

PROJECT BRIEF

Project Title	The Viral Funnel	Credit Value and Weighting	100% of 15 credits
Unit Title	Digital Advertising	Unit Code	WEB14304
Level/Term	Year 3/Level 6, Term 1	Date of Issue	October 2017
Submission Date	<p>Monday 30th October 2017 – Formative presentations and Hand-in via Moodle</p> <p>Monday 11th December 2017 – Project presentations and Summative Final Hand-in of supporting materials via Moodle</p> <p>Please refer to your course timetable (via Moodle) for all learning and teaching activities.</p>		
Unit Leader	Nick Rothwell		
Project Leader and Other Staff	Amy Jackson-Bruce		
Project Brief	<p>In this unit, you will produce and pitch an integrated advertising/marketing campaign for your portfolio that showcases your ideas, intelligence, communication skills and web media skills to a potential employer. Think and work to impress a potential employer!</p> <p>The project - Tutors will help you develop your own brief or you can obtain advertising briefs to work upon for a client or existing briefs from D&AD Young Blood Awards 2016 /17.</p> <ul style="list-style-type: none"> • Students work <i>individually</i> or in <i>teams of two</i> emulating a copywriter/art-director team. • When you have your brief, you will research the market around that client and product. • Think about art-direction, concept and copywriting and produce 20 solutions for your brief. • Develop the most innovative solutions that address the brief and the demographic. • Pitch the brief for <i>Formative</i> stage for tutor and peer comment and produce your initial pitch document and visualisation. • Deliver a cross-media campaign solution for <i>Summative</i> stage though a combination of visuals, web or video-work and a pitch document. <p>A campaign of ideas - The currency of advertising is ideas and the key to success is the ability to generate ideas and solutions that sell products. An</p>		

	<p>ability to generate multiple ideas and solutions and present them formally and informally is essential to an understanding of how these industries work. The solution you come up with must work across the <i>most appropriate media</i> but work to your <i>strengths</i> and your skill set. Web skills are key to modern advertising but need to work with in an integrated and planned campaign.</p> <p>Your approach - This project should utilise all the skills that you have already acquired in Levels 1 and 2 both in subject-specific units and in marketing and advertising units. In Level 3, you must hone or develop solutions that are:</p> <ul style="list-style-type: none"> • Targeted – produce work that is “targeted” and cannot be for a general audience. • Editorialised - determine and develop the most appropriate ideas to the market/product/client that you are working with. • Optimised – use methods to find out (and measure) the most effective methods of communication with a targeted audience, users or customers? • Integrated – research and choose the best (online, offline, traditional or new) methods to reach the audience you are targeting. <p>Integrating a Web Specialism - As Web specialists, your solution to the brief needs a sophisticated web solution to impress employers. Students need to do some trend research of what is new and interesting (last year, advertising companies were obsessed with Snapchat, Virtual Reality and reactive outdoor advertising (billboards you interact with). This year it will be something different). Whatever solution you derive, consider:</p> <ul style="list-style-type: none"> • Web 2.0 and use networked, collaborative behaviours. • Look to viral marketing, exploitation of the long tail, crowdsourcing, flashmob events, Twitter, Facebook (and other social media), commercial blogging, involving users in the creation of marketing campaigns, • How to enhance brand identity and use the characteristics of their market. • Making use of traditional online advertising (i.e. banner ads, bespoke apps, and videos) • Techniques and tools for testing out and measuring campaign results (look at AdSense, Google Analytics, MailChimp, SEO, Conversational etc.). • Using your web-skills to make the WHOLE campaign work with one message. 		
<p>Learning Outcomes and marking criteria</p>	<p>Learning Outcomes</p>	<p>Marking Criteria</p>	
	<p>Build on initial knowledge of advertising and marketing to create</p>	<p>X Research</p>	<p><input type="checkbox"/> Technical Competence</p>
		<p>X Analysis</p>	<p><input type="checkbox"/> Communication & Presentation</p>

	ideas, concepts, conventional media and new media applications.	X Subject Knowledge	<input type="checkbox"/> Personal & Professional Development
		<input type="checkbox"/> Experimentation	<input type="checkbox"/> Collaborative and / or Independent Professional working
	Show self-initiative and develop good judgement in the presentation of work to a high professional standard that balances academic and competition requirements.	<input type="checkbox"/> Research	<input type="checkbox"/> Technical Competence
		<input type="checkbox"/> Analysis	X Communication & Presentation
		X Subject Knowledge	X Personal & Professional Development
		<input type="checkbox"/> Experimentation	<input type="checkbox"/> Collaborative and / or Independent Professional working
	Develop editorial judgement on the selection of ideas, platform and approach for commercial use.	X Research	<input type="checkbox"/> Technical Competence
		X Analysis	<input type="checkbox"/> Communication & Presentation
		X Subject Knowledge	<input type="checkbox"/> Personal & Professional Development
		<input type="checkbox"/> Experimentation	<input type="checkbox"/> Collaborative and / or Independent Professional working

	Ability to design an integrated solution that combines ideas with cross-media strategies, Web 2.0 and traditional technologies in a compelling integrated campaign.	<input type="checkbox"/> Research	X Technical Competence
		<input type="checkbox"/> Analysis	<input type="checkbox"/> Communication & Presentation
		X Subject Knowledge	<input type="checkbox"/> Personal & Professional Development
		X Experimentation	<input type="checkbox"/> Collaborative and / or Independent Professional working
	Acquire art-direction and copywriting skills associated with advertising and marketing.	<input type="checkbox"/> Research	X Technical Competence
		<input type="checkbox"/> Analysis	X Communication & Presentation
		X Subject Knowledge	<input type="checkbox"/> Personal & Professional Development
		X Experimentation	<input type="checkbox"/> Collaborative and / or Independent

	<p>Application of entrepreneurial attributes and behaviour in project work, skills development and own personal promotion.</p>	<input type="checkbox"/> Research <input type="checkbox"/> Analysis <input type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<p>Professional working</p> <p><input type="checkbox"/> Technical Competence</p> <p>X Communication & Presentation</p> <p>X Personal & Professional Development</p> <p><input type="checkbox"/> Collaborative and / or Independent Professional working</p>
<p>Assessable Elements and Submission Requirements</p>	<p>Formative Assessment</p> <p>You will present your work on prototypes and workshop design in front of your peers and tutor. You will then upload your work by 16:00 on Monday 30th October 2017 to the indicated section on Moodle (detailed instructions on what to upload and how will be given to you in due time).</p> <p>Please also ensure your blog is kept up-to-date (see below).</p> <p>Summative Assessment</p> <p>You will present all your work for this unit in front of your peers and tutor. You will then upload your work by 16:00 on Monday December 11th 2017 to the indicated section on Moodle (detailed instructions on what to upload and how will be given to you in due time).</p> <p>Please also ensure your blog is kept up-to-date (see below).</p> <p>Blogging Guidelines</p> <p>A significant portion (20%) of your final grade will be based on your reflective writing and project documentation.</p> <p>This is an important part of your assessment, as it provides evidence of your involvement with group projects, and shows the thought processes involved with creative decisions. In particular, it highlights whether you have achieved the learning outcomes detailed in this document.</p> <p>Each week, you will be given a topic about which to write, based on the theme of the weekly lecture. Include collections of hyperlinks and the reasons why they are useful information for the project, and any notes or thoughts derived from the week's lectures and workshops. Screenshots of project work and graphics at various stages of design will also be very valuable inclusions.</p> <p>Each post should be at least 200 words (should be no longer than 500 words), in length.</p> <p>For this unit, use the following category: WEB14304.</p>		

	<table border="1"> <tr> <th data-bbox="446 221 920 259">Assessable Elements</th><th data-bbox="920 221 1453 259">Percentage of Final Grade</th></tr> <tr> <td data-bbox="446 259 920 297">Portfolio of project work</td><td data-bbox="920 259 1453 297">100%</td></tr> </table>	Assessable Elements	Percentage of Final Grade	Portfolio of project work	100%
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Portfolio of project work	100%				
<p>Reading List</p>	<p>Core Reading</p> <p>Anderson, Chris. (2009). Free: The Future of a Radical Price: The Economics of Abundance and Why Zero Pricing Is Changing the Face of Business, London: Random House Books.</p> <p>Business Gateway: Home Page: http://www.bgateway.com/bdotg/action/layer?site=202&topicId=1073858805 [Accessed: 19 February 2010].</p> <p>BusinessLink: Develop an eMarketing Plan: http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1075384972 [Accessed: 19 February 2010].</p> <p>Business Link: http://www.businesslink.gov.uk/bdotg/action/home?domain=www.businesslink.gov.uk&target=http://www.businesslink.gov.uk&tc=000KWBL200230110007 3820511047 [Accessed: 19 February 2010].</p> <p>BusinessLink4London: http://www.businesslink4london.com/ [Accessed: 19 February 2010].</p> <p>D&AD (Design and Art Direction) http://www.dandad.org/ [Accessed: 1 March 2011].</p> <p>eMarketing Association (USA) Home Page http://www.emarketingassociation.com/ [Accessed: 19 February 2010].</p> <p>Gettins, Dominic. (2000). The Unwritten Rules of Copywriting: How to Create Better Press, Poster, Radio and TV Advertising, Kogan Page.</p> <p>Maex, D. and Brown, P. (2012). Sexy Little Numbers, Crown Publishing Group. Marketing Teacher: About Marketing Teacher http://www.marketingteacher.com/about_main.htm [Accessed: 19 February 2010]. McStay, Andrew. (2009). Digital Advertising, Basingstoke: Palgrave Macmillan.</p>				

	<p>Ogilvy, David. (of advertising agency Ogilvy Mather) (1987). Ogilvy on Advertising, Random House USA.</p> <p>Ries, E. (2011). The Lean Startup, Portfolio Penguin.</p>
Late Submission	<p>If you fail to hand in your work for assessment at the agreed deadline, and no extenuating circumstances have been accepted, the Exam Board will impose a sanction to reflect the lateness:</p> <ul style="list-style-type: none"> • Work submitted within 1 hour after the deadline will incur a penalty of one increment (e.g. a B- would become a C+) • Work submitted between 1 hour and 24 hours after the specified deadline will incur a penalty of one full grade (e.g. a B- would become C-) • Work submitted more than 24 hours after the deadline, without valid Extenuating Circumstances, will be considered as a non-submission. <p>Full details on assessment regulations can be found here: http://www.arts.ac.uk/study-at-ual/academic-regulations/course-regulations/3-assessment/</p>
Re-Submission Requirements	<p>Students who fail this project, or parts thereof, may be required to complete a retrieval project which demonstrates that they have achieved the learning outcomes. Please note that only one retrieval attempt is allowed.</p> <p>Students should be aware that retrievals are capped at a bare pass grade (D-) unless the extenuating circumstances panel uphold an evidenced application.</p> <p>The deadline for retrieval will be determined at an Assessment Board.</p>
	<p>Extenuating Circumstances If you have any other unforeseen and serious difficulties during this unit you may apply for extenuating circumstances. Full details on extenuating circumstances can be found here: http://www.arts.ac.uk/study-at-ual/academic-regulations/course-regulations/6-extenuating-circumstances/</p> <p>Study Skills & Learning Support Advice and guidance on the skills required to complete your assignments i.e. time planning & prioritising to meet deadlines, planning & structuring your writing, correct referencing & bibliographies and writing 'academically' is available through the Study Skills Team in Student Services. For details visit: www.bitly.com/studyskillsrv</p> <p>1-1 academic writing tutorials can also be booked online at: http://www.meetme.so/writing</p>

Alternative assessment arrangements may be made or additional learning support arranged for students with neurodiversities, disabilities or medical conditions which may impair their performance in meeting the above requirements and who have registered in advance with Student Services. This must be discussed and agreed in advance with the Course Leader and will be reported to the Board of Examiners.

Referencing

All reading list references must be written in the Ravensbourne Harvard style of referencing. The full guide can be accessed at:

<http://ravensbourneharvardreferencing.org.uk/>

Academic misconduct

Academic misconduct includes cheating, collusion, plagiarism, or any other attempt to gain unfair advantage. Ravensbourne treats academic misconduct extremely seriously and the penalty for candidates found guilty of misconduct or deception may result in permanent exclusion.

Communication, Timetabling and Course Information

For project updates you are required to regularly check your emails, your Celcat timetable and unit specific content in Moodle. You should also continue to refer back to your Course Handbook which is on Moodle, which contains information on your course structure and will put this project brief in context.