

BA (Hons) Graphic Branding and Identity

Course Handbook 2021/22

Full-time | 3 years | September 2021 enrolment

Awarding Body	University of the Arts London
College	London College of Communication
School	Design School
Programme	Branding and Design Innovation (L064)
Scheduled Learning and Teaching	During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.

Awards and Percentage of Scheduled Learning

Year 1

Percentage of Scheduled Learning	23
Awards	Credits
Certificate of Higher Education	120

Year 2

Percentage of Scheduled Learning	22
Awards	Credits
Diploma of Higher Education	240

Year 3

Percentage of Scheduled Learning	12
Awards	Credits
Bachelor of Arts	360

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Provide you with the knowledge and skills to support your study of branding and identity as a creative and dynamic activity
Aim	Assist you in developing a personal methodology and enable you to speculate on new, innovative approaches to the subject that, where possible, consider relevant social, cultural, political and environmental concerns
Aim	Enable you to appreciate, explore, interrogate and challenge the existing forms of the subject through independent and collaborative enquiry
Aim	Assist you in placing the subject within an historical, social, cultural, environmental context underpinned by theoretical, professional and international perspectives
Aim	Equip you with the necessary transferable skills to assist you in determining your professional future and assist you in progressing onto LCC and other external postgraduate courses
Aim	Raise your awareness of vocational outcomes
Aim	Equip you with skills to enable you to gain employment within industry
Aim	Place the subject of graphic branding and identity in an ethical, environmental and moral context
Outcome	Use a variety of cognitive, theoretical and practical skills to identify and investigate appropriate primary and secondary sources relevant to branding and identity (Enquiry);
Outcome	Examine and interpret research material visually and demonstrate this understanding in order to evaluate and inform project outcomes (Enquiry);
Outcome	Demonstrate an understanding of, and practically apply, contextual knowledge of the subject and its wider areas of influence (Knowledge);
Outcome	Problem solve, take risks, challenge preconceptions, experiment and test ideas, materials and media appropriate to concept development and principles of responsible design practice (Enquiry; Process);

Outcome	Demonstrate design, craft and technical skills in the final execution of ideas appropriate to the project outcomes and principles of responsible design practice (Realisation);
Outcome	Show clarity of purpose, appropriate selection of media, awareness of precedent and sensitivity to the needs of the audience in the production and presentation of ideas (Communication);
Outcome	Manage your learning through reflection, planning, self-direction, subject engagement, and commitment and be able to place your work in a professional context (Process; Realisation)
Outcome	Work independently or collaboratively with fellow designers or with those from different disciplines (Process).
Outcome	Exercise ethical, environmental and moral judgement in relation to the practice (Process; Realisation)
Outcome	Demonstrate an understanding of vocational skills related to professional outcomes and employment opportunities relevant to the subject. (Process; Realisation)

	Distinctive Features
1	<p>Community of Practice. The course is situated within the undergraduate Branding and Design Innovation Programme which comprises BA (Hons) Design and Management and Cultures, BA (Hons) Design for Art Direction, BA (Hons) Design for Branded Spaces and postgraduate courses including MA Design Management and Cultures and MA Graphic Branding and Identity Within a School context there are undergraduate and postgraduate courses in the Branding and Design Innovation programme, Contextual and Theoretical Studies and the Interactive and Visual Communication Programmes. The programmes are situated within the Design School and is one of the largest within the University of the Arts and offers specialist provision that is current within the design, media and communication community is interdisciplinary, future facing and addresses the needs of the contemporary student.</p>
2	<p>The Diploma in Professional Studies. This unique year long optional course, offers students, across two programmes, the opportunity to undertake up to three placements anywhere in the world Students on BA(Hons) Graphic Branding and Identity will be able to capitalise on this opportunity</p>
3	<p>Practice and Theory: Although the course is located within a programme which is predominantly practice based its strong relationship with Contextual and Theoretical Studies will encourage the development of cultural thinking, critical analysis and study of global cultures and histories together with management theories</p>
4	<p>Interdisciplinary nature of the course: The design, media and communication industries have expanded and diversified significantly in the last two decades. No longer purely practice based they have become multidisciplinary activities which draw on the expertise of a broad range of subject specialists from anthropologists to psychologists who complement and inform design practice. The interdisciplinary and multi disciplinary nature of the subject will be reflected in the curriculum and delivery of this course.</p>
5	<p>Location: The College is possibly the only Design, Communication and Media focused institution in Europe located within what is recognised as a design capital of the world</p>
6	<p>Live Projects: The School has a long and distinguished history particularly in the area of graphic design, stretching back to the 1950's which has given it an enviable reputation and which makes it a focus for external live projects and collaborations which are a regular aspect of the School</p>
7	<p>Professional expertise and links: The Schools considerable number and calibre of alumni and national and international professional links also contribute to the</p>

	School and its programmes. This is exemplified in the Schools list of visiting practitioners, visiting professors and Fellows from a disparate range of design and communication backgrounds
8	Progression: LCC has developed a Graduate School in recognition of having the largest post graduate populations within UAL. The breadth of provision and course synergies will facilitate and give the opportunity for progression into an increasing number of relevant courses in particular MA Graphic Branding and Identity.
9	Access to technicians and professionals trained in: Letterpress, printmaking and print resources.

Course Detail

The course explores diverse and creative approaches to branding and identity, from concept to outcome. You'll gain valuable insights into all aspects of the subject from its historical, social, cultural and commercial contexts, through design practice relating to brand and identity expression.

Access to technicians and professionals trained in printmaking and letterpress to moving image and digital media.

The course is designed to produce strategic thinkers and creative communicators who will become significant professional practitioners within this expansive industry.

What can you expect?

- Practical projects and technical workshops, designed to enable you to choose and develop the right message, to the right audience, at the right time and using the right media.
- The course will allow you to place graphic branding in the context of graphic design, branded spaces and interiors, packaging, moving image, advertising and narrative storytelling. It is designed to encourage innovation and initiative.
- Your practice will be supported and informed by theory associated with the subject, which places it within an historical, cultural and social context.
- Collaboration - This combination of practical and theoretical exploration and understanding is further supported by live projects and collaborative involvement with industry.

Work experience and opportunities

We are industry-focused and regularly set projects that enable you to work with professional designers. Recent collaborations have included projects with Radley Yeldar, Studio PSK, Nomad and Echo.

Between Years 2 and 3 of the course, you'll also have the opportunity to undertake one of the following additional UAL qualifications:

Diploma in Professional Studies (DPS): An optional, year-long learning opportunity which enables you to develop your professional skills by undertaking a variety of placements and industry experiences. Supported throughout the year by academics, you'll build on the knowledge gained on your course in a range of national or international locations, and graduate with an additional qualification of Diploma in Professional Studies.

Diploma in Creative Computing: An optional, year-long opportunity which allows you to develop the computational skills that are shaping the future of the digital creative industries. After successfully completing the Diploma and the final year of your

undergraduate degree, you'll graduate with an enhanced degree title: for example, BA (Hons) Graphic Branding and Identity (with Creative Computing).

Mode of study

BA (Hons) Graphic Branding and Identity runs for 93 weeks in full time mode. It is divided into 3 stages over 3 academic years. Each stage lasts 31 weeks.

Course Units

In 2019, UAL declared a [Climate Emergency](#). In response, LCC's [Design School](#) set an ambitious Sustainability Action Plan in place to fully embed responsible practices within the curriculum and in everything we do.

As part of this initiative, we've shaped our courses around social and environmental sustainability principles that ensure learning outcomes reflect the urgent need to equip you with the understanding, skills, and values to foster a more sustainable planet. Our aim is to change the way our students think, and to empower you to work towards a sustainable future.

In common with all courses at University of the Arts London, this course is credit rated. The course is 3 years, levels 4-6. Each year requires you to achieve 120 credit points. To be awarded the BA (Hons) Graphic Branding and Identity qualification, you need to accumulate a total of 360 credits.

The first year of the course will introduce you to strategic brand thinking, combined with design principles associated with a broad range of media.

Year 1

Introduction to Graphic Branding and Identity (20 credits)

This unit will introduce you to your course and its subject specialism as well as to effective learning and studentship at undergraduate level.

Branding and Design Principles (40 credits)

This unit will introduce you to the importance of audience and personas; brand promise and purpose, brand values, brand personality and tone of voice alongside the development of a range of graphic design principles in typography and layout.

Brand Narratives (20 credits)

This unit introduces to the importance of developing a brand story with which to engage

your audience.

Brand Packaging (20 credits)

This unit focuses on an exploration of branding in the context of 3D packaging, allowing you to explore materials, form and physical interaction.

Contextual and Theoretical Studies 1 (20 credits)

Introduces histories, theories and debates relevant to graphic branding, identity and visual culture.

Year 2

The second year will consolidate and expand on your experience of brand expression across a range of different online and offline media.

You'll explore the role branding might have in a range of social, cultural and political contexts.

We encourage individual and collaborative working, with theoretical aspects of the subject, all within an exploratory context.

Brand Expression (40 credits)

This unit will enable you to understand how brands communicate across cultures in global and local contexts and how design can be used to maximise this communication in terms of meaning and brand personality.

Professional Practices (20 credits)

This unit gives you the opportunity to collaborate with design students from other courses on a live industry brief.

Brand Futures (40 credits)

This unit challenges you to engage with branding in social, cultural and political contexts, recognising that as designers we have the ability to bring people together around current societal challenges.

It also explores the potential for audience engagement in a range of emerging technologies.

Contextual and Theoretical Studies 2 (20 credits)

You'll study a specific set of ideas, practices and theories chosen by you and related to your career and practice ambitions.

Diploma in Professional Studies

The Diploma in Professional Studies (DPS) is an optional year-long learning opportunity, allowing you to undertake a variety of internships and professional experiences for a whole academic year in Year 3, as part of a four-year degree.

It is a managed year of professional experience largely undertaken in the design profession in a variety of national and international locations.

Successful candidates are selected on a competitive basis from academic performance and studentship, successful completion of the DPS bridging studies and by portfolio and proposal.

Year 3

The final year allows you to pursue your interests and direction through supported independent study. It will provide you with confidence to choose your future path within the industry, or progress onto postgraduate study.

There are two pathway options in term one and two of Year 3. One route involves an 8,000 – 10,000 word piece of written work (Route A), or the other route combines a 4,000 – 5,000-word piece of written work plus a Self-Initiated Project (Route B).

Route A:

Contextual and Theoretical Studies 3 (Route A) (40 credits)

Is a 8000-10,000 word thesis on a subject of your choice in negotiation with your tutor.

Industry Practice (20 credits)

In this unit you will choose from a range of live or design agency set briefs to give you the experience of working with clients or with industry partners.

Major Project Studio (60 credits)

This unit is the culmination of your degree. It offers a range of project choices that enable you to continue to develop a personal portfolio of work relevant to your aspirations. Briefs include those set by agencies, live briefs, competition briefs and the opportunity to

undertake self-initiated projects.

Route B:

Contextual and Theoretical Studies 3 (Route B) (20 credits)

Is a 4,000-5,000 word thesis on a subject of your choice in negotiation with your tutor.

Industry Practice (20 credits)

In this unit you will choose from a range of live or design agency set briefs to give you the experience of working with clients or with industry partners.

Major Project Studio (60 credits)

This unit is the culmination of your degree. It offers a range of project choices that enable you to continue to develop a personal portfolio of work relevant to your aspirations. Briefs include those set by agencies, live briefs, competition briefs and the opportunity to undertake self-initiated projects.

Self-Initiated Project (Route B) (20 credits)

This unit offers you the opportunity to undertake an extensive self-initiated project that allows you to work on an aspect of the subject area that particularly interests you and reflects your aspirations for your portfolio and career after your degree.

Learning and Teaching Methods

- Lectures/large group learning
- Workshop and seminar learning
- Academic tutorials
- Self-directed learning
- Outside speakers and visits
- Collaborative working
- Assessed assignments

Assessment Methods

- Practical project work and computer based activities
- Prepared writing
- Responses to case studies
- Oral presentation
- Personal presentations of prepared work
- Workshop based activities

- Written research projects
- A portfolio

Reference Points

The following reference points were used in designing the course:

- The learning and teaching policies of the University of the Arts London
- The College policies and initiatives
- Level descriptors
- Benchmark statements

Course Diagram

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31				
Level 4 – Year 1																																			
Block 1															End of Block	Activities Week	Block 2																		
Introduction to Graphic Branding & Identity (20)										S								Brand Narratives (20)										S							
																	Brand Packaging (20)										S								
Branding & Design Principles (40)												S							CTS1 (20)										S						
Level 5 – Year 2																																			
Block 1																			Block 2																
Professional Practices (20)												S							CTS 2 (20)										S						
Brand Expression (40)												S							Brand Futures (40)										S						
Level 6 – Year 3																																			
Block 1																			Block 2																
Industry Practice (20) Route A & B										S	MPS (60)						Major Project Studio (60)										S								
Self-initiated Project (20) Route B														S																					
CTS3 (20) Route B												S																							
CTS3 (20) Route A												S																							

S = Summative Assessment

PU001996 : Introduction to Graphic Branding and Identity

(Mandatory)

Unit Code	PU001996
Unit Title	Introduction to Graphic Branding and Identity
FHEQ Level	Level 4
Effective From	September 1st 2021
Duration	1
Credits	20
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>This unit aims to introduce you to your course and its subject specialism as well as to effective learning and studentship at undergraduate level. It will orientate you to the practices and knowledge-base needed to understand your discipline and help you to develop your skills for independent & collaborative learning, reflection and your own self development. Students come from many diverse educational backgrounds and a part of this unit will enable to reflect on your own background and how that shapes the way you approach your course.</p> <p>This Unit has three core purposes:</p> <ul style="list-style-type: none">• to introduce you to your discipline in the context of study at a Higher Education level.• to introduce you to learning skills and the requirements of effective studentship at undergraduate level.• to orientate you within your course, the College and the University <p>Emphasis is placed on the skills needed to locate, navigate and communicate information and ideas effectively and appropriately.</p>

	You will be introduced to resources that support your studies. We will also discuss studentship, the importance of being an engaged and participatory member of the group and your own personal and professional development.
Indicative Content	<ul style="list-style-type: none"> • The world of higher education: Key aspects of the learning culture on BA GB&I, at LCC and in UAL • Responsibilities of attendance and independent working • The ethos of learning and working as a professional: respect, discipline, time management, student and tutor expectations, communication and rules of engagement with staff, fellow learners and external institutions/individuals • Student as learner and entry level industry practitioner • The Critical Maker-Practitioner; the relationship between studio and contextual and theoretical studies, ethics and practices • Reflective writing and the use of appropriate language and critical thinking • The meaning and reading and interpretation of graphic signs, objects, representation and identities • The brand/audience relationship • Critical and practical research skills • Information and Communication Technology skills • Collaborative working practices • Presentation skills: Structuring information to communicate to others in a clear and concise manner • Personal and Professional Learning Networks, building external relationships • The reflective practitioner: critical thinking and reflection on learning and professional practices
Learning & Teaching Methods	To enable you to demonstrate achievement against the learning outcomes, the subject will be introduced through a range of practical workshops and assignments supported, where appropriate, by lectures, seminars, critiques and offsite activities.

Learning Outcomes

LO1	Evidence of a critical, foundational understanding of the practices and knowledge base of your subject and discipline (Knowledge)
LO2	Evidence of skills needed for effective learning and communication of ideas, arguments and criticism in visual and written form (Communication)
LO3	Evidence of understanding of the importance of studentship through engagement and participation with the course and your student colleagues (Enquiry)
LO4	Evidence of engagement with the principles of critical reflection and a commitment to Personal and Professional Development (Process)

Unit Assessment Summary

Holistic - This unit is assessed holistically and pass/fail. Assessment will be against the specified marking criteria.

Holistic: Pass/Fail

Assessment Type	Presentation
% of total	Pass/Fail
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	<p>A 20-minute group presentation, which demonstrates your development as a student learner and entry-level industry professional. The presentation should demonstrate in-depth engagement with the unit content, wider research and reading and provide relevant and appropriately cited references.</p> <p>Mandatory areas to include in the presentation are:</p> <ul style="list-style-type: none"> • Discussion of creative collaboration • Working as a critical maker-practitioner • Writing as part of your critical practice • Research: why we do research and how we apply it to our

	practice.
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Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading:</p> <p>Mirzoeff, N. (2015) How To See The World. London: Pelican.</p> <p>Further Reading:</p> <p>These will be drawn from student-supplied texts, and those which are specific to Studio and CTS sessions.</p>
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PU002447 : Branding & Design Principles

(Mandatory)

Unit Code	PU002447
Unit Title	Branding & Design Principles
FHEQ Level	Level 4
Effective From	September 1st 2021
Credits	40
Programme	Branding and Design Innovation (L064)
Unit Introduction	The purpose of the unit is to introduce you to a range of branding and design principles which will form the basis of your three or four years of study on BAGB&I. You will be introduced to the key elements of branding which will enable you to develop solutions to projects that consider context, audience, message, tone of voice and media. You will also be introduced to a range of graphic design principles that will enable you to communicate using visual language as related to identity and branding.
Indicative Content	<ul style="list-style-type: none"> • Space, form and colour • Layout and composition • Gestalt theory • Information, hierarchy, orientation, navigation, sequential and narrative structures; • Basic typography • Personas and audience • Brand purpose and promise • Brand values and manifestos • Tone of voice
Learning & Teaching Methods	<p>Practical workshops supported (where appropriate) by:</p> <ul style="list-style-type: none"> • Lectures; • Seminars; • Critiques; • Offsite Activities

Learning Outcomes

LO1	Demonstrate an awareness of differing research methodologies the use of sketchbooks to record research and the developmental process of ideas and concepts (Enquiry);
LO2	Demonstrate the utilisation of research material in informing outcomes (Enquiry);
LO3	Demonstrate an awareness of fundamental principles of branding and graphic design and their impact on delivering socially and environmentally responsible design practices (Knowledge);
LO4	Experiment with a variety of media in the realisation of ideas employing the principles of responsible design practice (Enquiry; Process);
LO5	Organise and present outcomes using appropriate techniques (Realisation; Communication);
LO6	Demonstrate an ability to engage with the subject areas and manage your time (Process).

Unit Assessment Summary

Holistic - This unit is assessed holistically and pass/fail. Assessment will be against the specified marking criteria.

Holistic: Pass/Fail

Assessment Type	Portfolio
% of total	Pass/Fail
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A portfolio of evidence which shows an understanding of basic branding and design principles and visual research

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	Essential Reading
	<p>Baines, P., Haslam, A. (2005) Type and Typography. 2nd edn. London: Laurence King.</p> <p>Baldwin, J & Roberts, L. (2006) Visual communication: from theory to practice. Lausanne: AVA.</p> <p>Leborg, C, (2006) Visual Grammar, Princeton Architectural Press.</p> <p>Lidwell, W., Holden, K., Butler, J. (2010) Universal Principles of Design. Massachusetts: Rockport.</p> <p>Samara, T, Making & Breaking the Grid: A Graphic Design Layout Workshop</p> <p>Slade-Brooking, C. (2016) Creating a Brand Identity: A Guide for Designers. London: Laurence King.</p> <p>This may be further edited/added to following BA GB&I participation in Liberate the Curriculum project.</p>

PU001658 : Brand Narratives

(Mandatory)

Unit Code	PU001658
Unit Title	Brand Narratives
FHEQ Level	Level 4
Effective From	September 1st 2021
Credits	20
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>The essence of a compelling brand is engagement and the oldest and most successful strategy a brand can be communicated is through story. Story is memorable, emotional, informative, educational and enjoyable. Through story we can identify the brands essence and meaning, point of difference and belief. Brand narratives explore ways and means a brand can communicate to an intended audience and through what touchpoints and forms of expression they can adopt.</p> <p>Simon Sineck would say brands don't sell products they sell belief. In this unit the student will investigate belief by enabling brands to communicate complex messages through human centred emotional connections - story.</p> <p>Communicating brand through story will be an exploration in visual and narrative cues related to the seven basic plots of storytelling and a use of archetypes archetypes. Students will be introduced to the creation of narrative and story through brand evaluation, creation and positioning and the use of graphic language in brand activation visualisation and communication.</p> <p>"The best brands are built on great stories" - Ian Rowden Chief Marketing Officer, Virgin Group.</p>
Indicative Content	<ul style="list-style-type: none">• The fundamental elements of brand creation and communication

	<ul style="list-style-type: none"> • Theories of Archetypes as an introduction to narratives and brand personality • Models of analysing information and creating and communicating insight • Approaches and techniques for narrative and story telling • Visual interpretation of message and expression to an identified audience • Graphic & media communication
Learning & Teaching Methods	<p>Practical workshops supported (where appropriate) by:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Critiques • Offsite activities

Learning Outcomes	
LO1	Further explore and develop your research and analytical skills (Enquiry)
LO2	Evidence a critical awareness in the context of course design subjects (Enquiry)
LO3	Demonstrate an awareness of subject specific design principles in the realisation of concepts and ideas (Knowledge)
LO4	Conduct further media and materials exploration employing the principles of responsible design practice (Enquiry; Process)
LO5	Execute and visualise ideas in an appropriate media supported by sustainable process and materials (Realisation)
LO6	Show clarity of communication through the presentation of ideas (Realisation; Communication)
LO7	Show an awareness of suitable behaviours for professional design practice that reflect commitment to social justice and minimising environmental impact (Process).

Unit Assessment Summary
Holistic - This unit is assessed holistically (100% of the unit). Assessment will be against

the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A portfolio of evidence which shows an understanding of the brand narrative unit and visual research

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	Essential Reading
	<p>Crow, D (2010) <i>Visible Signs: An Introduction to Semiotics in the Visual Arts</i> (2nd edition), Lausanne: AVA</p> <p>Hartwell, M., Chen, J. (2012) <i>Archetypes in Branding: A toolkit for Creatives and Strategists</i>. Ohio: How Books.</p> <p>Mark, M., Pearson, C (2001) <i>The Hero and the Outlaw: Building Extraordinary Brands Through the Power of Archetypes</i>. McGraw-Hill.</p> <p>Signorelli, J. (2014) <i>StoryBranding 2.0: Creating Stand-Out Brands Through the Power of Story</i>. 2nd edn. Austin:</p>

Greenleaf Book Group Press.

Sineck, S. (2011) *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio Trade; Reprint edition.

Walsh, J. D., (2014) *The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story*. 2nd edn. Chicago: Moody Publishers

Wheeler, A (2013) *Designing Brand Identity: An Essential Guide for the Whole Team*, Hoboken, N.J: Wiley

PU002642 : Contextual and Theoretical Studies 1

(Mandatory)

Unit Code	PU002642
Unit Title	Contextual and Theoretical Studies 1
FHEQ Level	Level 4
Effective From	September 1st 2021
Credits	20
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>This unit introduces you to histories, theories and debates in relation to visual and material culture and Design School specialisms. It will focus on twenty-first century design themes and topics that are integral to the way we can understand the place of design practices in the world, tracing them historically, culturally and politically. We will examine design through a range of media and engage with a variety of representations, noting how to “see” them through specific lenses and approaches, including the role and responsibility of design in contributing towards issues of social justice and planetary health.</p> <p>Studying design includes critical reflection on practice, challenging the design canon and making links between curriculum and the social environment. Thus, we consider how global and social justice issues impact design practices, how design practices are themselves implicated in cultural narratives and power structures, and the potential of design practices as means for addressing and responding to such issues. The individual forms of your course will be related to discourses such as: theories of design and the work of designers in 21st century social, economic and cultural contexts; ethical design practices and design activism; politics of designing for cultural and social identity, including colonisation, gender, ethnicity, class, age, dis/abilities; narrative innovation for user and audience engagement and communication; technology, ideologies and practices of</p>

	<p>design for sustainability.</p> <p>This unit also encourages the agency of each student in making and drawing on personal connections to the material, and the learning, and will utilise a range of teaching practices and resources. The unit will enable you to consider the impact of contemporary design practices and visual and material cultures more broadly, by linking your studio projects and practice to contextual and theoretical research. The aim is to position your practice within contemporary cultural contexts, encourage you to make connections to wider issues and concerns and to open up your frames of reference. The unit will also provide an introduction to the theoretical and analytical tools and support you in the development of research methods and both written and oral communication skill.</p>
Indicative Content	<ul style="list-style-type: none"> • Contexts of production and consumption, including processes, institutions & technologies that constitute design worlds • Theories and debates about design cultures • Global and social justice issues that intersect with and have implications for design practice • Skills development: research, analysis and communication
Learning & Teaching Methods	<p>We will use a blended teaching and learning model of online asynchronous engagement (online resources for group and independent activities) in support of synchronous (live) sessions.</p>

Learning Outcomes	
LO1	Select and manage information from a variety of sources (Enquiry)
LO2	Engage in constructive and informed argument and debate (Enquiry)
LO3	Identify the key issues, themes and debates surrounding the subject of design and cultures (Knowledge)
LO4	Construct an argument and demonstrate an awareness of a range of communication techniques, research methods and writing skills (Communication)
LO5	Evidence engagement with the principles of personal and professional

	development (Communication)
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Unit Assessment Summary

Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A digital portfolio that contains a 1,600 word academic essay and a visual essay between four and eight 'pages'. The academic essay will respond to a question developed with your tutors and peers in the CTS sessions, it will include images and must be Harvard-referenced using Cite Them Right online. The visual essay will respond to, and extend the ideas explored in your academic essay.

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	Essential Reading
	The CTS Year One Reader

	Further Reading
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These will be drawn from student-supplied texts and tutor-supplied texts relating to individual CTS sessions.

Details of the University's online referencing system for practical and written work:

<http://www.citethemrightonline.com/Home>

PU002448 : Brand Packaging

(Mandatory)

Unit Code	PU002448
Unit Title	Brand Packaging
FHEQ Level	Level 4
Effective From	September 1st 2021
Credits	20
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>Packaging protects but it also promotes and the design of a piece of packaging is part of the experience of the brand. In the brand packaging unit you will engage with the tactile and affective dimensions of materials and integrate this understanding into the broader landscape of a brand's values, personality, tone of voice and audience. This will enable you to develop your graphic communication in a three dimensional context. However, brand experience isn't the sole consideration for a designer. Over-packaging and an over reliance on plastic is a key cause of many of the world's environmental issues, so the unit also reinforces the importance of embedding sustainability into a designers' approach.</p>
Indicative Content	<ul style="list-style-type: none"> • Packaging and sustainability • Materials, form and structure • Reusability, lifespan & waste impact • Brand experience through packaging: the haptic and affective dimensions of form and materials • Thinking in 3D • Thinking through making and prototyping
Learning & Teaching Methods	<p>To enable you to demonstrate achievement against the learning outcomes, the unit will be delivered through practical assignments, as well as lectures, workshops and tutorials.</p>

Learning Outcomes

LO1	Further explore and develop your research, critical awareness and analysis through traditional methods and through testing and prototyping using responsible design principles (Enquiry)
LO2	Demonstrate an awareness of branding and packaging principles in the realisation of concepts and ideas (Knowledge)
LO3	Apply a responsible and resourceful approach to conducting further media and materials exploration and prototyping in a three dimensional context (Enquiry; Process)
LO4	Execute and visualise ideas in an appropriate media (Realisation)
LO5	Effectively apply communication, research and presentation skills (Communication).

Unit Assessment Summary

Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic

Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A portfolio of evidence which shows an understanding of the brand packaging unit and an application of this knowledge in three-dimensional form.

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when

you have logged in using your UAL details.

Reading List	Essential Reading
	<p>Koren, L. (2008) Wabi Sabi for Designers Poets and Philosophers.</p> <p>Imperfect Publishing</p> <p>Barthes, R. (1983) Empire of signs. Cape.</p> <p>Fisher, T. & Shipton J. (2010) Designing for Re-use: The life of consumer Packaging. Earthscan.</p> <p>Fawcett-Tang, R & Mason, D. (2007) Experimental formats & packaging: creative solutions for inspiring graphic design. RotoVision SA.</p> <p>Ellicott, C. & Roncarelli, S. (2010) 100 Principles for Package Design.</p> <p>Rockport Inc.</p> <p>Martinez, P. (2014) Ecological Selection Packaging. Instituto Monsa de ediciones.</p> <p>De la Fuente, J., Gustafson, S., Twomey, C., & Bix, L. (2015) An Affordance-Based Methodology for Package Design, Packaging Technology & Science, 28(2), pp157-171</p>

PU002364 : Brand Expression

(Mandatory)

Unit Code	PU002364
Unit Title	Brand Expression
FHEQ Level	Level 5
Effective From	September 1st 2021
Credits	40
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>Creating a brand isn't just combining internally generated elements and positioning toward an ABC1 socio-economic group. Understanding both the brand and its relationship with the audience and relating this insight with the consumer lifestyle and habitual routine is a much wider and thought provoking problem. Many brands are international, or have an intention of becoming international with this comes differing audience trends fashions languages cultures and traditions. Can one size really fit all? Does a brand stand true to its original creation so values and trust, recall and visual/message familiarity become globally understood? Or does the brand adapt, evolve and change to its surroundings? The aim of this unit is to understand how brands communicate and their reach and meaning in one country/market with one audience needs careful consideration when communicating with a different country/market. This unit will consider how graphical and visual elements, language, colour, behaviour need a designers strategic insight and anthological understanding first to then successfully choose ways, mediums and medias to position and express the brand to an intended audience(s). "The real act of discovery consists not in finding new lands but in seeing with new eyes." – Marcel Proust</p>
Indicative Content	<ul style="list-style-type: none">• The fundamental elements of brand positioning.• Appropriate understanding and strategic and graphical delivery of message across media, culture, language and audience.• Models of analysing information and creating and

	<p>communicating insight</p> <ul style="list-style-type: none"> • Prototyping, testing, feedback and rigorous approaches to designing • Critical thinking as a support to engaged practice • Analytical and propositional design methods • Internationalisation. Understanding brands and their approaches • Branding and the vernacular • Branding and its role in society
Learning & Teaching Methods	<p>Practical workshops supported (where appropriate) by:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Critiques • Offsite activities

Learning Outcomes

LO1	Further explore and develop your research and analytical skills (Enquiry)
LO2	Evidence a critical awareness in the context of course design subjects (Enquiry)
LO3	Demonstrate an awareness of subject specific design principles in the realisation of concepts and ideas (Knowledge)
LO4	Conduct further media and materials exploration using the principles of responsible design practice (Process)
LO5	Execute and visualise ideas in an appropriate media supported by sustainable processes and materials (Realisation)
LO6	Show clarity of communication through the presentation of ideas (Communication)
LO7	Show an awareness of suitable behaviours for professional design practice that reflect commitment to social justice and minimising environmental impact (Process).

Unit Assessment Summary

Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A portfolio of evidence which shows an understanding of the brand expression unit and visual research

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	Essential Reading
	<p>Banet-Weiser, S. (2012) <i>Authentic: The Politics of Ambivalence in a Brand Culture (Critical Cultural Communication)</i>. New York: New York University Press.</p> <p>Haig, M. (2011) <i>Brand Failures: The Truth About the 100 Biggest Branding Mistakes of All Time</i>. 2nd edn. London: Kogan Page.</p> <p>Lavin, M. (2001) <i>Clean New World: Culture, Politics and Graphic Design</i>. Massachusetts: MIT Press.</p> <p>McCracken, G. (2005) <i>Culture and Consumption (v. 2)</i>:</p>

Markets, Meaning, and Brand Management. Indiana: Indiana University Press.

McCracken, G. (2008) *Transformations: Identity Construction in Contemporary Culture*. Indiana: Indiana University Press.

McLuhan, M. (2003) *Understanding Media*. California: Gingko Press

McLuhan, M. Fiore, Q. (2008) *The Medium is the Message*. London: Penguin.

Neumeier, M. (2007) *Zag: The #1 Strategy of High-Performance Brands: The Number One Strategy of High-performance Brands*. Berkeley: New Riders.

Ries, A., Trout, J. (2001) *Positioning: The Battle for Your Mind*. 2nd edn. McGraw-Hill Professional.

Schroder, J., Salzer Morling, M. (2006) *Brand Culture*. Abingdon: Routledge.

Theo's Adventure Capitalists (2010) [DVD]. Region 2. The Open University/BBC.

Torelli, C. J. (2013) *Globalization, Culture and Branding: How to Leverage Cultural Equity for Building Iconic Brands in the Era of Globalization*. New York: Palgrave Macmillan.

Usunier, J.C. & Lee, J. A. (2013). *Marketing Across Cultures* (4th edition). Harlow: Pearson.

PU001705 : Contextual and Theoretical Studies 2 (Mandatory)

Unit Code	PU001705
Unit Title	Contextual and Theoretical Studies 2
FHEQ Level	Level 5
Effective From	September 1st 2021
Credits	20
Programme	University of the Arts (UAL)
Unit Introduction	<p>The aim of this unit is to develop broader knowledge and understanding of the historical, social, practical, environmental, theoretical and cultural ideas, practices and phenomena of contemporary culture, design, art and media in its broadest sense (from architecture to sound design).</p> <p>You will have the opportunity to further contextualise aspects of art, media, design and social theory by focusing upon a specific Option and by writing a Dissertation Proposal Presentation. This unit provides a programme of work based on a choice of themes from the field of art, design, media and visual culture.</p> <p>You will engage in critical reading of the Design School Responsible Design Framework (RDF), research methods, writing workshops, and further study related to key concepts, debates and theories. This focus on acquiring skills in research and critical analysis will enable you to formulate and develop the dissertation proposal at the end of the unit. The comprehensive choice of themes will allow you to both extend your knowledge in relation to your main studio specialisms and to broaden the range of responses and actions you may wish to take in approaching wicked problems and planetary health.</p>
Indicative Content	You will choose from a range of themes that deal with the history and contemporary culture, art, media and design as well as the dissertation project proposal of your choice (related to the above fields).

Learning & Teaching Methods	<p>This unit uses a range of methods which might include lectures, informal student presentations, workshops, seminars, visits and individual tutorials to allow you to write your Harvard referenced essay and develop and carry out your own research project proposal at the end.</p> <p>For more information about Learning Outcomes, go to Marking Criteria website (student version) http://www.arts.ac.uk/assessment/markingcriteria/index.html</p>
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Learning Outcomes	
LO1	Analyse, interpret and evaluate relevant practices, concepts and ideas (Enquiry)
LO2	Understand different perspectives and approaches to practical, theoretical, or technological knowledge (Knowledge)
LO3	Evaluate actions, methods and results (Process)
LO4	Demonstrate clarity and depth in relation to the communication of diverse contexts, sources, purposes and argument (Communication)
LO5	Effectively deploy a variety of approaches to research and academic writing (Realisation)

Unit Assessment Summary
Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment

Assessment Description	A digital portfolio that contains an essay (2000 words) and a dissertation proposal presentation with time plan (1500 words). The presentation will be an overview of the intended research resulting in the dissertation. The student will evaluate found academic sources, provide ideas in relation to the methods and analysis, show images that support their arguments and submit a time plan of work from submission of the proposal to the finished dissertation. The 'live presentation' should be 5 minutes long and submitted presentation should contain 1,500 words.
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Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the "scheduled learning and teaching" tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading</p> <p>The key texts and reading central to your studies during this unit will be determined by your choice of theme and will focus on a range of research methods and fields of study used to support successful completion of your project proposal.</p> <p>Further Reading</p> <p>Boradkar, P. (2010). Designing Things: A Critical Introduction to the Culture of Objects. London: Bloomsbury Publishing.</p> <p>Blaxter, L., Hughes, C. and Tight, M. (2010) How to Research. Maidenhead: Open University Press.</p> <p>Chatfield, T. (2018). Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study. SAGE Publications Ltd.</p> <p>Eco, U. (2015) How to Write a Thesis. Massachusetts: MIT</p>
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Press.

Francis, P. (2013) Inspiring Writing in Art and Design: Taking a Line for a Write. Chicago: University of Chicago Press.

Jungnickel, Katrina, ed. 2020. Transmissions: critical tactics for making and communicating research. Cambridge, Massachusetts: MIT Press. ISBN 9780262043403

Sontag, S. (2009) Against Interpretation and Other Essays. London: Penguin Modern Classics.

Sturken, M. and Cartwright, L. (2009). Practices of Looking. An Introduction to Visual Culture. Second Edition. New York. Oxford. Oxford University Press.

Warr, D., Guillemin, M., Cox, S., Waycott, J. (Eds.) (2016) Ethics and Visual Research Methods.

Further Reading

These will be drawn from student-supplied texts and tutor-supplied texts relating to individual CTS sessions.

Details of the University's online referencing system for practical and written work: <http://www.citethemrightonline.com/Home>

PU001692 : Brand Futures

(Mandatory)

Unit Code	PU001692
Unit Title	Brand Futures
FHEQ Level	Level 5
Effective From	September 1st 2021
Credits	40
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>Change is constant, and as a brand communicator it is essential you clearly know current trends and ways of communicating and conversing with the public. This means constantly reviewing and upskilling your practice in order to establish ways and means brands can establish effective lines of communication and dialogue.</p> <p>However, once you are on trend you are virtually an old trend as you are the same as everyone else. Point of difference is crucial. This unit will equip the student to predict or selectively design and create a vision for the future of branding. With talks and workshops from a range of artists and designers the aim will be to create critical thinking of where we are now and a possible future for a brand or branding tomorrow.</p> <p>This unit explores ways and means brands can communicate through what new touch points and forms of expression they can adopt appropriate or invent.</p>
Indicative Content	<ul style="list-style-type: none"> • The fundamental elements of trend and forecasting, brand opportunity and point of difference. • Explore and evaluate the social, cultural, political and environmental contexts of branding and relate this understanding within your practice. • Introduction to brand experience design and emerging technology • Understanding of media and technology, consumer touch points and ways of communicating with

	<p>audiences for the future.</p> <ul style="list-style-type: none"> • Creative and technical exploration of web and associated digital media.
Learning & Teaching Methods	<p>Practical workshops supported (where appropriate) by:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Critiques • Offsite activities

Learning Outcomes

LO1	Further explore and develop your research and analytical skills (Enquiry)
LO2	Evidence a critical awareness in the context of course design subjects (Enquiry)
LO3	Demonstrate an awareness of subject specific design principles in the realisation of concepts and ideas (Knowledge)
LO4	Conduct further media and materials exploration using the principles of responsible design practice (Process)
LO5	Execute and visualise ideas in an appropriate and resourceful media (Realisation)
LO6	Show clarity of communication through the presentation of ideas (Communication)
LO7	Show an awareness of suitable behaviours for professional design practice (Process).

Unit Assessment Summary

Holistic - This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic

Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment

Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A portfolio of evidence which shows an understanding of the brand futures unit, supporting visual research and critical reflection

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading</p> <p>Bronner, K & Hirt, R. (2009) <i>Audio branding: brands, sound and communication</i>. Baden-Baden: Reinhard Fischer</p> <p>Higham, W., (2009) <i>The next big thing: Spotting and forecasting consumer trends for profit</i>. London: Kogan Page.</p> <p>Houle, D., Sharpiro, O (2014). <i>Brand Shift: The Future of Brands and Marketing</i>. David Houle & Associates.</p> <p>Kendall, N (2015) <i>What is a 21st Century Brand?</i> London: IPA</p> <p>Millman, D. (2013) <i>Brand Thinking and Other Noble Pursuits</i> Allworth Press.</p> <p>Neumeier, M., (2006) <i>The Brand Gap: How to Bridge the Distance Between Business Strategy and Design : a</i></p>
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Whiteboard Overview. 2nd edn. Berkeley: New Riders.

Olins, W. (2014) *Wally Olins. Brand New: The Shape of Brands to Come*. London: Thames and Hudson Ltd.

Osterwalder, A., Pigneur, Y, Bernarda, G. (2015) *Value Proposition Design: How to Create Products and Services Customers Want*. Hoboken: Wiley.

Van den Bergh, J (2016). *How Cool Brands Stay Hot: Branding to Generations Y & Z*. (3rd edition) London: Kogan Page Limited

Van Nes, I (2013). *Dynamic Identities: How to Create a Living Brand*. London: BIS Publishers

Vejlgaard, H., (2012) *Anatomy of a Trend*. Confetti Publishing.

<http://cltad-web2.arts.ac.uk/cetl/visual-directions/>

Moodle: <http://moodle.arts.ac.uk/>

PU002355 : Professional Practices

(Mandatory)

Unit Code	PU002355
Unit Title	Professional Practices
FHEQ Level	Level 5
Effective From	September 1st 2021
Credits	20
Programme	University of the Arts (UAL)
Unit Introduction	<p>The contemporary professional creative landscape includes modes of practice such as industry based experiences, internships, industry-led projects, social enterprise activities, speculative or self-initiated projects, practice in the community, entrepreneurship or freelance working. Each of these may be encountered locally, nationally or even globally while navigating various employment opportunities.</p> <p>During the Professional Practices unit you will develop a number of creative attributes that will help to enhance your learning and to extend and test your knowledge of the creative, cultural and design industries, You will assess and critically reflect on your status as practitioner around identity building, discipline awareness and skills enhancement. While the unit will prepare you to explore and critique some of these diverse models of practice, whilst providing you with opportunities to further your own design practice.</p> <p>The unit also aims to develop your creative attributes such as ‘making things happen’, showcase your talents to others and navigate change.</p> <p>Proactivity – the initiative, hard work and passion required to make things happen in society, in the community, and in the workplace. Enterprise – thinking that takes measured risks and that perceives and creates opportunities, and the resourcefulness to pursue these opportunities in an ethical</p>

	<p>and sustainable way. Communication – the skills needed to present themselves, their work and their ideas, to inspire others and respond to feedback. Connectivity – the ability to collaborate with others, create networks and develop and contribute to communities of practice. Curiosity – the enthusiasm to seek out new perspectives, to create and build on existing knowledge. Self-efficacy – confidence in their abilities, and the ability to respond positively in various situations.</p> <p>More information about UALs Creative Attributes Framework can be found at:</p> <p>http://www.arts.ac.uk/about-ual/teaching-and-learning/careers-and-employability/creative-attributes-framework/</p> <p>Finally, this unit will enable you to make an informed decision about how to apply to, and prepare for, the LCC Diploma in Professional Studies (DPS) year, where you may learn alongside, and even challenge industry practitioners and orthodoxies, in live situations both in the UK and abroad.</p> <p>More information about LCC DPS can be found at:</p> <p>http://www.arts.ac.uk/lcc/about-lcc/school-of-design/diploma-in-professional-studies/</p>
Indicative Content	<ul style="list-style-type: none"> • Understanding multidisciplinary and interdisciplinary design practices. • Interrogating the multiple contexts that practices can cohabit. • Reflective and critical thinking • Collaborative Practices • Critical engagement with visiting industry speakers • Self-assessment Practices • Presentation skills • Networking skills • Critical exploration of different means of self-promotion • Understanding industry briefing process

	<ul style="list-style-type: none"> Understanding different forms of creative and cultural industries employment organisational structures
Learning & Teaching Methods	<p>You will have the opportunity to experience the multidisciplinary nature of mixed design teams, while working on design projects embedded in the complexities of the current real world problems. These will be informed by invited speakers with relevant experience across creative, cultural and design industries. You will take part in group workshops and seminar activities to develop professional know-how in order to navigate such multidisciplinary contexts. The unit will offer you the opportunity to engage in peer-to-peer learning and teaching methods shaped by experiential learning approaches and active learning models, and also prepare for the optional 1 year LCC Diploma in Professional Studies.</p>

Learning Outcomes

LO1	Locate your practice in broader cultural and professional contexts, in order to develop your critical knowledge of these environments (Knowledge)
LO2	Evidence your ability to present and communicate in an appropriate manner to a selected audience (Communication)
LO3	Show engagement with the principles of personal and professional development by placing your work in a professional context (Process)
LO4	Understand how to work and approach communication and networking practices in a professional manner (Process)
LO5	Work collaboratively with students from other courses and disciplines across the College, and more widely with collaborators externally (Process)

Unit Assessment Summary

Holistic – This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Portfolio
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A visual portfolio which demonstrates evidence of learning i.e. a body of work that maps out and communicates your learning journey whilst on the Professional Practice unit including collaborative work, individual relevant achievement, visual strategy and research, extra-curricular professional or enterprise activity, visual bibliography or references, accompanied by a reflective summary of 1500-words of your learning journey, the development of your creative attributes, and preparation for the DPS year (where relevant) during this unit.

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading:</p> <p>Barton, G. (2016) Don't Get a job...Make a job. How to make it as a creative graduate. London: Laurence King Publishing.</p> <p>Heller, S. & Vienne, V. (eds) (2018) Citizen designer: perspectives on design responsibility. New York: Allworth Press</p> <p>Kalleberg, A. L. & Vallas, S. P. (2017) Precarious Work. Bingley Emerald Group Publishing</p>
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	Yelavich, S. & Adams, B. (2014) Design as Future-Making. Bloomsbury Academic.
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PU001697 : Industry Practice (Route A&B)

(Mandatory)

Unit Code	PU001697
Unit Title	Industry Practice (Route A&B)
FHEQ Level	Level 6
Effective From	September 1st 2021
Credits	20
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>The Unit is designed to afford you the opportunity to gain further understanding of the practices, processes and the discourse surrounding the creative/communication industries.</p> <p>Through negotiation with your tutor you will propose a one-term project that facilitates working and communicating directly with industry and how your own practice relates to it. This will help you to focus and to consider a strategy or direction for your final undergraduate year.</p> <p>The project could involve but is not restricted to the following:</p> <ul style="list-style-type: none"> • The close study of a specific design/creative studio. • A study into a specific specialist area within graphic branding and identity industry. • Maintaining existent links with industry gained through your DPS year. • National and international competitions. • Pre-agreed and negotiated live briefs. <p>The work that you produce for this unit should demonstrate your awareness of industry change or development, the role of the specialist, fulfilling the requirements of studios and clients, professional level output and so on. You should apply and build upon the skills and knowledge gained from your time upon the course thus far.</p>

Indicative Content	You will structure and carry out a research and development plan, apply research methods to meet the needs of a project, evaluate and edit visual information and learn to evaluate a clients/projects needs with the aim of visually communicating research outcomes as design proposals.
Learning & Teaching Methods	<ul style="list-style-type: none"> • Industry briefings • Tutorials • Industry crits • Presentations • Offsite activities

Learning Outcomes

LO1	Analyse and evaluate the needs of stakeholders such as studio manager or clients and plan a working process that meets the requirements of a design problem (Enquiry);
LO2	Thoroughly research, understand and articulate a project's issues, content and contexts including relevant social, cultural, political and environmental factors (Enquiry) (Knowledge);
LO3	Apply and present appropriate, subject specific technical and practical skills throughout all stages of a project that reflect the principles of responsible design practice (Realisation; Communication);
LO4	Undertake research and produce a designed outcome that reflects your critical awareness of contemporary practice and your personal ambition as a graphic branding & identity designer (Process);
LO5	Work with and ensure the meeting of the specific aims, goals and objectives of all the stakeholders involved with a project using inclusive and participatory approaches where relevant (Process; Communication).

Unit Assessment Summary

Holistic - This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic

Assessment	Portfolio
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Type	
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A completed project in answer to a brief that relates to the unit requirements, supported by a portfolio of evidence including notebooks, sketchbooks, research files

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading</p> <p>Brook, T & Shaughnessy, A (2009) <i>Studio Culture</i>, London: Unit Editions</p> <p>Johnson, M (2016) <i>Branding In Five-and-a-half Steps</i>, London: Thames & Hudson</p> <p>Kendall, N (ed) (2015) <i>What is a 21st Century Brand: New Thinking from the Next Generation of Agency Leaders</i>, London: Kogan Page</p> <p>Millman, D (2011) <i>Brand Thinking and Other Noble Pursuits</i>, New York: Allworth Press</p> <p>Roscam-Abbing, E (2010) <i>Brand-driven Innovation: Strategies for Development and Design</i>, Lausanne: AVA</p>
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Academia

Shaughnessy, A (2010) *How to be a Designer Without Losing Your Soul*, London: Laurence King

Slade, C (2016) *Creating a Brand Identity: A Guide for Designers*, London: Laurence King

Wheeler, A (2013) *Designing Brand Identity: An Essential Guide for the Entire Branding Team*, Hoboken, NJ: Wiley

PU001701 : Self-Initiated Project (Route B)

(Mandatory)

Unit Code	PU001701
Unit Title	Self-Initiated Project (Route B)
FHEQ Level	Level 6
Effective From	September 1st 2021
Credits	20
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>This unit is an option dependent on whether you undertake Contextual and Theoretical Studies 3 Route A or Route B.</p> <p>By choosing this unit you are deciding to develop your specialist knowledge in more depth and explore further applications and possibilities in a particular design area that interests you, working more independently but with specialist guidance in order to develop your own expertise. You are also encouraged to communicate your subject knowledge by sharing your learning with others.</p> <p>The unit will emphasise research and the identification of appropriate intellectual and practical methodologies to support your outcomes. In addition, there is a requirement to consider the planning, sequencing and management of the project including: selection of appropriate media and materials, time management, dissemination of findings and concept realisation.</p>
Indicative Content	<p>You will investigate and identify design opportunities that reflect your personal ambitions as a graphic communication designer. You will structure and carry out a research and development plan, apply research</p>

	methods to meet the needs of a project, evaluate and edit visual information, learn to evaluate a projects needs and produce a graphic outcome. Negotiations with subject specialists will form a key element of this unit.
Learning & Teaching Methods	The unit will emphasise the need for Independent learning supported by individual and group tutorials. Students will be given opportunities to consolidate and organise learning through presentation to other year groups. Access to technicians and professionals trained in printmaking and letterpress to moving image and digital media to support the realisation of the self-initiated brief.

Learning Outcomes	
LO1	Demonstrate expertise and initiative in engaging in sustained and in-depth specialist research (Enquiry);
LO2	Confidently synthesise and apply a range of critical and analytical skills (Enquiry);
LO3	Thoroughly apply approaches that demonstrate intellectual rigour, subject and contextual expertise, while committed to social justice, sustainable practices and awareness of impact on planetary health (Knowledge);
LO4	Solve problems with confidence and push the exploration of ideas applying considered and responsible use of materials in the realisation of outcomes (Enquiry; Process);
LO5	Demonstrate appropriate technical and craft skills to a professional standard that reflect the principles of responsible design practice (Realisation);
LO6	Present and communicate finished ideas to an industry standard that reflect the principles of responsible design practice (Realisation; Communication);
LO7	Take responsibility for instigating, managing and progressing project work (Process);
LO8	Demonstrate professionalism in the management of your own work and in exchanges of knowledge across peer groups (Process).

Unit Assessment Summary
Holistic - This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic	
Assessment Type	Multiple
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	Completed final project outcomes supported by research and development work in notebooks, sketchbooks, prototyping and blogs submitted digitally.

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	Essential Reading
	<p>Airey, D (2012) <i>Work for Money, Design for Love</i>, Berkeley: New Riders</p> <p>Bestley, R & Noble, I (2016) <i>Visual research: an introduction to research methodologies in graphic design</i> (3rd ed), London: Fairchild Books</p> <p>Bestley, R & Noble, I (2011) <i>Visual research: an introduction to research methodologies in graphic design</i> (2nd ed), Lausanne: AVA Academia</p> <p>Bestley, R & Noble, I (2005) <i>Visual research: an introduction to research methodologies in graphic design</i> (1st ed),</p>

Lausanne: AVA Academia

Blauvelt, et al (2011) *Graphic Design: Now in Production*, Minneapolis, Minn: Walker Art Centre

Eatock, D (2008) *Imprint*, New York: Princeton Architectural Press

Hall, P (2001) *Sagmeister*, London: Booth-Clibborn Editions

Shaughnessy, A (2013) *Scratching the Surface: Essays 1995–2013*, London: Unit Editions

Shaughnessy, A (2010) *How to be a Designer Without Losing Your Soul*, London: Laurence King

Skolos, N & Wedell, T (2012) *Graphic design process : from problem to solution : 20 case studies*, London: Laurence King

Smith, K (2008) *How to be an Explorer of the World*, New York: Penguin

PU001707 : Contextual and Theoretical Studies 3 (Route A)

(Mandatory)

Unit Code	PU001707
Unit Title	Contextual and Theoretical Studies 3 (Route A)
FHEQ Level	Level 6
Effective From	September 1st 2021
Credits	40
Programme	University of the Arts (UAL)
Unit Introduction	<p>The dissertation represents the culmination of the Contextual and Theoretical Studies aspect of your course. It gives you the chance to bring together the skills, knowledge and understandings you have developed over previous years in an extended piece of academic writing based on the thesis proposal you produced at the end of CTS2.</p> <p>Your dissertation will demonstrate your ability to plan and complete an extended research project, and to communicate the findings of your research clearly and effectively. You will show an in-depth knowledge in your chosen field, contextualise your work, and carry out effective analysis. Your writing will present an intellectual position, and communicate it persuasively. You will also demonstrate, through the production of a designed artefact, an ability to communicate your research through design.</p> <p>Your dissertation is an important part of your university career, and it offers you an opportunity to show your academic abilities in a summatively assessed project that combines your personal interests with your subject knowledge and skills in enquiry, process and communication.</p>
Indicative Content	You decide the content of your dissertation, within the context of art, design, media and culture. In consultation with your dissertation supervisor, and in dialogue with your

	peers, you will complete a self-initiated research project that builds on your dissertation proposal.
Learning & Teaching Methods	This unit uses a range of teaching and learning methods, which may include small group seminars, individual tutorials, informal student presentations, peer review and lectures, to support you in developing and carrying out your own research project.

Learning Outcomes

LO1	Design and carry out a self-initiated research project using appropriate research methods. Demonstrate an ability to identify and draw upon a diverse selection of sources to gather knowledge and develop your understanding. (Enquiry)
LO2	Analyse, evaluate and interpret research to formulate a coherent discussion and demonstrate the ability to take an intellectual position within the dissertation. (Enquiry, Knowledge)
LO3	Identify, understand and apply knowledge of the subject you are studying. Show an awareness of and engage with broader debates within the topic area of the dissertation. (Knowledge)
LO4	Explore processes, media, materials and concepts to produce a dissertation that demonstrates the potential for future directions in your design practice. (Process)
LO5	Clearly and persuasively articulate, structure and present a dissertation, using required academic conventions. (Communication)

Unit Assessment Summary

Element – The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit. Assessment will be against the specified marking criteria.

Elemental

Assessment Type	Dissertation
% of total	80
Hand-in Week	Refer to Unit Assignment

Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A written dissertation of 8,000-10,000 words (excluding title page, abstract, acknowledgments, contents page, bibliography, image list and appendices)
Elemental	
Assessment Type	Artefact
% of total	20
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A designed extension of your dissertation as a standalone digital submission.

Scheduled Learning and Teaching

Details of the total scheduled learning and teaching activity for each unit, can be found on your student portal on SITS, the UAL student records system.

Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading</p> <p>Your dissertation topic will determine most of the reading you need to do for this unit. Through your research, and in consultation with your dissertation supervisor, you will develop a substantial reading list comprising high-quality sources from a range of academic and cultural contexts that will inform your thinking, writing and design.</p> <p>Further Reading</p> <p>Adair, J., Allen, M. (1999) Time management and personal</p>
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management. London: Hawkesmere.

Borden, I., Ray, R. (2006) The dissertation. Oxford: Architectural Press.

Chatfield, Tom (2018) Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study. London: Sage.

Dawson, Catherine (2009) Introduction to Research Methods: A practical guide for anyone undertaking a research project (Fourth Edition). Oxford: How To Content.

Elliot, Anthony (2014) Routledge Handbook of Social and Cultural Theory. Abingdon: Routledge.

Greetham, B. (2010) How to write your undergraduate dissertation. 2nd edn. Palgrave Macmillan.

Haddon, P. (1999) Mastering personal and interpersonal skills. London: Thorogood.

Hartas, D. (2012) How to write a successful dissertation and thesis. Kindle Edition.

Jasper, J. (2000) Take back your time: how to regain control of work information, and technology. New York: St Martins/Griffin.

Macey, D. (2001). The Penguin Dictionary of Critical Theory. London: Penguin Publishing.

McMillan, K. & Weyers, J. (2011) How to cite, reference and avoid plagiarism at university. 2nd edn. London: Pearson.

PU001710 : Contextual and Theoretical Studies 3 (Route B)

(Mandatory)

Unit Code	PU001710
Unit Title	Contextual and Theoretical Studies 3 (Route B)
FHEQ Level	Level 6
Effective From	September 1st 2021
Credits	20
Programme	University of the Arts (UAL)
Unit Introduction	<p>The dissertation represents the culmination of the Contextual and Theoretical Studies aspect of your course. It gives you the chance to bring together the skills, knowledge and understandings you have developed over previous years in an extended piece of academic writing based on the proposal you produced at the end of CTS2.</p> <p>Your dissertation will demonstrate your ability to plan and complete an extended research project, and to communicate the findings of your research clearly and effectively. You will show an in-depth knowledge in your chosen field, contextualise your work, and carry out effective analysis. Your writing will present an intellectual position, and communicate it persuasively. You will also demonstrate, through the production of a designed artefact, an ability to communicate your research through design.</p> <p>Your dissertation is an important part of your university career, and it offers you an opportunity to show your academic abilities in a summatively assessed project that combines your personal interests with your subject knowledge and skills in enquiry, process and communication.</p>
Indicative Content	You decide the content of your dissertation, within the context of art, design, media and culture. In consultation with your dissertation supervisor, and in dialogue with your

	peers, you will complete a self-initiated research project that builds on your dissertation proposal.
Learning & Teaching Methods	This unit uses a range of teaching and learning methods, which may include small group seminars, individual tutorials, informal student presentations, peer review and lectures, to support you in developing and carrying out your own research project.

Learning Outcomes

LO1	Design and carry out a self-initiated research project using appropriate research methods. Demonstrate an ability to identify and draw upon a diverse selection of sources to gather knowledge and develop your understanding. (Enquiry)
LO2	Analyse, evaluate and interpret research to formulate a coherent discussion and demonstrate the ability to take an intellectual position within the dissertation. (Enquiry, Knowledge)
LO3	Identify, understand and apply knowledge of the subject you are studying. Show an awareness of and engage with broader debates within the topic area of the dissertation. (Knowledge)
LO4	Explore processes, media, materials and concepts to produce a dissertation that demonstrates the potential for future directions in your design practice. (Process)
LO5	Clearly and persuasively articulate, structure and present a dissertation, using required academic conventions. (Communication)

Unit Assessment Summary

Element – The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit. Assessment will be against the specified marking criteria.

Elemental

Assessment Type	Dissertation
% of total	80
Hand-in Week	Refer to Unit Assignment

Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A written dissertation of 4,000-5,000 words (excluding title page, abstract, acknowledgments, contents page, bibliography, image list and appendices).
Elemental	
Assessment Type	Artefact
% of total	20
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A designed extension of your dissertation as a standalone digital submission.

Scheduled Learning and Teaching

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Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading</p> <p>Your dissertation topic will determine most of the reading you need to do for this unit. Through your research, and in consultation with your dissertation supervisor, you will develop a substantial reading list comprising high-quality sources from a range of academic and cultural contexts that will inform your thinking, writing and design.</p> <p>Further Reading</p> <p>Adair, J., Allen, M. (1999) Time management and personal</p>
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management. London: Hawkesmere.

Borden, I., Ray, R. (2006) The dissertation. Oxford: Architectural Press.

Chatfield, Tom (2018) Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study. London: Sage.

Dawson, Catherine (2009) Introduction to Research Methods: A practical guide for anyone undertaking a research project (Fourth Edition). Oxford: How To Content.

Elliot, Anthony (2014) Routledge Handbook of Social and Cultural Theory. Abingdon: Routledge.

Greetham, B. (2010) How to write your undergraduate dissertation. 2nd edn. Palgrave Macmillan.

Haddon, P. (1999) Mastering personal and interpersonal skills. London: Thorogood.

Hartas, D. (2012) How to write a successful dissertation and thesis. Kindle Edition.

Jasper, J. (2000) Take back your time: how to regain control of work information, and technology. New York: St Martins/Griffin.

Macey, D. (2001). The Penguin Dictionary of Critical Theory. London: Penguin Publishing.

McMillan, K. & Weyers, J. (2011) How to cite, reference and avoid plagiarism at university. 2nd edn. London: Pearson.

PU001698 : Major Project Studio (Route A&B)

(Mandatory)

Unit Code	PU001698
Unit Title	Major Project Studio (Route A&B)
FHEQ Level	Level 6
Effective From	September 1st 2021
Credits	60
Programme	Branding and Design Innovation (L064)
Unit Introduction	<p>This unit is the culmination of the course and provides you with the opportunity to utilise all your practical, critical and analytical skills in the realisation of projects related to the development of your individual portfolio. Building upon previous experiences of the design subjects covered by the course to produce a showcase of work, you will be expected to confidently demonstrate organisational skills in the selection and management of appropriate, considered and resourceful media, techniques and technologies. In answering the briefs you should demonstrate intellectual rigour and conceptual ability and exhibit visual, oral and written skills relevant to the communication of research outcomes.</p>
Indicative Content	<p>You will be given the opportunity to choose from a wide range of projects in order to customise your final degree submission and personal portfolio of work. These may include;</p> <ul style="list-style-type: none"> • Staff-set briefs from different specialist subject areas; • Selected competition and live projects; • Projects based on dissertation subject research; • Self-initiated projects to be proposed and negotiated; <p>All projects will be checked for parity and their suitability to test, at Honours level, the learning outcomes as</p>

	outlined above.
Learning & Teaching Methods	<ul style="list-style-type: none"> • Independent plan of work devised in collaboration with the student • Individual / group critiques and tutorials • Access to technicians and professionals trained in printmaking and letterpress to moving image and digital media

Learning Outcomes	
LO1	Demonstrate expertise in engaging in sustained, in-depth and relevant research from diverse sources that include relevant social, cultural, political and environmental contexts (Enquiry);
LO2	Exhibit expertise in applying critical and analytical skills and synthesis of ideas from research materials in the realisation of project work (Enquiry);
LO3	Demonstrate competence and confidence in applying expert subject knowledge to a final digital portfolio of work (Knowledge);
LO4	Identify, thoroughly explore, develop and process appropriate media and techniques using a resourceful and considered approach (Enquiry; Process);
LO5	Fully showcase substantial technical and craft skills that reflect the principles of responsible design practice (Realisation)
LO6	Demonstrate a high level of expertise in selecting and applying appropriate communication, design and presentation models (Realisation; Communication);
LO7	Confidently select and describe strategies for managing projects, deadlines and consultation with appropriate sources (Process);
LO8	Demonstrate and apply knowledge of the appropriate professional context for the work (Process).

Unit Assessment Summary
Holistic - This unit is assessed holistically (100% of the unit). Assessment will be against the specified marking criteria.

Holistic

Assessment Type	Multiple
% of total	100
Hand-in Week	Refer to Unit Assignment
Briefing	Refer to Unit Assignment
Feedback	Refer to Unit Assignment
Assessment Description	A body of evidence related to the Major Project(s) which include notebooks/sketchbooks and documentation outlining research undertaken, approaches explored and project rationales Completed project rationales

Scheduled Learning and Teaching

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Click on the “scheduled learning and teaching” tab at the top of the home screen when you have logged in using your UAL details.

Reading List	<p>Essential Reading</p> <p>Bestley, R & Noble, I (2011) <i>Visual research : an introduction to research methodologies in graphic design</i> (2nd ed), Lausanne: AVA Academia</p> <p>Bestley, R & Noble, I (2005) <i>Visual research : an introduction to research methodologies in graphic design</i> (1st ed), Lausanne: AVA Academia</p> <p>Blauvelt, et al (2011) <i>Graphic Design: Now in Production</i>, Minneapolis, Minn: Walker Art Centre</p> <p>Brook, T & Shaughnessy, A (2009) <i>Studio Culture</i>, London: Unit Editions</p> <p>Eatock, D (2008) <i>Imprint</i>, New York: Princeton Architectural</p>
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Press

Shaughnessy, A (2010) *How to be a Designer Without Losing Your Soul*, London: Laurence King

Johnson, M (2016) *Branding In Five-and-a-half Steps*, London: Thames & Hudson

Kendall, N (ed) (2015) *What is a 21st Century Brand: New Thinking from the Next Generation of Agency Leaders*, London: Kogan Page

Skolos, N & Wedell, T (2012) *Graphic design process : from problem to solution : 20 case studies*, London: Laurence King

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable

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