in crisis: improving the image of cities, countries, and tourist destinations*. Amsterdam: Butterworth Heinemann.

Dinnie, K. (2011) *City Branding: Theory and Cases*, 1st Ed. New York: Palgrave Macmillan.

Govers, R., Go, F. (2009) *Place branding: glocal, virtual and physical identities, constructed, imagined and experienced*. Hampshire: Palgrave Macmillan.

Jacobs, J. (1993) *The Death and Life of Great American Cities*. New York: Vintage Books.

Kearns, G., Philo, C. (Eds.) (1993). *Selling Places: City as Cultural Capital, Past and Present*. Oxford England; New York: Architectural Press.

Kotler, P. (1993) *Marketing Places: Attracting Investment, Industry, and Tourism to Cities, States, and Nations*. New York; Toronto: Simon and Schuster.

Landry, C. (2008) *The Creative City: A Toolkit for Urban Innovators*. New Stroud, UK: London; Sterling, VA: Routledge.

Melissen, J. (2011) *Beyond the New Public Diplomacy*. The Hague: Netherlands Institute of International Relations. (Online)

Melissen, J. (ed.) (2005). *The New Public Diplomacy: Soft Power in International Relations*. Basingstoke: Palgrave Macmillan.

Morgan, N. (2011) *Destination Brands*. 3rd Ed. Oxford: Routledge.

Rainisto, S. & Moilanen, T. (2009) *How to Brand Nations, Cities and Destinations*. Wiltshire, UK: Palgrave Macmillan

Urry, J. (1995) *Consuming Places*. 1st Ed. London; New York: Routledge.

Valaskivi, K. (2016) *Cool Nations: Media and the Social Imaginary of the Branded Country*. London: Routledge.

Ward, S. (1998) *Selling Places: The Marketing and Promotion of Towns and Cities 1850-2000*. London; New York: Routledge.

Academic Journals

Annals of Tourism Research

Tourism Management

Journal of Travel Research

Current Issues in Tourism

Journal of Sustainable Tourism

Tourism Economics

Tourism Geographies

International Journal of Tourism Cities

Place Branding and Public Diplomacy

Environment and Planning A