

## PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

### SECTION A: DETAILS OF THE PROGRAMME AND AWARD

<b>Programme Title</b>	<b>BA (Hons) Creative Advertising BA (Hons) Creative Advertising with Foundation Year BA (Hons) Creative Advertising (Top-Up)</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Programme Location</b>	<b>Buckinghamshire New University, High Wycombe Campus</b>
<b>Name of Final Award</b>	<b>BA (Hons) Creative Advertising</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Bachelor of Arts (Honours)</b>
<b>QAA Subject Benchmark Statement(s)</b>	<b>Art &amp; Design 2017</b>
<b>UCAS Code</b>	<b>WN25</b>
<b>Course Code(s)</b>	<b>BV1ADC1 BV1ADC4 (with Foundation Year) BV6ADC1 (Top-Up)</b>
<b>Mode of Delivery</b>	<b>Full Time</b>
<b>Length of Study</b>	<b>3 years 4 years with Foundation year 1 year Top-Up</b>
<b>Number of Intakes</b>	<b>Single - September</b>
<b>Regime of Delivery</b>	<b>Campus Based</b>
<b>Language of Study</b>	<b>English</b>
<b>Programme Accreditation</b>	<b>N/A</b>
<b>Month and Year valid from</b>	<b>September 2018</b>
<b>Publication &amp; Revision Dates</b>	<b>05 October 2018, August 2019, July 2020, August 2022</b>

### Programme Introduction

The best advertising student combines a wide and eclectic mental collection of imagery and experience, be it art, literature, film, street culture, travel and all that is new in the media with keen ambition and the ability to constantly solve strategic problems in a fresh or different way.

The course aims to develop the student's problem solving and conceptual thinking skills and to immerse them into this world of applied creativity. We wish to create a culture of intuitive thinkers who look at everything, challenge the boundaries and then invent creative solutions to advertising problems, which are innovative and often anarchic.

We introduce students to advertising agencies from level 4 and encourage them to get their creative work seen on a national and international platform through a continual engagement with industry. This will include opportunities such as: creative and strategic workshops, live briefs, inspirational talks, agency visits (London and New York), work experience and major competitions.

## Distinguishing Features and Key Characteristics of the Programme

This course will prepare students for a career in the creative industry. It is based just outside London, which is home to the largest concentration of employers in the creative industries in Europe. There are only a few similar courses offering Creative Advertising at this level. The course is the longest established Creative Advertising degree course in the country so has an unrivalled alumni network.

This award will provide students with an exciting educational experience working closely at all levels with London advertising agencies and brands to prepare them for a range of career options on graduation. The programme champions the individual and is designed to help students develop creative problem-solving skills appropriate to an ever changing and evolving industry.

Students will be taught by tutors, each possessing their own particular skillsets; some of whom are the most highly-awarded in education. Most tutors are agency creative professionals with their own large networks of contacts.

The course is located within the School of Art, Design and Performance, giving students access to a community of creative students and diverse resources, available to help students achieve their creative outcomes. These include: creative computing suites, laser cutting and 3D printing workshops, printmaking workshops, editing and production facilities (including green screen) and library. Cross-course collaborations enable our students to gain wider access to these facilities.

Students will experience a varied and diverse culture and be involved with many of the best agencies and practitioners working today. Beyond advertising, the course has many contacts with associated industries including: film, music, design, events and technology. Students work on live briefs from agencies and brands and visit agencies on a regular basis. London is a major resource for students both for industry and culture. Many of the major museums and galleries feature during the programme. The course has always offered students opportunities to travel and study abroad. Past trips have been taken to European cities and New York. The latter has enabled students to experience advertising agencies and get insights into the international industries. There are also opportunities for student exchanges with other universities globally.

In addition, students benefit from studying critical and contextual studies modules (Critical and Historical Studies) in mixed-discipline groups with students from courses across the University, to enlarge their engagement with historical and theoretical contexts in the wider fields of art and design.

### Distinguishing Features

- Tutors include some of the most highly award-winning in Creative Advertising education
- Positioned just outside London
- Long established course history providing a strong network of alumni from junior to ECD level
- Work experience placements in L6 with possibilities of work experience in L5
- Project led teaching with ad agency contact at all levels
- Vibrant studio space which enables individual and collaborative group working
- Opportunities for study trips (optional), to locations such as London, Europe and New York
- Part of a community of creative students on campus
- Access to wider facilities on campus (e.g. film and sound studios, traditional printing workshops)

### Admission Requirements

The course aims to build the conceptual abilities alongside practical skills. Ideas are all important but so too are the necessary skills to communicate and position the message. Students are encouraged to develop their art direction, writing, design, digital, strategic, photography and computing talents through a series of skills workshops, critiques, lectures and master classes.

There is no one defined entry route into this programme. With many years of experience of putting students into advertising, we are in accordance with industry and acknowledge that great creatives can come from unconventional backgrounds. Normally, we expect to recruit from Art and Design foundation

courses or equivalent. We also consider students who have completed a two-year Art and Design Diploma and, increasingly, we are targeting students from sixth form who, up to the point of A Levels, have followed creative subjects but, for whatever reason, have chosen to drop them in favour of academic subjects. Writing is a major component of advertising, so applicants from non-art and design courses are considered if their academic qualifications indicate an ability to write creatively. We also consider candidates with experience, mature students and those that have travelled or followed an unconventional route.

### **For BA (Hons) Creative Advertising (3 year)**

Applicants are invited to attend an interview with a portfolio of work (if applicable) and they will have normally progressed through one of the following routes:

- Relevant A Levels for applicants straight from school
- National Diploma: General Art and Design or Design Crafts
- Prior experiential learning which demonstrates an aptitude to succeed on the course
- Access to Art and Design
- A Diploma in Foundation Art and Design
- FDA Degrees
- Transfer from other UG courses

A UCAS Tariff score of 96-104 is normally required to enter the course.

Students should have a strong GCSE profile, normally to include five GCSEs including English at Grade C or above.

International students may be interviewed by Skype, or may send an electronic portfolio. All international students should have English language to IELTS level 6.

Applicants may also fit the following profile:

- Mature students wishing to place their experiences and knowledge within a formal educational framework
- Students who can show that they are motivated to undertake the chosen course of study
- Students who can show an awareness of, and interest in, creative ideas
- Students who can demonstrate that they have the necessary (or required) academic, artistic and practical skills, as appropriate, to enable them to embark upon their chosen course of study

As a guide, we are looking for some of the following qualities:

- Highly creative
- Self-starter
- Ambitious
- Enquiring
- Informed
- Independent thinkers
- Opinionated
- Desire to change things
- Articulate
- Problem solving

All applicants will be interviewed and their books (portfolios) reviewed. In the case of sixth form applicants from non-creative courses, they have to prove ability for creative thinking and problem solving. The interview is the most important part of the process, with the onus on the tutor to see potential in each candidate. This is the student's opportunity to make an impression and use their time slot to good effect. A good interview for us is one in which we have to talk little and listen. At interview a student must:

- Evidence a high level of involvement and achievement in whatever subject they are studying
- Show personal work that goes beyond the basic requirements of their course

- Include work of a problem-solving nature
- Display a diversity in their approach
- Students from 6<sup>th</sup> form should prove their ability for creativity in whatever form they choose

As a minimum, the portfolio interview should be able to demonstrate that the applicant can do the following:

- Read, write and converse in English, to a standard necessary for academic study; normally this would be IELTS level 6.0 or equivalent
- Show that they have an understanding of the chosen course
- Demonstrate that they have the necessary (or required) academic, artistic and practical skills, as appropriate, to enable them to embark upon their chosen course of study
- Show that they are motivated to undertake the chosen course of study
- Show an awareness of, and interest in, creative ideas

### **BA (Hons) Creative Advertising with Foundation Year (4 year)**

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

### **BA (Hons) Creative Advertising (1 Year Top-Up)**

This Level 6 programme is also offered as a Top Up qualification for students who have completed a HND, FdA or other equivalent qualification in a relevant Art and Design subject and who wish to progress further to achieve an Honours degree. The major project and dissertation are seen as a culmination of studio practice and theoretical development. They provide the framework for students to undertake a sustained independent investigation in specialist areas of focus within their subject. Additionally, the course supports students in their professional development, preparing them for future careers in the creative industries.

### **Recognition of Prior Learning**

Students may be admitted to any level of the programme, which is considered suitable, after portfolio review and interview using the APL scheme.

### **Employability Statement / Career Prospects**

The opportunities for students on graduation are manifold, as they are prepared for a range of careers within the advertising industry. The experience gained over the three years and the skills acquired are transferrable to alternative career paths and increasingly, students are finding employment in other roles and industries, for example, social media is becoming popular with writers from the course. The main focus is on preparing the students for the roles of Creatives (*A creative person, especially one who devises advertising campaigns*) Art Director, and/or Copywriter. Creatives can advance in their careers to become Creative Directors.

Students also progress to become Content Creators, Strategists and Planners, Digital Creatives, PR Creatives, Social Media contributors, Account Managers, Photographers, Graphic Designers, app designers and TV Producers and Directors.

By the end of Year three, our students have a unique creative voice that competes with the best in the world. The course has always had a strong international outlook and involvement and encourages students to look abroad for employment. This has been reinforced throughout active exchange programmes and international visits to New York and various European destinations. We now have many graduates worldwide working in diverse industries.

## Professional Statutory and Regulatory Body Accreditation

n/a

## SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

### Programme Aims

The main educational aims of the programme are to:

- Allow students to develop their creative skills within a framework of creativity, support and opportunity. Students develop as highly conceptual and strategic thinkers, able to solve recognised problems and seek out new ones
- Enable students to think on their feet and adapt to change
- Provide a diverse programme of study supported by inspirational talks, industry workshops, studio sessions and work experience
- Encourage students to seek out resources and 'network' beyond the Course to further their inquiry into the subject
- Present students with a range of experiences to enable them to make informed career decisions
- Develop the capacity for independent learning
- Understand the necessity and importance of teamwork
- Develop the personal skills necessary to succeed in a highly competitive workplace

### Programme Learning Outcomes

**Table 1: Programme Learning Outcomes and Mapping to Modules**

On successful completion of Level 6 BA (Hons), a graduate will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Apply knowledge of Advertising concepts and theories to creative outcomes	AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
K2	Demonstrate a systematic understanding of key aspects of Advertising, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of the discipline	AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608

<b>K3</b>	Respond effectively to different creative challenges and devise programmes of work which will result in resolution	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>K4</b>	Communicate as a creative thinker and professional with an informed, critical insight into their own ideas within the context of the broader fields of the creative industries	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605* AD602* choose one of the following options AC606 AC607 AC608
<b>C</b>	<b>Intellectual/Cognitive Skills</b>			
<b>C1</b>	Demonstrate the ability to be positively self analytical and to solve design problems in practical and conceptual ways	AC407 AD402	AC508 AC506 AC507 AD502	AC605* AD602* choose one of the following options AC606 AC607 AC608
<b>C2</b>	Demonstrate the ability to manage self-learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>C3</b>	Employ design methodologies and be able to present a range of creative solutions to a particular challenge	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>C4</b>	Apply literacy and numeracy to creative processes	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>C5</b>	Communicate as a creative thinker and problem solver with an informed, critical insight into their own work within the context of the broader field of art and design	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605* AD602* choose one of the following options AC606 AC607 AC608
<b>P</b>	<b>Practical Skills</b>			
<b>P1</b>	Communicate information, ideas, problems and solutions and justify own work convincingly to specialist and non-specialist audiences	AC406 AC407	AC508 AC506 AC507	AC605 choose one of the following options AC606 AC607 AC608

<b>P2</b>	Demonstrate an ability to devise integrated ad campaigns demonstrating high levels of achievement in art direction and copy writing	AC407	AC508 AC506 AC507	AC605 choose one of the following options AC606 AC607 AC608
<b>P3</b>	Demonstrate an ability to deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the Advertising arena.		AC508	AC605* choose one of the following options AC606 AC607 AC608
<b>P4</b>	Demonstrate an ability to devise and sustain arguments, and/or devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.	AC406 AC407	AC508 AC506 AC507	AC605 choose one of the following options AC606 AC607 AC608
<b>P5</b>	Demonstrate qualities and transferable skills necessary for employment through: The exercise of initiative and personal responsibility and, decision making in complex and unpredictable contexts.	AC405 AC406 AC407	AC508 AC506 AC507	AC605 choose one of the following options AC606 AC607 AC608
<b>T</b>	<b>Key/Transferable Skills</b>			
<b>T1</b>	Respond effectively to briefs, work independently, ethically and meet deadlines	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>T2</b>	Use and specify for emerging information and communication technologies	AC405 AC406 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>T3</b>	Respond positively to feedback and work collaboratively	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>T4</b>	Use confident and innovative communication skills to present in industry	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AD602 choose one of the following options AC606 AC607 AC608
<b>T5</b>	Think on one's feet and respond to change	AC406 AC407	AC508 AC506	AC605 AD602

		AD402	AC507 AD502	choose one of the following options AC606 AC607 AC608
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**On successful completion of a Level 6 Ordinary degree,**

Graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a \*.

The above learning outcomes will be demonstrated by the achievement of a combined total of 300 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 from the following modules (excluding the dissertation or equivalent):

AC606  
AC607  
AC608

**On successful completion of Level 5 DipHE, a graduate, will be able to demonstrate achievement of the following learning outcomes:**

- A systematic understanding of key aspects of Advertising, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of designed aspects of the discipline.
- Demonstrate an ability to devise integrated ad campaigns demonstrating high levels of achievement in art direction and copy writing.
- Demonstrate an ability to deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the Advertising arena.

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

**On successful completion of Level 4 Cert HE, a graduate will be able to demonstrate achievement of the following learning outcomes:**

- Apply knowledge of Advertising concepts and theories to creative outcomes.
- Employ design methodologies and be able to present a range of creative solutions to a particular challenge.
- Demonstrate an ability to devise and sustain arguments, and/or devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.
- Respond to briefs, work independently, ethically and meet deadlines.
- Respond positively to feedback and work collaboratively.

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

## **Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes**

### **How will students learn?**

The Art & Design sector Benchmarks acknowledge that teaching, learning and assessment regimes adopted in the sector will embrace a wide range of approaches around a core of studio and workshop tuition, where currency will be maintained by strong links with allied professions and practitioners.

### **Studio Projects**

These are the principal vehicle for teaching and learning; comprising the presentation of a creative problem, resolved through information delivered by lecture or seminar, supported by personal research



and informed by studio-based activities. Learning is further developed through group critique, and through personal development supported by individual tutorial. The stated aim of the course is to encourage students to develop as individuals within a flexible and supportive environment. The course closely aligns itself with industry and has developed strategies to combine the many benefits of continual professional contact with educational aims and objectives. Core delivery on the course is via studio-based teaching. This allows student's access to tutors on a one-to-one basis or in small groups. Part-time Associate Lecturers play a major part in injecting diversity into the programme, which allows students the opportunity, through choice, to access specific skills relevant to their work in hand. The course team actively encourages and practices innovation in Teaching and Learning and will continually experiment with practices that enhance the quality of the Course and the student experience. At all levels, tutors will respond positively to the many opportunities presented by industry each year and ensure they are appropriate to the level.

### **Lectures**

A main feature of the course is the quality and quantity of guest lecturers that are keen to present to our students. This greatly enhances the experience for students and serves to narrow the gap between education and industry. In addition, students benefit from a rich and varied programme of Critical and Historical Studies (CHS) lectures, reviewing histories and theories of art and design in ways which are both useful and stimulating. All lectures are designed to inspire and inform students and to instigate discussions.

### **Tutorials**

Tutorials take place throughout the year and can be related to work in progress or intended for feedback following an assessment, conducted individually or in small groups. These are discussion forums with a focus on students evaluating their work and identifying directions for study and research. Tutors will question and advise students, presenting alternatives and questioning decisions, in order to help students to realise their full potential and to develop critical and evaluative skills.

### **Seminars**

Seminars are seen as an essential teaching tool and a means of provoking debate and enquiry. Seminars range from large group sessions, which can provide a formal forum for debate, to more impromptu discussion groups, particularly during the group projects in Levels 4 and 5. The seminar is usually directed by a studio tutor, and serves to develop students' ability to present, justify and defend their ideas. In CHS, mixed-discipline seminars encourage students to make links with other areas of art and design practice.

### **Group Critiques**

The formal critique (crit), when students are required to display their work to a panel of tutors, visiting critics, and their peers, is considered central to the student experience. Students become increasingly articulate and confident when discussing their work and crits prepare them for client presentations when they engage with industry. The crit is seen as an important public forum not only for critical appraisal but also for debate and discussion among the panel, and as an opportunity for students to question the opinions of their tutors. The crit acts as learning experience, as described above, but is also the primary mechanism for formative assessment.

### **Self-directed study**

Students have to engage in independent working and develop project management and time management skills in connection with both studio and CHS activities. Self-directed study is essential to successfully managing and achieving programme learning outcomes.

### **Workshops**

Workshops play a vital role in providing students the opportunity to develop applied skills to complement the Course's emphasis on conceptual thinking. Within the workshop environment, students can negotiate, with a specialist tutor, a programme of work to achieve their objectives. Induction sessions are timetabled in Level 4 in the following areas: printmaking, photography and computers. Following a basic grounding in each subject, students can use the facilities on an open access basis where they can get project specific help from specialist tutors. Given the diversity of the Course, this is a preferable way of working for skills acquisition, as students can relate it to the work in hand and the level. It also allows students to plan their time and structure their route through the Course. Students are encouraged

to maximise the workshop facilities, contained within the Faculty. Students are also encouraged to seek assistance and collaborations from outside the institution.

Industry contact is the life blood of the course and students will benefit from extensive and varied input through studio contact, agency workshops, talks, lectures, mentors, portfolio reviews and self-initiated contact.

Advertising students benefit from a series of agency-based industry workshops in London. This is a key element of Levels Five and Six. A group of agencies (6 – 8 per level) agree to run one workshop each over a period of weeks. A brief is issued by the agency, ahead of the workshop, for students to work on in university. On the allotted day, students attend an evening event where their work is reviewed by agency Creatives and Planners. Formative feedback is given at this time. In addition to the critique, students get the opportunity to socialise and network. This can often lead to work experience and future portfolio reviews.

### **The Studio**

The studio is an essential component in creating and maintaining a strong course culture and a reason many students decide to study at Bucks. It is a base, community, lecture room, workshop, crit room and gallery. Most teaching and learning takes place in a dedicated studio and students are encouraged to create an environment conducive to creativity and fun. Clients and visitors get to engage with students in an environment similar to a professional studio.

### **Virtual Learning Environment (Blackboard)**

The course will use the VLE throughout the teaching of modules. Project briefs, lecture notes, and supporting information including videos or recordings of CHS lectures. Power Point presentations and CHS study skills guides are made available and students will be encouraged to research information across year groups.

### **Study Tours**

These are a valuable part of the programme at all levels. These are likely to include visits to museums, galleries in Oxford, London and beyond. The course usually operates two international trips: a European trip and the New York Trip. The latter comprises a series of lectures, seminars and workshops in leading creative companies in Manhattan. These visits also present students with the unique opportunity to have their portfolios reviewed by creatives, with a slightly different perspective than they are used to in London.

### **Student Exchanges**

The Course Team actively encourages students to consider contact with different countries and cultures to broaden their experience and bring a new dimension to their studies.

### **Student Support**

The Learning Development Unit is available to support students wishing to enhance their study skills and students with learning difficulties such as dyslexia are supported by the Disabilities Unit. Students also receive support through the Student Experience Directorate, which offers career and financial advice, as well as counselling.

## **Assessment Strategies**

**Assessment is largely based on coursework with plenty of opportunities for formative assessment and feedback.**

### **Formative Assessment**

The Course operates a system of formative and summative assessment. The emphasis is very much on formative – feedback such as an indicative mark given at a crit or interim assessment – which gives students an indication of strengths and weaknesses of their work such that they may make improvements upon it. Where appropriate, the student can revisit that piece of work before the final, formal, assessment at the end of the year. This system is most appropriate (and fair to students) to this type of course, that always places great emphasis on experimentation and gaining new experiences. Formative assessments allow for feedback from tutors and students and are intended to assist students in developing their work to achieve the best results. It will always give each student an

indication of the standard of his/her work, as presented, but will also give an indication of how it might be improved to achieve a better result and grade. Students then have the choice of either accepting that grade or, if they wish, improving the work for the end of semester. Formative assessments can vary in style and format and will be appropriate to the project in hand. Often, a form of peer assessment will take place at this level. This serves to give students an understanding of the assessment process and a clearer knowledge of the criteria and outcomes for a particular level.

### **Summative Assessment**

Summative assessments of practical and written submissions are more formal, counting towards the final grade for a module. Summative assessment occurs at the end of a project or module and provides students with a clear indication of their final performance with regards to the standards expected. The work is marked against assessment criteria for the course. Students are briefed on assessment protocols early in the course and briefs carry the assessment criteria.

Many assessments feature a portfolio submission. This indicates a range of different projects, which can be presented according to the individual student's interpretation of a brief. The outcomes vary from year-to-year and are often relative to the concept. They may typically include: art direction / verbal presentation / social media and online content / video / writing / innovation / strategy / campaigns / design / debate and photography.

### **Work-Based / Placement Learning**

L6 students are offered paid work-experience placements in the creative departments at leading London-based advertising, digital, experiential, social media and content agencies. To ensure a placement, the students have to show punctuality and commitment to the course. Students who do not get awarded a placement will have an agency like experience within the university with an industry project and verbal feedback given from industry and tutors. Support and mentorship is given at the agencies from the Creative Director or a specified creative team. Feedback will be given to the students from the agency. Feedback is given to the tutors from the agencies. And students also give written feedback to the tutors.

## SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

**Table 1: Programme Structure Table**

Programme Title		BA (Hons) Creative Advertising / with Foundation Year							
Course Code		BV1ADC1 / BV1ADC4 / BV6ADC1 (Level 6 only)							
Mode of Study		Full Time							
Credit Value		UK	360		ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
<b>Level 0</b>									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60	40	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100		1/2
FY038	Photography, Design and Visual Communication	0	1	C	n/a		100%		S1
<b>Level 4</b>									
AC405	Creative Skills	4	2	C	30		100		SB
AC406	Conceptual Communication	4	2	C	30		100		SB
AC407	Advertising	4	2	C	30		100		SB
AD402	Historical and Critical Thinking	4	2	C	30		60	40	SB
<b>Level 5</b>									
AC508	Digital Advertising and Creative Content	5	3	C	30		100		S2
AC506	Advertising Communication Skills	5	3	C	30		100		S1
AC507	Industry Portfolio	5	3	C	30		100		SB
AD502	Design Research and Theory	5	3	C	30		100		SB
<b>Level 6</b>									
AC605	Agency	6	4	C	30		100		SB
AC606	Final Major Project Creative Team	6	4	O	60		100		SB
AC607	Final Major Project Creative Independent	6	4	O	60		100		SB

AC608	Final Major Project Creative Combined Independent	6	4	O	60		100		SB
AD602	Dissertation	6	4	C	30		100		S1

Foundation year modules only apply to the “with Foundation Year” version of this programme.

### Table 3: Breakdown of Contact Hours

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

Course Level	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Level 4	384	816	0	<b>1200</b>
Level 5	378	742	80	<b>1200</b>
Level 6	321	799	80	<b>1200</b>
<b>Total</b>	<b>1087</b>	<b>2353</b>	<b>160</b>	<b>3600</b>

## SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University *Academic Assessment Regulations* and procedures as detailed on the University website.

### With the following exceptions:

The classification of degrees will be decided by the weighted average of Level Six modules only. There will be no marks carried forward from Levels Four or Five although students must receive academic credit for these modules consistent with normal regulations; Level Six students must pass one of the FMP modules (AC606/7/8) in order to be awarded their Ordinary Degree. This module may not be condoned.

Regulations relating to the award of Ordinary Degrees in the School have been separately approved by Senate.

The calculation of this award will be as follows: **Level 6 100%**

The following modules may not be compensated:

AC606/7/8

### Referral Opportunities

As with any award at Buckinghamshire New University, if a student has not received a pass mark (normally 40%) for a module or piece of assessment, they may be required to be reassessed in the component(s) that they have failed.

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#).

### Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	CertHE in Creative Advertising	120 Credits
Diploma of Higher Education	DipHE in Creative Advertising	240 Credits
Ordinary Degree	BA in Creative Advertising	300 Credits

## SECTION E: FURTHER INFORMATION

### Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Art & Design Subject Benchmark Statement (2017)
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- Work-based and Placement Learning Policy
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

### Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

School of Art, Design & Performance

### Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023-24

## SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
AC405	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AC406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AC407	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AC508	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AC506	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AC507	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD502	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AC605	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AC606	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AC607	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AC608	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD602	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
<b>6.4 Graduates are able to:</b>					
i apply knowledge to different creative challenges and respond effectively by devising programmes of work, which will result in effective creative outcomes.	K1, K2, K3 C1,C2, C3, C5, P4, T2	AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
ii demonstrate a systematic understanding of current developments and debates in Advertising, with a professional and critical insight relating to the broader context of the creative industries	K1, K2, K4, C2, C3, C5, P3, P4, T2	AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602*	
iii present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	K1, K3, K4, C1, C3, C5, P3, T1,	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
iv make connections between intention, process, outcome, context and methods of dissemination.	K1, K2, K3, K4, C1, C5, P3	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
Subject-specific skills					
<b>6.5 A graduate's work is informed by aspects of professional practice in their discipline(s). This is evidenced by some knowledge and understanding of:</b>					
i the broad critical and contextual dimensions of the student's discipline(s)	K1, K2, K4, C1, C5, T1,	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
ii the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	K2, K4, C3, C4, P1, P3, P4, P5, T1, T3, T4, T5	AC406 AC407 AC402	AC508 AC506 AC507	AC605 AC606 AC607 AC608	
iii major developments in current and emerging media and technologies in their discipline(s)	K2, K4, C5, P2, P4, T2	AC406 AC407 AC402	AC508 AC506 AC507	AC605 AC606 AC607 AC608	
iv the significance of the work of other practitioners in their discipline(s)	K2, K4, C5, C2, C5,	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608	



				AD602	
v Demonstrate an ability to devise and sustain arguments, and/or devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.	P4	AC406 AC407	AC508 AC506 AC507	AC605 AC606 AC607 AC608	
Generic and graduate skills					
<b>6.6 Graduates have demonstrated that they have some ability to:</b>					
<b>Self-management:</b>  i exercise self-management skills in managing workloads and meeting deadlines	T1	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
ii accommodate change and uncertainty	T3, T4, T5	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
<b>Critical engagement:</b>  i analyse information and experiences, and formulate reasoned arguments	P1, P4, P5	AC405 AC406 AC407	AC508 AC506 AC507	AC605 AC606 AC607 AC608	
ii benefit from the critical judgements of others and recognise their personal strengths and needs.	T3	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602*	
<b>Skills in communication and presentation:</b>  i communicate ideas and information in visual, oral and written forms	C4, T4, P1	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602*	
ii present ideas and work to their audiences.	C4, T4, P1	AC405 AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602	
<b>Research and information skills:</b>  i navigate, retrieve, and manage information from a variety of sources.	K2, C2,	AC406 AC407 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602*	
ii select and employ communication and information technologies	T2	AC405 AC406 AD402	AC508 AC506 AC507 AD502	AC605 AC606 AC607 AC608 AD602*	

## EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
AC405	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AC406	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC407	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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AC606	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC607	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC608	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD602	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>