AQH-B2-3a Undergraduate Programme Specification Template

August 2015

SECTION A: CORE INFORMATION

1. Name of programme:

   Advertising & Design

2. Award title:

   BA Honours

3. Programme linkage
   Is this part of group of linked programmes between which students can transfer

No

4. Is the programme a top-up only?

No

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

Yes

   If yes:
   You can take a Foundation Year (level 3) as an integral part of this programme of study. For details of the Foundation Year see the programme specification for Art and Design Extended

6. Level of award *(eg Level 6 for BA/BSc)*

Level 3		Level 4		Level 5		Level 6	x	Level 7	

7. Awarding body: **University of Sunderland**

8. Which department is it in? **Design**

9. Programme Studies Board? **design**

10. Programme Leader: **Keith Nevens**

11. How and where can I study the programme?
Tick all boxes that apply

At Sunderland:	
Full-time on campus	x
Part-time on campus	x
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	x
Part-time overseas	x

By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

Students can study level 3 and level 4 at IACT Malaysia then continue to level 6 at Sunderland.

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time	5 years	9 years
Distance learning		
Work-based learning		

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC (AQH-B2-2), for questions 13 to 25

26. Learning and teaching strategy.

The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan 2013-16 whose aims are to:

- develop independent, active and reflective learners
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

Lectures
- to present and explain factual information and give a grounding in the key theories, genres and works associated with design practice.

Seminars
- to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Demonstrations and hands-on tuition
- to show you practical techniques both in the studio and on the computer.

Group critiques
- to allow you to practice presenting your work to others and to develop the ability to become reflective in your practice, and to learn from the feedback of others.

Tutorials
- are very frequent throughout the programme. They are either one-to-one with the tutor or in small groups to discuss your ideas, thinking, approach, analysis, facts.

Electronic learning resources
(electronic journals, internet, self-learning DVDs, videos, etc)
- develop skills of research and analysis, and encourage you to become an independent learner embracing the notion of professional self development.

Independent learning or private study

· encourages you to become resourceful and self-reliant using your own initiative and time management skills. With experience you also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

Presentations

· Over time, you will gain practice presenting your work as would be expected in industry in a client presentation situation. This not only helps with your oral and visual presentation skills, it helps you to develop the skills to evaluate your own work and concisely identify the key points that can sell the idea to your audience.

27. Retention strategy.

The University has a range of strategies in place to guide and support students which help to maintain retention.

induction

Students enrolling on this programme are taken through a week of induction activities, introducing them to the University, the staff and fellow students. There is normally a range of fun creative projects, a field trip, prizes, library inductions and students union activities all designed to help students make friends, settle in to University life, find their way around and get ready for their studies

student handbook

All design students receive a student handbook that explains important things about their academic studies, how and where to get advice and support, and directs them to some of the wider support systems in place for students.

Student Reps

Students on all programmes at each stage elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

Registers and Communications/Meetings

The University has a system of attendance monitoring using registers that students scan into each contact session, electronically. Any absences are noted and admin staff contact each missing student by text message to make sure everything is okay and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

SSLC

Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

personal tutor

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

student experience manager

The Faculty has a Student Experience Manager who they can meet to discuss anything if a student prefers to discuss issues with someone who is outside of their immediate academic community.

comprehensive additional support

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

SECTION C - TEACHING AND LEARNING

28. What is the programme about?

This Programme aims to:

• Provide opportunities for students to gain a systematic and coherent understanding of the various
   dimensions impacting on advertising and design practice;

• Encourage students to combine specialised technical and conceptual skills to enhance their creativity
    in the context of advertising practice;

• Promote self-reflective and meaningful approaches to learning with the specialised research skills to
   observe, investigate and critically evaluate information from a wide range of sources;

• Produce graduates with the appropriate range of subject-specific and professional skills necessary to
    pursue their chosen careers in advertising;

• Develop in students, a high level of advertising and communication skills.

29. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S1 demonstrated an ability to generate and develop ideas employing a range of materials, processes, environments and/or technologies to resolve design problems relating to advertising and design. (QAA S1, S3, S7 and NICATS L1)

S2 demonstrated an ability to communicate their ideas and information in visual, oral and written forms. (QAA S4 and NICATS L1)

S3 demonstrated an ability to evaluate information and use it to plan and develop investigative strategies appropriate in an advertising context. (QAA S2, S6 and NICATS L1)

S4 Exercised a range of essential skills including self management of workloads and deadlines, taking responsibility for the nature, quantity and quality of outputs. (QAA S5, S8, S9, S10 and NICATS L1)

Learning Outcomes Stage 1 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K1 have demonstrated a basic knowledge and understanding of some of the key theoretical and contextual dimensions of advertising and design. (QAA- QK1 and NICATS L1)

K2 be able to understand, recognise and discuss some of the issues which arise from the advertising designer's relationship with audiences, clients, markets, users, consumers &/or participants (QAA- QK2 and NICATS L1)

K3 be able to understand and explain some of the major developments in current and emerging technologies and the significance of the work of other advertising practitioners in their discipline. (QAA- QK3, QK4 and NICATS L1)

K4 have sufficient knowledge and understanding of advertising and design to
be able to analyse information and experiences, formulate reasoned arguments and recognise their personal strengths and needs, learning from the critical feedback of others. (QAA- QK5, QK6 and NICATS L1)

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S5 demonstrated with some degree of innovation, an ability to generate and develop ideas and concepts, incorporating specialised technical, creative and conceptual skills as appropriate within an advertising and design context. (QAA- QS1, QS3, QS7 and NICATS L2)

S6 demonstrated the ability to communicate their ideas and information in visual, oral and written forms exercising appropriate judgement in the choice of advertising media and approach. (QAA- QS4 and NICATS L2)

S7 demonstrated the ability to navigate, retrieve, analyse and evaluate a wide range of information relating to advertising and the design industry through observation, visualisation and enquiry. (QAA- QS2, QS6 and NICATS L2)

S8 exercised a range of transferable skills including interpersonal, social and
presentation skills accepting responsibility for achieving personal and/or group outcomes. (QAA- QS5, QS8, QS9, QS10 and
NICATS L2)

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K5 have demonstrated a critical understanding of the key theoretical, historical and contextual dimensions of their field and how
theory informs their advertising and design practice. (QAA- QK1 and NICATS L2)

K6 plan approaches to work based around an understanding and knowledge of advertising and be able to examine and question
the advertising designers relationship with audiences, clients, markets, users, consumers &/or participants in an advertising
context (QAA- QK2 and NICATS L2)

K7 be able to apply specialist knowledge and understanding to experiment with some of the major developments in current and
emerging technologies and begin to critically evaluate the work of other advertising and design practitioners in their discipline.
(QAA- QK3, QK4 and NICATS L2)

K8 have sufficient knowledge and understanding of advertising and design to develop as self-reflective practitioners using new
knowledge, feedback and experience to help improve their work (QAA- QK5, QK6 and NICATS L2)

Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

S9 demonstrated through a body of advertising and design work, proficiency in generating and developing innovative ideas and concepts through to professional advertising and design outcomes, utilising highly specialised technical, creative and conceptual skills. (QAA- QS1, QS3, QS7 and NICATS L3)

S10 demonstrated that they can transfer and apply their creative skills in a range of situations and communicate their ideas and information in visual, oral and written forms exercising appropriate judgement in the choice of media and approach. (QAA- QS4 and NICATS L3)

S11 demonstrated proficiency in their ability to utilise specialised technical, scholastic or research skills relevant to advertising and design, to observe, investigate and critically evaluate information and concepts from a wide range of sources. (QAA- QS2, QS6 and NICATS L3)

S12 Exercised a range of professional skills including social, interpersonal, presentation, I.T and self-management skills. (QAA-QS5, QS8, QS9, QS10 and NICATS L3)

Learning Outcomes Stage 3 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

K9 have demonstrated a systematic and coherent understanding of advertising and design and the various theoretical, historical, cultural and contextual dimensions impacting on design practice. (QAA- QK1 and NICATS L3)

K10 be able to consolidate their understanding and knowledge of advertising and critically evaluate new information, concepts and evidence from a range of sources, and the relationship between advertising designer with audiences, clients, markets and creative communication. (QAA- QK2 and NICATS L3)

K11 have applied specialist knowledge of advertising and design, at a professional level, and demonstrate understanding of specialised technical, creative and conceptual aspects of their advertising. (QAA- QK3, QK4 and NICATS L3)

K12 be able to use their advertising and design knowledge and understanding to be self-reflective practitioners, and to engage in self-directed professional development (QAA- QK5, QK6 and NICATS L3)

30. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the programme regulations.

Stage 1

Core modules:

Code	Title	Credits
THD104 (core at all sites)	*Design Theory 1*	*20*
ADV111 (core at all IACT)	*Introduction to Advertising 1*	*20*
ADV121 (core at all sites)	*Introduction to Advertising 2*	*20*
GCD113 (core at all IACT)	*Visual Communication in Graphic Design*	*20*
DMG111 (core at all sites)	*Motion Graphics 1*	*20*
DMG103 (core at all IACT)	*Introduction to Digital Image Making*	*20*
DMG140 (core at all Sunderland)	*Introduction to Visual Communication*	*60*

Elective Modules

There is no provision for an elective module at Stage 1

Progression Regulations for students at IACT

The marks for modules ADV111: Introduction to Advertising; DMG103: Digital Image Making; and GCD113: Visual Communication and Graphic Design, will be considered together for the purposes of progression. This entails treating them as a single 60-credit module to ensure equity with other students on the programme who take the modules as a single 60-credit unit (DMG140: Introduction to Visual Communication).

Compensation will be permitted between the three modules provided that the average mark of all three taken together is at least 40%. No parameters are set for that compensation other than the overall average mark.

No compensation can be given between any one of these modules and any module outside the group, nor can the group of three modules as a whole be compensated by reference to any other module(s).

Stage 2

Core modules

Code	Title	Credits
THD203 *(core at all sites)*	*Design Theory 2*	*20*

ADV200 *(core at all sites)*	*Branding, Position and Identity*	*20*
ADV201 *(core at all sites)*	*Advertising, The Campaign*	*20*
ADV202 *(core at all sites)*	*Advertising Practice, The Book 1*	*20*
GCD220 *(core at all sites)*	*Graphic Communication*	*20*
DMG224 *(core at all sites)*	*Motion Graphics 2*	*20*

Optional modules

There is no provision for an optional module at Stage 2.

Elective modules

There is no provision for an elective module at Stage 2.

Progression Regulations

There are no programme specific progression regulations at Stage 2.

Stage 3

Core modules

Code	Title	Credits
THD300 *(core at all sites)*	*Design Research Project*	*20*
ADV300 *(core at all sites)*	*Campaign Team Campaigns*	*20*
ADV301 *(core at all sites)*	*Advertising Practice, The Book 2*	*20*
EXD300 *(core at all Sunderland)*	*Design – Final Major Portfolio*	*60*
EXD301 *(core at all IACT)*	*Major Project 1 (The Creative Direction)*	*20*
EXD302 *(core at all IACT)*	*Major Project 2 (The Negotiated Brief)*	*20*
EXD303 *(core at all IACT)*	*Major Project 3 (The Creative Competition)*	*20*

Optional modules

There is no provision for an option module at Stage 3.

Elective modules

There is no provision for an elective module at Stage 3.

Progression Regulations for students at IACT

The marks for modules EXD301, Major Project 1: The Creative Direction, EXD302 Major Project 2: The Negotiated Brief and EXD303 Major Project 3: The Creative Competitions will be considered together for the purposes of progression and degree classification. This entails treating them as a single 60-credit module to ensure equity with other students on the programme who take the modules as a single 60-credit unit (EXD300 Design – Major Final Portfolio).

Compensation will be permitted between the three modules provided that the average mark of all three taken together is at least 40%. No parameters are set for that compensation other than the overall average mark.

No compensation can be given between any one of these modules and any module outside the group, nor can the group of three modules as a whole be compensated by reference to any other module(s).

31. How will I be taught? *Modes of teaching and learning aligned with KIS – choose one or more*

Scheduled teaching activities	x
Independent study	x
Placement	

The Programme uses a diverse range of teaching and learning strategies that assist in the development of technical and professional skills of students. In the early stages of the Programme, the modules are staff led, providing teaching and learning through staff led sessions and seminars. However, by stage 3 the self-negotiated projects/dissertation lead to a greater student-led emphasis within their learning with staff guidance. Each module offers a variety of individual tutorials, seminars, hand-outs, demonstrations, peer reviews, and feedback.

The main learning and teaching methods employed are a combination of:

Lectures to present and explain factual information and give a grounding in the key theories and approach to practice.

Seminars to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

Independent learning or private study encourages students to become resourceful and self-reliant using their own initiative. With experience they also learn when it's better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate.

32. How will I be assessed and given feedback? *Modes of assessment aligned with KIS: choose one or more.*

Written examinations	
Coursework	x
Practical assessments	

This programme uses the Generic University Assessment Criteria	x	
This programme uses the Subject Specific Assessment Criteria		

The main assessment methods employed are a combination of:

Written assignments, essays and reports
- are used to test knowledge and understanding. They also test your academic research skills and the ability to select critical detail from large amounts of information and to interpret, evaluate, organise and present a coherent argument or report based on that information.

Seminar and presentations
- are used to test your ability to sift key information and present it coherently and succinctly to an audience. Depending on the nature of the project, the assessment may require that you present individually or as part of a team.

Marking Procedure, Marks at level 4 are discussed and agreed by the assessment team, if the assessment was made by one member of staff then a second marker will view the work and moderate or agree the marks before the module assessment board. Modules at Levels 5 and 6 are marked individually by staff. Marks are collated then discussed by the internal marks Team. The Levels 5 and 6 Modules are also sampled by an External Examiner. All marks then go through a Module Assessment Board.

Student feedback on assessment is provided both verbally and in written form, in both cases referring clearly to the assessment criteria and learning outcomes of the module. This enables students to understand the level of their mark, and draws their attention to areas for improvement.

33.   Teaching, learning and assessment matrix

How does research influence the programme?
See Appendix 1

The main assessment methods employed are a combination of:

creative assignments or studio practice test the students deeper understanding of the creative design and advertising process, as well as their ability to plan work over a period of time.

Sketchbooks, journals and design diaries give students and tutors a way of reflecting on how ideas and concepts have developed. It also gives an indication of the depth of thought, analysis, evaluation and synthesis of ideas that has taken place, and the influences that have impacted on the design and advertising process. This is both a teaching/learning tool and an assessment tool.

Written assignments are used to test knowledge and understanding. They also test the ability to select critical detail from a vast amount of information and to interpret, evaluate, organise and present a coherent argument or report based on that information.

Seminar and Viva presentations are used to test the ability to sift key information and present it coherently and succinctly to an audience.

Assessment criteria for the programme are attached as Appendix 2

SECTION D EMPLOYABILITY

34. How will the programme prepare me for employment?
     Particular features of the qualification (optional)

Careers guidance is offered to all students by the programme and the broader team within the Design programmes at appropriate points in the curriculum. All staff have first hand knowledge of the industry as they are or have recently been engaged as practitioners in the industry. Students are taken on field trips to observe and talk to professionals working within the advertising and design profession to give them an insight into possible career opportunities. There are two elective modules in Design, currently DES200 and DES300 which are concerned specifically with crossing subject boundaries, professional practice, work placement and entrepreneurship. Students on advertising and design have the opportunity and are encouraged to engage with these modules.

These modules are elective opportunities. The Career Services Team within the University will provide careers and course advice and also maintains a library of current information relating to this area of study.

Competitions, Internships, Exchange Programmes and Work Related Learning

The programme staff encourage work based learning opportunities particularly at level 2 and 3. Records of work based learning will be specific to Advertising and Design and will allow close liaison with host organisation, the student and their programme staff or Programme leader. Hothouse – the Design Centre in house design consultancy (or equivalent in partner colleges), provides work related learning opportunities.

Exchange programmes are available through Erasmus and other schemes operated by the University international department.

35. Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use Programme Regulations Form, for questions 39 and 40

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

Please explain further

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the <u>university regulations</u>. Programme-specific requirements which are in addition to those regulations are given below.

Entry from a University of Sunderland Foundation Year *(give details or delete)*

Can students enter with advanced standing?		

If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	

Stage 4	

If yes, with what qualifications?

The course will also take direct entry to stages 2 and 3 two or three depending on prior experience or having suitable qualifications such as HND or Foundation degree. The key criteria here will be based on relevant previous experience and this will be assessed at interview.

42. What kind of support and help will there be?

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.

Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available. All students are asked to complete induction evaluation questionnaires to comment on the effectiveness of the induction programme.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who offer expertise to deal with issues of a more personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials. The careers service delivers aspects of the programme at Stages 2 and 3.

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

   a. *in the university as a whole:*
      The University provides a range of professional support services including health and well-being, counselling, disability support, and a Chaplaincy. Click on the links for further information.

43. What resources will I have access to?

On campus	x	In a partner college		By distance learning	

On campus

Tick all that apply

General Teaching and Learning Space	x
IT	
Library	x
VLE	x
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	

Text for details listed above:

The Design Centre underwent considerable refurbishment with investment of £1.2 million and students enjoy personal work areas which reflect favourably with studio environments in industry. The open plan nature of the studio spaces also facilitate peer learning across year cohorts and this has been positively noted in Staff and Student Liaison Committee feedback. Individual workspaces has shown itself to be highly effective and impacts favourably on student attendance, learning and achievement. Computer facilities are available in open plan spaces as well as housed in specific computer suites. Again students comment on the positive benefits of these facilities to their learning environment.

- Large format digital print on paper and fabric
- Studio facilities, allowing individual student workspace
- Cutting tables.
- Study area with back issues of journals and internet access
- Three rooms of high end Macs and PC's Scanners and Printers
- Graphics Tablets
- Light boxes, several Guillotines.
- 14 Digital Cameras including 4x35mm digital SLR, lighting rig for studio photography

- Six large plan chests
- 3 Self contained secure rooms with 28 Macs in each
- Three A3 Scanners
- Software: AutoCAD, Rhino, VectorWorks, Maya, Adobe Creative Suite (both design and web), Adobe After Effects, Final Cut Pro, Animo, Director, etc
- Digital Video Cameras
- Digital Projectors and interactive white boards
- Plasma screens x12
- 100W laser cutter

University Library resources

University Library Services offer a range of resources, both in print and online, in support of University learning, teaching and research activities. The three site libraries provide information collections, a variety of study spaces, IT facilities and experienced library staff during core hours, with online services and support available at any time off-campus. In addition, both The Murray and St. Peter's libraries offer 24/7 access during main teaching weeks.

On joining the University, all students attend a Library Induction session and library staff are available to help with enquiries during library opening hours. In addition, library staff are experienced in working with academic colleagues in designing and delivering customised Information Skills workshops, either timetabled sessions embedded into core modules or individual sessions provided on request. These workshops provide students with the skills they need to identify and evaluate information from both print collections and electronic sources, including subject specific databases and gateways, online journals and other quality sources available on the Internet. Students can also access subject specific help sheets, online tutorials, FAQs and many more sources of information on the Library website www.library.sunderland.ac.uk

Information about the University's facilities can be found here.

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	x
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.
The University's student representation and feedback policy can be found here.

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty

Academic Experience Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

We encourage students to contact staff either face to face or via email if that have any questions or problems. We are also very keen that our student representatives take a full role in feeding back on the programme. A strong partnership between staff and students is important to us and we will actively seek student feedback when considering developments to modules or the programme.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found here.

Are there any benchmark statements for this programme?		

The subject benchmark(s) for this programme is/are:

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found here.

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief

report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found here.

Further information about our quality processes can be found here.

Please also complete the SITS form.

See Appendix 3

PART B - PROGRAMME REGULATION/S

Name of programme: *BA(Hons) Advertising and Design*

Title of final award: *BA with Honours*

Interim awards[1]:
Certificate in Higher Education

Diploma in Higher Education

BA Advertising and Design

Accreditation: N/A

University Regulation 4.2.2 / 5.2.1

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage): N/A

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1		
Stage 2		

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[1] Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

Stage 3		
Stage 4		

Appendix 1

Matrix of modes of teaching, learning and assessment

LEVEL ONE

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S1	S2	S3	S4	K1	K2	K3	K4
Design Theory 1	THD104	Core	Lectures, private study, seminars	Essay, Seminar			✔	✔	✔	✔	✔	✔
Design Theory 1	THD104	Core at IACT	Lectures, private study, seminars	Essay, Seminar			✔	✔	✔	✔	✔	✔
Introduction to Advertising 1	ADV111	Core at IACT	Studio practice, private study	Practical assignment, sketchbook	✔	✔	✔		✔	✔		✔
Introduction to Advertising 2	ADV121	Core	Tutorials, directed learning, studio practice,	Practical assignments, Journal	✔	✔	✔	✔		✔	✔	✔

Module	Code	Type	Learning Methods	Assessment								
			critiques,									
Introduction to Advertising 2	ADV121	Core at IACT	Tutorials, directed learning, studio practice, critiques,	Practical assignments, Journal	✓	✓	✓	✓		✓	✓	✓
Visual Communication	GCD113	Core at IACT	induction, critiques, Tutorials, directed and independent learning, studio practice	Portfolio of creative work Module journal	✓	✓	✓	✓	✓	✓	✓	✓
Motion Graphics 1	DMG111	Core	Demostration, tutorials, studio/digital work	Practical Assignments	✓	✓		✓	✓		✓	
Motion Graphics 1	DMG111	Core at IACT	Demostration, tutorials, studio/digital work	Practical Assignments	✓	✓		✓	✓		✓	
Introduction to Visual Communication	DMG140	Core at Sunderland	Demostration, tutorials, studio/digital work	Practical Assignments	✓	✓	✓	✓	✓			✓

Introduction to Digital Imaging making	DMG103	Core at IACT	Demostration, tutorials, studio/digital work	Practical Assignments	✔	✔		✔	✔		✔	

Appendix 1

Matrix of modes of teaching, learning and assessment

LEVEL TWO

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S5	S6	S7	S8	K5	K6	K7	K8
Design Theory 2	THD203	Core	Lectures, private study, Group seminars	Essay, Group seminar	✔		✔	✔	✔	✔	✔	✔
The Brand, Position and Identity	ADV200	Core	Studio practice, private study	Practical assignment,	✔		✔					✔
Advertising Practice, The Campaign	ADV201	Core	Tutorials, directed learning, studio practice, critiques,	Practical assignments,	✔	✔		✔	✔	✔	✔	✔
Advertising Practice The Book 1	ADV202	Core	Lectures, demonstration, Tutorials, critiques, directed learning, studio and workshop practice	Practical assignments	✔	✔	✔	✔	✔	✔	✔	✔

Module	Code	Type	Teaching methods	Assessment	1	2	3	4	5	6	7	8
Motion Graphics 2	DMG224	Core	demonstration, Tutorials, critiques, directed learning, studio and workshop practice	Practical assignments	✓	✓		✓		✓		✓
Graphic Communication	GCD220	Core	Tutorials, directed learning, critiques, private study	Practical assignments Module journal	✓	✓	✓		✓	✓	✓	✓

Appendix 1

Matrix of modes of teaching, learning and assessment

LEVEL THREE

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	S9	S10	S11	S12	K9	K10	K11	K12
Design Research Project	THD300	Core	Tutorials	Dissertation			✔	✔	✔	✔		✔
Advertising Practice **Team Campaigns**	ADV300	Core	Tutorials, Studio practice, critiques	Practical assignment, sketchbook	✔	✔	✔	✔	✔	✔	✔	✔
Advertising Practice, The Book 2	ADV301	Core	Tutorials, Studio practice, critiques	Practical assignment, sketchbook	✔		✔		✔	✔		
Major Project 1 **The Creative Direction**	EXD301	Core at IACT	Tutorials, Studio practice, Critiques, vivas	Written proposal, Creative submission	✔	✔	✔	✔	✔	✔	✔	✔
Major Project 2 **The Negotiated Brief**	EXD302	Core at IACT	Tutorials, Studio practice,	Research evaluation, Creative submission	✔	✔	✔	✔	✔	✔	✔	✔

			Critiques, vivas									
Major Project 3 **The Creative Competition**	EXD303	Core at IACT	Tutorials, Studio practice, Critiques, vivas	Research evaluation, Creative submission	✔	✔	✔	✔	✔	✔	✔	✔
Design Final Major Portfolio	EXD300	Core at Sunderland	Tutorials, Studio practice, Critiques, vivas	Research evaluation, Creative submission	✔	✔	✔	✔	✔	✔	✔	✔

Appendix 2

Generic Assessment Criteria – Undergraduate modules in Design

These will be interpreted according to the level students are working and related to the assessment criteria for the module

		Categories						
		Relevance	**Knowledge and Research**	**Analysis & Problem Solving**	**Argument / Structure**	**Critical Evaluation/ Concept**	**Presentation and Technical Proficiency**	**Reference to Literature**
		The ways in which your practical and/or written work responds to the assignment	The ways in which your work and developmental research evidence your knowledge of the subject	The ways in which your work and supporting materials show analysis of your subject, and the problem solving you have undertaken.	The ways in which your written work is coherent, logically structured and builds a compelling argument	The ways in which you have developed your creative concept and the originality or innovation within the work.	The ways in which your work is effective as a means of communicating ideas both visually and in writing	The breadth and depth of appropriate literature, expert opinion and design practice referenced in the development and production of work.
Pass	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling originality, creativity, interpretation or discourse, and exemplary technical skills appropriate to this level						
	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling originality, creativity, interpretation or discourse, and outstanding technical skills appropriate to this level						
		The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied At this level it is expected that the work will be excellent in the majority of the categories cited above or by						

70 – 75%	demonstrating particularly compelling originality, creativity, interpretation or discourse, and excellent technical skills appropriate to this level						
60 – 69%	Directly relevant to the requirements of the assignment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, identification and resolution of problems - clear and well organised.	Generally coherent and logically structured, using an appropriate visual interpretation/ mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking and/or creative identity; may begin to formulate an independent position in relation to theory and/or practice.	Well presented practical work using a good choice of media and demonstrating good technical proficiency. Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature, design practice and expert opinion. Recognition of different perspectives. Very good use of source material. Uses a range of sources
50 – 59%	Some attempt to address the requirements of the assignment	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analytical treatment, but may be prone to description, rather than questioning and resolving	Some attempt to construct a coherent visual piece, but may suffer loss of coherence and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms	Sound work which expresses a coherent creative concept and position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently presented practical work using a reasonable choice of media and demonstrating some aspects of technical proficiency. Competently written, with only minor lapses from standard grammar, with acceptable format	Uses a variety of literature and examples of design practice which includes some recent texts and/or appropriate literature, though not necessarily including a substantive amount beyond library texts. Competent use of source material.
40 – 49%	Some correlation with the requirements of the assignment but there is a significant degree of irrelevance	Basic understanding of the subject but addressing a limited range of material	Largely descriptive with little evidence of analysis or problem solving	A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence	Some evidence of a view or concept starting to be formed but mainly derivative.	Basic standards of presentation in practical work showing some deficiencies in choice of media and/or technical skills A simple basic style but with significant	Some up-to-date and/or appropriate literature and design practice cited. Goes beyond the material tutor has provided. Limited use of sources to support a point. Weak use of source material.

							deficiencies in expression or format that may pose obstacles for the reader	
Fail	35 – 39%	Relevance to the requirements of the assignment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, lacking resolution of problems.	Little evidence of coherent argument: lacks development and may be repetitive or thin	Almost wholly derivative	Numerous deficiencies in expression, presentation and technical skills; the designer/writer may achieve clarity (if at all) only by using a simplistic or repetitious style	Barely adequate use of literature and examples from design practice. Over reliance on material provided by the tutor.
		The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.						
	30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.						
	15-29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.						
	0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.						

Appendix 3

University of Sunderland

SITS SUMMARY PROGRAMME/SHORT COUR
DETAILS

(Form to be completed electronically by the Faculty and forwarded to the
Assurance and Enhancement (QAE) Quality Officer supporting the Approval
sent to Management Information and Systems Development (MISD) for f
devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	BA (Hons) Advertising and Des
If replacement for existing, specify title of old	
Faculty(ies):	Arts, Design & Media
Department:	Design
SITS Programme/Short Course code[2]	Design
Programme Studies Board[3]	ADM
UCAS code[4] (if applicable). If other please state method.	
JACS code[5]	W200
Qualification Level / Qualification Aim	BA Honours Degree

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[2] To be allocated in consultation with MISD team in Planning and Finance
[3] Programme Studies/Assessment Board that will have management responsibilities for the programme.
[4] Please contact Admissions Manager for code
[5] JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Ass
(See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

Modes of delivery and duration:	(delete yes/no as necessary) Full time yes 3 years Sandwich no Part time yes 5 years Work Based Learning no On-campus yes Off-campus yes
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	Keith Nevens
Date of Approval /Modification/Review	
Date of next review (*QAE to complete*)	
Start date of programme/Short Course	
Number of intakes per annum and likely month(s) intake(s) starts.	

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other[6]	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed[7]:	Open

ACCREDITING BODY	/No If yes please attach completed form AQH-Ciii2

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[6] Please confer with Amanda Watson for funding status for programme

[7] An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations?
	No
	If yes, please attach completed form AQH-B3 Appendix 2 or AQH-B8.

COLLABORATIVE:	UK	no
Please complete details	**Overseas**	yes

Institution	Collaborative model[8]	Funding arrangements[9]
IACT	Model B	
……………………………………..	……………………………………	………………………………..
……………………………………..	……………………………………	……………………………

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Certificate of Higher Education	**120**	**Core all sites: ADV121, THD104, DMG111** **Core at IACT: ADV111, GCD113, DMG103** **Core at S/Land: DMG140**

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[8] As per QAE guidelines

[9] Please contact Amanda Watson for confirmation of funding details

Diploma of Higher Education	**240**	**ADV200 ADV201 ADV202 GCD220 DMG224 THD203**
Ordinary Degree	**300**	**Core all sites: THD300, ADV300, ADV301** **Core at IACT: EXD301, EXD302, EXD303** **Core at S/Land: EXD300**

DETAILS SUPPLIED BY: Keith Nevens   DATE: December 2015