

College	
Name & Role	Martin, Lecturer
Unit Name(s) & Code(s)	DV73 34 Advertising: Copywriting
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Learners

Description & Common Characteristics etc.

- Advertising/PR students, a block1 (semester 1) unit, quite creative in nature. LO1 is to analyse the use of copy in a campaign. LO2 write copy to match a set brief.

The Context

Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements

Outcome 1 EVALUATE COPY ACROSS A VARIETY OF MEDIA

Outcome 1 Knowledge and/or Skills

- Above and below the line advertising
- Conventions of professional copy in relation to specific media
- Copy length
- Professional script format
- Structure and role of the creative team in an advertising agency
- Appropriate language and style for audience

- Call to action and response mechanisms
- Voluntary codes
- Legal requirements
- Objectives of campaign

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills of the broad conventions of copywriting by evaluating one piece of copy from broadcast and one piece from non- broadcast.

Each candidate must correctly:

- define at least two objectives of the campaign material
- state a minimum three distinctions between above and below the line media
- identify the target market of the respective copy
- outline the structure of a creative team within an advertising agency
- state advantages of appropriate use of media for delivery of message
- identify two key roles within advertising agency creative team
- explain the importance of convention in terms of copy length, layout and use of language
- identify adherence to relevant voluntary codes and legal requirements

Outcome 2 WRITE ADVERTISING COPY APPROPRIATE TO SELECTED MEDIA

Outcome 2 Knowledge and/or skills

- Target market recognition
- Media platforms, conventions and controls
- Brand consistency over different media
- Industry format

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can fulfil the requirements of a creative brief.

The candidate must provide evidence to show they can:

- fulfil a creative brief producing copy written for both broadcast and non-broadcast media
- use media platforms to identify appropriate copy length, style and language
- adhere to voluntary and legal requirements

Existing approaches to assessment for the Unit are:

Paper based – course work and essay

Staff experience/expertise in technology-enhanced assessment

Has used the VLE and Portfolio system – anticipates student training needed for the e-portfolio

The Solution

Descriptions

- Copy writing solution is pretty straightforward: use the e- portfolio to replace paper. The idea is popular with students as an idea- but too late in the block. So suggest it will happen earlier in block 1 and be accompanied with Mahara training for the students. Also suggests a day training in the summer with the Marketing and retail team - sees real potential for uptake. Portfolio makes perfect sense in this context. Can see a wider take up for graded and non-graded units. So proposes that first and second year students could use it and therefore some lecturers need to take it up and push it and they need training and support with that. It's just getting over the initial 'hump' - really mirroring what they do now with paper. No problems foreseen from an IV perspective (a lecturer could sit side by side with EV in Mahara).

Assessment Type:

- Summative

Rationale

- It would encourage student to start building a portfolio of work. It would also encourage peer review
- Remove paper from the admin process – a college target

Technology & Delivery Setting

Access to computer, mobile phone etc. Assessment task is out of class

Resources and Tools Required

MyCity and MyPortfolio access

What the Tutor Does (and ICT skills required)

Setup of pages and links with students, design page template

What the Students Do (and ICT skills required)

Basic navigation with the e-portfolio, may need to be shown how

Outcomes

Implementation and effectiveness

Some teething problems but should work OK. Students will need induction on the system in the course. NB there is a need to store and review the work along the lines of verification generally he is thinking of using the portfolio for block 1 year 1 part of the course

Student feedback

They liked the idea but there was not time to test with them until after the summer

Reflections & Changes

A fairly simple change which is fairly simple to implement, IV /EV should be OK