



## **Module Specification**

### **The Professional Copywriter**

Version: 2027-28, v1.0, Approved

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## Part 1: Information

**Module title:** The Professional Copywriter

**Module code:** UPNB78-30-3

**Level:** Level 6

**For implementation from:** 2027-28

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** Linguistics

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module will provide students with deeper insights into the way copywriters work in a professional setting, and how their work impacts on the commercial world and wider society.

**Features:** Not applicable

**Educational aims:** Students will learn about commercial copywriters' collaboration with clients, agencies, designers, production managers, account handlers and media

planners. With this in mind, students will be encouraged to establish their own nexus with peers who are studying allied subjects (such as art and design) at the university.

Following on from work completed in previous modules, students will develop their commercial writing skills as they take on advanced projects and live briefs. These may include online ads, html letters and other forms of digital content, TV and radio advertising scripts, billboards, brochures and direct marketing leaflets. Working collaboratively and taking their inspiration from classic and contemporary ads, students will also study consumer behaviour and how their own habits and preferences are affected by advertising copy.

This module will also look at how the tone of voice adopted by a copywriter can make a vital contribution to the building and maintenance of a brand, and how advertising has developed from a salesperson's tool into a global socio-cultural phenomenon.

**Outline syllabus:** The course is characterised by its commitment to 'live' briefs and close connections with copy writing businesses and practitioners within Bristol, the Southwest and the wider UK. Students studying this module will already have studied copywriting in years 1 and 2 so a high degree of skill, motivation and knowledge is expected.

Initially students will be introduced to the general principles of this module - to deploy industry-ready work and reflect on the client and personal processes required to deliver. Key elements of groundwork will include setting up an agency and understanding active campaigns, leading to the composition of live briefs, and the exchange of formative feedback leading to research and delivery.

This module engages with a range of clients from diverse backgrounds and the syllabus has been developed in line with principles of decolonizing and Equality, Diversity and Inclusion. Practice-led learning with a strong industry focus and formative feedback characterise this course. Students are required to regard collaboration with their peers, clients, tutors and third parties in the production

process as important aspects of their work as they synthesise, develop, discuss and appraise their work.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning workshops and seminars are at the core of this module. This allows a flexible approach to be taken to combining workshop and seminar sessions, and to combining lecturer input with practical work. This flexible approach also enables students to develop the skills necessary to engage with different modes of learning. The module may require students to work both independently and in small groups on a variety of tasks.

Guidance on work briefs and set reading or tasks will be available either in the module assignment brief, via the module information on UWE Online or through any other vehicle deemed appropriate by the module/programme leaders.

Independent study may include a variety of tasks such as written exercises, assignment preparation, and recommended further reading. It will be guided by a clear syllabus outline in the module handbook and preparation questions and/or tasks communicated via Blackboard.

Indicative reading list:

Delaney, Sam, 2015, *Mad Men & Bad Men: What happened when British politics met advertising*, London: Faber & Faber.

Grant, Adam, 2016, *Originals: How non-conformists changed the world*, London: WH Allen.

Greenfield, Susan, 2014, *Mind Change: how digital technologies are leaving their mark on our brains*, London: Rider Books.

Hurari, Yuval Noah, 2011, *Sapiens: a brief history of humankind*, London: Vintage.

Kahnemann, Daniel, 2011, Thinking, Fast and Slow, London: Penguin.

King, Stephen, 1999, On Writing: A Memoir of the Craft, London: Hodder  
Paperbacks

Leith, Sam, 2012, You Talkin' To Me? Rhetoric from Aristotle to Obama, London:  
Profile Books.

Maslen, A. 2010, The copywriting sourcebook: how to write better copy, faster – for  
everything from ads to websites.

Shaw, M. 2012, Copywriting: successful writing for design, advertising and  
marketing.

Simmons, J. 2005, My Sister's a Barista: How They Made Starbucks a Home Away  
from Home.

Thaler, Richard H. and Sunstein, Cass, 2008, Nudge: Improving decisions about  
health, wealth and happiness, London: Penguin.

Truss, Lynne, 2003, Eats, Shoots and Leaves, London: Profile Books.

**Module Learning outcomes:** On successful completion of this module students will  
achieve the following learning outcomes.

**MO1** Produce effective creative content by integrating ideas, demonstrating an  
in-depth understanding of briefs and audiences.

**MO2** Communicate complex ideas and research findings with clarity and  
precision to peers, tutors and industry professionals.

**MO3** Approach challenges with a problem-solving mindset, developing  
innovative and effective solutions.

**MO4** Engage in collaborative projects, inspiring teamwork, effectively managing  
diverse perspectives, and fostering a shared vision to achieve common goals.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link

**Part 4: Assessment**

**Assessment strategy:** The assessment comprises a portfolio submission comprising client briefs, an essay, and an in-class presentation with relevant supporting material. Formative feedback from tutor and peers focusses on written work, process and reflective creative process and is built into the teaching programme.

The portfolio will allow students to demonstrate their understanding of critical materials, working with a client, meeting a brief, and communicating effectively.

The resit will be the same as the first sit.

**Assessment tasks:****Portfolio (First Sit)**

Description: A portfolio submission - approx. 5000 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: A portfolio submission - approx. 5000 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Creative and Professional Writing [Frenchay] BA (Hons) 2025-26