

UEA MODULE OUTLINE

Section 1		
General Information		
Module Title: BRANDING ADVERTISING DIGITAL MARKETING		
Module code: NBS5006Y-C	Credit value: 20	Level (3, 4, 5, 6 or 7): 5
	Total student effort hours: 200	
Academic Year: 2019/20	Semester: 3	
Related modules (Co-requisites, pre-requisites etc.): NONE – Some basic understanding of the world of business and advertising would be advantageous.		
Module Outline produced/updated on:	Version Number:	

Section 2	
Module Description and Learning Outcomes	
<p>Description What is this module about?</p>	<p>Are you fascinated by the world of brands and branding? Do you wonder about how advertising brings to life the power of brands and makes them resonate with our emotions? This intensive and interactive module will help you explore the connection between advertising and marketing communication techniques and how they shape brand messages.</p> <p>Throughout this module you will expand your awareness of brands and brand values and how brand ideals can be communicated to an audience through narratives, imagery, emotions, and stories. You will learn about theories that explain communication techniques and apply them to create a brand campaign of your own using various marketing communication techniques. You will get hands on experience of creating advertisements, posters, TV commercials, event marketing campaigns, social media strategy, and website design. This module is ideal for you if you have a personal and professional interest in branding, advertising, and digital marketing.</p> <p>In this module you will explore both theory and practice in branding and advertising and apply these in creating your own branding campaign. Through a mixture of lectures, seminars, workshops, labs, field visits, media production training, and first-hand field work, you will be able to learn how to visualise a brand campaign, how to create an emotional selling point and craft brand stories through the power of advertising, communication, and digital marketing. Through this experience you will sharpen your understanding of branding and marketing communications.</p>
<p>Learning Objectives</p>	<p>In this module you will:</p>

What will you learn? (subject specific and transferable skills)	Learn and understand the theories behind brands and marketing communications <ul style="list-style-type: none"> • Understand and apply theories of communication in creating and communicating brand values • Analyse the effectiveness of communication theories in building brand images • Apply and analyse the role of technology in marketing and the importance of a strong digital focus in brand campaigns • Analyse the contribution of the end-user-consumer in creating their own brand experiences
Learning outcomes? What will you be able to do by the end of the module?	By the end of this module you will be able to: <ul style="list-style-type: none"> • Understand, apply, and analyse theories of marketing communications in a practical manner • Create an actual marketing and branding campaign using a variety of advertising and promotional methods • Create an actual visual advertisement (moving or still) using production techniques learned on the module • Create and communicate a digital marketing campaign including the basics of a mobile optimised website, a search engine plan, and an effective social media campaign. • Present your findings to an audience and communicate your brand values
Links Where does this fit in to your programme?	Builds on practical understanding of the world of business marketing and communications and the central role of technology and social media in the modern world of business

Section 3		
Module Teaching Team		
Module Organiser (Including brief biographical description)	Dr Usha Sundaram U.Sundaram@uea.ac.uk xx1635 (I teach digital marketing, consumer behaviour, consumption theories, branding, marketing communications, and technologies in business.)	
Co-tutors on the Module	Tony Polack A.Polack@uea.ac.uk xx1834 (Tony teaches marketing communications and organises the BBC Voices workshop)	
Section 4		
Learning Activities and Indicative Student Effort Hours		
Learning Activity	Total effort hours (module)	Indicative Effort hours per week
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	40	10
b) Pre-class preparation and follow-up study	40	10

c) Work-based or Placement Hours	10	2.50
d) Formative assessments/activities	20	5
e) Feedback/Feed-forwards sessions		
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50	12.50
g) Background reading	40	10
h) Exams/OSCEs		
i) Course Tests		
j) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	200	50

Section 5

Teaching Sessions

Lecture Programme (where applicable)– details for each lecture

A separate detailed outline of learning, teaching, lecture / seminar, and assessment activities will be given out to students at the start of the course* The following programme is tentative.

Lecture Topic	Overview
Week commencing June 29th	Classes from June 30th following Module Welcome.
Brief Introduction	Brief Introduction to the Teaching Team – introduction to module outline, reading, and assessment expectations
Introduction to Module – Introduction to Branding	Overview of marketing and marketing communications – introduction to branding, brand architecture, brand meaning, brand associations Brand Communications
Introduction to Marketing Communications	Introduction to Marketing Communications – Theories – Tools – Hierarchy of Effects Model – Elaboration Likelihood Model – Narrative Transportation Theories – Emotional Selling Propositions for Brands Understanding Theories in Advertising – Understanding Audiences, Medium, and Message Recap Student Group Research Project and Formative Presentations
Week commencing July 6th	Classes from July 6th – following topics will be covered. This week will also potentially have a day-long field trip – details to be confirmed later.

Planning an IMC – I	Integrated Marketing communication strategies – goals, objectives, purpose, understanding the audience, the medium – creating a theme – targeting an audience
Planning an IMC – II	Integrated Marketing communication strategies – understanding media audiences, targeting and measuring effectiveness Understanding advertising – types, forms, appeals, message, working with different types of emotions and approaches in advertising – deconstructing adverts
Planning an IMC – III	Integrated marketing communication strategies – understanding communication tools, medium, message Different types of marketing communications – Public Relations, Publicity, Sponsorship, Celebrity Endorsement, Product Placement, Event and Experiential Marketing
Understanding Advertising Practice	Advertising Practice / formative assessment briefing – Briefing for BBC Voices Workshop
BBC VOICES* (ALL DAY)	BBC VOICES (To be confirmed)
Week commencing July 13th	Classes from 13th of July – the following topics will be covered. There will also be a scheduled day-long field trip which may be interchangeable with the BBC Voices workshop – details will be confirmed later.
Marketing Promotions	Recapping different marketing communications tools and their use in branding
Introduction to Digital Marketing	Essentials of Digital Marketing – Design Features of a Website – Understanding Mobile Optimisation
Digital Marketing Essentials	Planning a Search Engine Marketing Campaign – paid search – affiliate marketing – using online and offline communication methods – Social Media Marketing – understanding social platforms, social content and objects, listening, reputation management, and brand communities – interactive advertising – integrating mobile and email Theming the branding campaign – Assessment preparation
FIELD TRIP	FIELD TRIP TO DESIGN / BRANDING MUSEUM (To Be Confirmed)*
Week commencing July 20th	This week will include final wrap up, formative presentations, working on summative assessment, feedback, a half day field trip, and extra help for the final presentations and report. Students will also be encouraged to do field observations and collecting material for their campaign.
Bringing together a Branding campaign	Pulling together the essentials – planning, applying, constructing, creating an advert – planning for assessment / briefing
FIELD TRIP	OPTIONAL (To Be Confirmed)*

GROUP PRESENTATION	SUMMATIVE ASSESSMENT
Assessments	Reflective Writing / Coursework / formative feedback and summative assessment / reading and writing skills
Assessments	Formative feedback and summative hand in
FINAL HAND-IN	Submission Deadline July 23 rd – TO BE CONFIRMED Finale, Certificates, Presentation and Audience Showcase on July 24 th

*Field Trip details will be confirmed.

Seminar Programme (where applicable)– details for each session

Sessions will be interactive with a range of in-class practical exercises, case studies, presentations, and ad campaign exercises

Students will be set a series of interactive exercises to be carried out in class and also in the field involving doing research, shooting videos, doing observations etc. which they will be required to report back on as part of the process of learning

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

(TBC) film production and editing workshops sponsored by BBC Voices

(TBC) Past field trips have included day long workshops at Branding and Packaging Museum London, visits to digital marketing / branding / social media agency, guest speakers, Brand Bank, and Advertising Archives

Section 6

Learning Support Materials – If Talis Online Reading lists exist already, please note this in the relevant section(s) below; otherwise, please provide detail of books/other relevant materials as appropriate.

If using Talis, students will be able to log in and see these existing module reading lists when they are considering options for the following year. Don't forget that in July each year, your existing module list will be need to 'rolled over' to the new academic year and, most importantly you will need to 'republish' it before it becomes live for the new cohort. However, if you choose to provide the Talis Online Reading list link in this form, it will remain valid for the new list.

For all these activities, 'step by step' guidance is available at

<https://portal.uea.ac.uk/library/resources/reading-lists>

Finally remember Talis gives you the functionality to edit your reading lists at any time.

Required (Key) Reading	De Pelsmacker, Patrick (2013) Marketing Communications: A European Perspective Harlow: Pearson-Prentice Hall
Recommended further reading	Fill, Chris (2013) Marketing Communications: Brands Experiences Participation Harlow: Pearson-Prentice Hall Fill, Chris (2006) Marketing Communications: Engagement Strategies and Practice Harlow: Pearson-Prentice Hall Smith, P.R. (2011) Marketing Communications: Integrating Online and Offline with Social Media London: Kogan Page

Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	Will be provided – extensive lecture slides will be provided and these will be available through Blackboard before the start of the module. Printed copies will be made available only upon request.
----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Section 7
Formative Assessment

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feedback feed-forwards
Formative	In class	In class			Formative feedback on presentation, in class exercises, and ideas for developing campaign

Assignment detail (e.g. title and type, word limit, presentation length)

Section 8
Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment **of** learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feedback	Word limit	Method of return
CW - Coursework	40%	Thursday 23 rd July	Electronic	20 working days	electronic	2500 words (tbc)	Hub
Individual Reflection	10%	Thursday 23 rd July	Electronic	20 working days	electronic	500 words (tbc)	Hub

Group Presentation and a set of PPT slides	20%	Thursday 23 rd July	In-Class	20 working days	Formative / verbal / summative	10-15 minutes plus time for questions / No more than 6-8 slides	Hub
Creative Artefacts	30%	Thursday 23 rd July	In-Class	20 working days	Formative / verbal / summative	Max of one A4 size per artefact	Hub

Assignment title and further details (e.g. presentation length):

The summative assessment will consist of the following:

Group work, presentation, advertising and branding campaign with written coursework and reflective piece (Details to be given out later)

Students will be required to work in groups to form a creative team, create, develop, and produce an original advertising, branding, and marketing communications campaign for a prepared brief, incorporating multiple elements of marketing communications methods learned in class including digital elements such as website design and social media marketing. Students will be given ample time and opportunity to work on the project, collect material, and undergo skills training necessary to develop the ideas. Students will present their work in groups – the final output will include a choice of visual artefact (moving or still) as a brand, accompanied by a group presentation and a written coursework with individual reflective elements. (Details will be given out later.)

Group presentation including slides (20%): students will have to present a 10-15 minute presentation followed by 5 minutes Q&A from an advertising panel on their branding campaign. They will submit a set of PPT slides, no more than 6-8 slides, to support their presentation.

Group creative artefacts (30%): students will submit a set of creative artefacts which will include a selection of a full length creative advertising / billboard poster, a 30 second TV commercial, a plan for an event marketing campaign, a website design dummy page, and an outline for a social media campaign and content marketing plan. The artefacts will be no more than a single page of A4 size. Students will also be required to complete a branding theme canvas, no more than a single A3 size page, incorporating all elements to show how the brand theme has been achieved.

Group report: (40%) students will submit a written group report (one per group) of no more than 2500 words detailing the theories behind the advertising and branding campaign.

Individual Reflective report (10%): students will submit a short individual reflective piece, between 200-500 words, commenting on their experiences of working in a group and their learning experiences and journey.

Section 9

Mapping Assessment to Module Learning Outcomes

Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
1 2 3 4 5	x	x	x	x

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input checked="" type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input checked="" type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input checked="" type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input checked="" type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input checked="" type="checkbox"/>	A capacity for informed argument and logical reasoning	<input checked="" type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input checked="" type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input checked="" type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input checked="" type="checkbox"/>	A capacity for problem identification and problem-solving	<input checked="" type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input checked="" type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input checked="" type="checkbox"/>
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	<input checked="" type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input checked="" type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input checked="" type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input checked="" type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to analyse and interpret data and evidence	<input type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input checked="" type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input type="checkbox"/>	An ability to network effectively with others for specific purposes	<input checked="" type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input checked="" type="checkbox"/>
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	<input checked="" type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input checked="" type="checkbox"/>	The confidence to introduce and establish something new	<input checked="" type="checkbox"/>	An understanding of your place within local and global communities	<input checked="" type="checkbox"/>
The ability to research specific job and career areas	<input checked="" type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input checked="" type="checkbox"/>	The potential to take an idea through to its practical application	<input checked="" type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input checked="" type="checkbox"/>
An ability to present your experience and attributes positively to graduate employers	<input checked="" type="checkbox"/>	The ability to understand and prioritise customer needs	<input checked="" type="checkbox"/>	The potential to apply an enterprising mind-set to situations	<input checked="" type="checkbox"/>	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	<input checked="" type="checkbox"/>

Section 11

Module Enhancements

Changes made to this module in the light of student feedback and Module Review

NA

Section 12

Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(Student Support Service\)](#)

[Link to past examination papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. [Click this Link](#)

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications (FHEQ)*, the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. **Information does not need to be recorded here if an Online Reading List is made available via Talis Aspire (Reading Online).** Please indicate if this is the case. Suggested wording:

"The reading list for this module is in [Reading Online](#) and can be accessed via the Reading List link in Blackboard, or by searching for the module code or title from the front page."

The Talis Aspire Reading List software (Reading Online) is a self-service system designed to be used by academic staff or their representatives and should be regarded as the 'tool of choice' for reading lists where appropriate. It is also the mechanism whereby academics, or their representatives can request scans of book chapters from the library. Contact lib.reading@uea.ac.uk for advice.

Otherwise, this information, along with any accompanying reading list, should also be forwarded to the Library to ensure resources are in place, ideally 8 weeks prior to the start of each semester so that materials can be on the shelves in time.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet. Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%. All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g. effective communication, team-working). Individual modules are not expected to include all attributes.

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have acted upon the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example,

students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links

Staff may add other hot links to this section that they feel are particularly useful for students.

V1- Approved by LTC 3/12/14 -Minute 50

V2-minor amendments to Section 6 and guidance notes to include reference to online reading lists
Feb 2016

V3 updated to add a date of production/update of the outline and a version number and Section 6
further amended (reading list information) October 2016