



INSTITUUT
VOOR MEDIA

HOGESCHOOL
UTRECHT

COMMUNICATION
& MULTIMEDIA
DESIGN

COURSE GUIDE

Course code
JDE-SPEBRE.3V-21

Nr of EC's
30

Academic year
2022 - 2023

Version
1 (Sep 2022)

Status
Final

Author
Rob van den Idsert

©Hogeschool Utrecht, 2022

Specialization Branding



"Tell the truth, but make the truth fascinating."

David Ogilvy

Table of Contents

1. Introduction & context	4
1.1 Welcome	4
1.2 Branding & the professional field	4
1.3 Branding & CMD	5
2. Set-Up of the semester	6
2.1 How we work	6
2.2 Set-Up.....	6
2.3 Meetings	6
3. Grading & assessment	7
3.1 Learning outcomes and assessment criteria	7
Learning outcome 1	7
Assessment criteria Learning Outcome 1	7
Learning outcome 2	7
Assessment criteria Learning Outcome 2	7
Learning outcome 3	8
Assessment criteria Learning Outcome 3	8
3.2 Grading System	8
3.3 The assessment.....	8
3.4 Submission requirements	9
3.5 Weighing and Cut-off point	9
3.6 Test result	9
3.7 Resits	9
3.8 Quality Control.....	10
3.9 When you disagree with a mark	10
3.10 Fraud and plagiarism	10
Appendix 1	11
Competences matrix CMD	11
Appendix 2	12
Documents to hand in/Executions to show	12

1. Introduction & context

1.1 Welcome

The specialization 'Branding' gives you the opportunity to gain specialized knowledge and experience in designing and understanding brands and in designing and understanding advertising campaigns.

During the specialization you will work on cases and explore backgrounds, theories, terminology, techniques, technologies, trends and strategies in the field of Branding and Campaign. You will work partly self-steering. In various cases you will apply and expand your knowledge and skills, you will experiment with media in which to use your ideas and create meaningful executions for brands and campaigns.

The Branding course consists of three modules:

- Campaign Design
- Brand Design & Brand Analysis
- Reflective Learning

In the Campaign Design module you will learn to analyze campaigns, strategies, concepts and the executions based on them. In addition, you will learn to recognize your own creative preferences and use them as a basis to create campaign images that are portfolio worthy. You will learn to substantiate campaign images with communication goals, strategies and concepts. In this module we will work on three assignments.

In the Brand Design & Brand Analysis module you will learn how to analyze and design a brand. You will use relevant brand-design theories and models. Also, you will learn how to develop brand touchpoints based on a Brand Identity Guide. With these skills and this knowledge, you will be able to contribute to a (re)branding process. This module exists of two assignments. $\frac{1}{4}$ of the time is spent on assignment 1 and $\frac{3}{4}$ of the time on assignment 2.

In the Reflective Learning module you will be developing the professional skills needed in advertising and design agencies through feedback from your lecturers and from fellow students.

In the modules we will regularly work with professionals from the work field.

1.2 Branding & the professional field

The principles behind Brand and Campaign Development are at the heart of the creative industry and are very visible in the wider society. Almost every successful new organization, every new idea, every new product only exists in the eyes of the public after it has been publicized. You see examples of this every day around you.

Building great brands and campaigns is part science, part art. In the Branding specialization you therefore learn how the theory works and, in addition, how you can use your own creative preferences and inspiration to make a difference.

As a starting CMD professional with a Branding specialization, you have a good background to start working in advertising agencies, brand agencies, marketing agencies, in the cultural sector or as an independent brand/campaign designer.

1.3 Branding & CMD

Branding is one of the four CMD specializations offered in years 3 and 4. The others are: Immersive Design, Human Centered Design and Creative Industry.

In the Branding specializations we build on the knowledge, skills and experience you have acquired in Storytelling, Design Ethics, Persuasive Communication, Studio Design and Studio Seminar. During this specialization semester, we will encourage you to deepen your knowledge and skills: we will offer you up-to-date specialized theory, workshops and projects, we will work together with professionals from the field, and we pay close attention to your personal professional development.

2. Set-Up of the semester

Below you can read how the specialization semester is broadly structured. For each of the three modules a separate Module Guide is available. In these Module Guides you will find more detailed information.

The basic information about the course is available on Canvas. Teams is the platform that we will use as our main channel of information.

2.1 How we work

The 'framework' of the Branding specialization consists of projects and in-depth workshops. Within these frameworks you work partly self-steering. This means that you have a lot of personal input, you can partly determine what is relevant for you to learn and how deep you want to dig. You are responsible for your own learning process. In the Reflection Teams we help you to do that effectively. We expect our students to have a proactive, curious, reflective, constructive, flexible and responsible attitude.

2.2 Set-Up

The specialization semester is set up around projects that you work on in the modules and in the workshops.

The Brand Design projects are aimed at letting you experience how an existing brand can be analyzed and improved, how a new brand is set up and how key images are developed that fit a brand.

The Campaign Design projects are aimed at letting you experience how a campaign is set up based on a client briefing and how a campaign is set up based on a personal creative preference. In the third project you can develop your skills in a specialized role.

In the Reflection Teams you will work on the improvement of the personal professional skills that you need when you work in a creative agency.

The workshops give you the opportunity to dive deeper into specialized areas, guided by guests from the professional field.

The teams in which you will work in the modules vary in size and composition.

2.3 Meetings

Most of the meetings are live at school, some are on location. During these meetings there is a lot of room for discussing theories, techniques, strategies and examples from the field. We also do (creative) exercises, share inspiration, discuss assignments and give verbal feedback on the work you do. In addition, you will meet regularly with your Reflective Learning Team to work on your personal professional development.

Attendance is not mandatory, but of course very important, advisable and desirable.

3. Grading & assessment

In the CMD specializations we work on professional tasks and professional products that are derived from the actions, tasks and products that are common in the (specialist) CMD field and that are related to the competences, as described in the Competency Matrix CMD (see Appendix 1). In the specializations you mainly work at levels 2 and 3. The professional, skills tasks and products are tested in a competency-based assessment based on three learning outcomes.

3.1 Learning outcomes and assessment criteria

In the specialization you always work on professional skills, acts and products in a complex context. By doing this you are of course also working towards reaching the learning outcomes.

The specialization is concluded with an assessment. The three learning outcomes below are the basis of this assessment.

During the assessment you should demonstrate that you have reached the learning outcomes. We use assessment criteria to determine whether you succeeded (they are listed below).

The indicators serve as guidelines for the assessment criteria, they give you indications about how to reach the learning outcomes.

In chapter 3.2 you can find the set-up of assessment.

Learning outcome 1

The student demonstrates that he/she develops and creates (iteratively) meaningful solutions in the field of communication and multimedia design. To this end, the student selects and applies relevant (CMD and specialization-specific) methods, theories, techniques and strategies and applies these. Competences and level: C1-3, C2-2, C3-2, D1-2.

Assessment criteria Learning Outcome 1

Based on relevant theory, techniques and models, the student can:

- ❖ Analyze and describe existing brands
 - This may be demonstrated by presenting research that focuses on relevant elements like Brand History, Brand Vision and Brand Values.
- ❖ Analyze and describe existing campaigns, strategies, concepts and executions
 - This may be demonstrated by identifying best practices and by using relevant insights from the literature, from case studies and/or from workshops.
- ❖ Develop a substantiated creative, innovative and effective new brand concept
 - This may be demonstrated by delivering a Brand Identity that matches the Brand Vision and Values and that has been tested with relevant stakeholders and/or target audiences.
- ❖ Develop and substantiate effective campaigns, strategies, concepts and executions.
 - This may be demonstrated by delivering images and copy that fit with the chosen proposition, strategy and concept.
- ❖ Develop effective brand expressions from a brand concept and from own interests and skills, and substantiate these.

- This may be demonstrated by delivering brand expressions that fit the brand and that have a distinct signature.
- ❖ Make visualizations based on personal interests and inspiration and use them as the basis for effective concepts, strategies and campaigns.
 - This may be demonstrated by presenting visually executions based on a personal visual style

Learning outcome 2

The student can collect and interpret relevant data and can form an opinion on that basis. The student substantiates and communicates results and design choices that are made in a professional and convincing manner and is able to place the design in a social and professional context. Competences and level: U1-3, U3-3, D2-2.

Assessment criteria Learning Outcome 2

- ❖ The student can find and select relevant cases/existing work and place them within the context of the Branding workfield.
 - This may be demonstrated by using insights from research from relevant sources that are used to substantiate professional products
- ❖ The student can substantiate the design process and present it convincingly
 - This may be demonstrated by giving a meaningful insight in all relevant steps that lead to a design product.
- ❖ The student can effectively communicate concepts, strategies and designs using professional products, considering given preconditions.
 - This may be demonstrated by being able to explain how the professional products are the logical consequence of fitting strategies and concepts (visually, orally and in writing)
- ❖ The student can participate appropriately in substantive discussions on topics within the Branding workfield
 - This may be demonstrated by using relevant examples and referencing relevant industry professionals

- ❖ The student is able to select and interpret best & worst practices within the Branding work field.
 - This may be demonstrated by being able to identify examples of good or bad work and evaluating the methods that are at their foundation.

Learning outcome 3

The student can take on the responsibility for his/her own personal and professional development and can place it in a social and professional context. The student demonstrates that he/she has insights in his/her own actions, attitude and behaviour, and their effects on his/her own development, on others and on the design process. Competence and level: D3-2.

Assessment criteria Learning Outcome 3

- ❖ The student can demonstrate that he/she can meaningfully reflect on his/her functioning in the design process based on feedback.
 - This may be demonstrated by referencing episodes in which the student has come to new insights about their work practices in the development of brands and campaigns
- ❖ The student can demonstrate that he/she has developed a vision of his/her own specialist role, the specialist field and its role in society.
 - This may be demonstrated by indicating where a student's vision of the best way to approach a creative problem differs from that of a professional, a fellow student or a lecturer.
- ❖ The student can argue how he/she wants to develop further in the specialist field.
 - This may be demonstrated by an adequate assessment of the student's strengths and weaknesses in a concept development process and in being able to indicate in what kind of environment these could be effective.
- ❖ The student can reflect meaningfully on his/her functioning and the functioning of teammates in design processes.
 - This may be demonstrated by being able to identify a specialist role that could fit his/her or a fellow student's skills and ambitions.
- ❖ The student can adequately interpret and discuss the quality of his/her own and others' work
 - This may be demonstrated by being able to identify the strengths and weaknesses in his/her own work and in the work of fellow students.

3.2 Grading System

In the specialization we work with one decision moment: a competence-oriented assessment, in which two assessors determine whether you have reached the learning outcomes on the basis of the assessment criteria.

Before the assessment moment, you provide a portfolio in which you present your work, the feedback that you have received on it and the reasons why you did or did not implement this feedback and how this demonstrates that you met the learning outcomes.

During the semester there are several assignments, projects, presentations and exhibitions on which you receive feedback from lecturers, fellow students, experts from the field or other stakeholders. We call these

moments 'data points', information-rich feedback moments, in which products are measured against the learning outcomes.

Each data point is feedback-oriented and does not have a pass/fail decision. Processing the feedback is your own responsibility: you record it, reflect on it and process it in a plan for further development.

The professional products and what you did or did not do with the feedback form the backbone of your portfolio and the basis for your assessment.

3.3 The assessment

The specialization is concluded with an assessment, in which two assessors determine whether you have met the assessment criteria and the learning outcomes.

They do this on the basis of your portfolio and the assessment interview. You submit the portfolio prior to the assessment in accordance with the deadline set by the lecturers. During the assessment interview, we will discuss and evaluate the work you have submitted (the portfolio), the final products and your vision about your development during the semester.

The assessments are organized at the end of the specialization semester.

The assessment takes 25 minutes

3.4 Submission requirements

Your work will be assessed if:

- If you have registered in Osiris for the correct test.
- Your complete portfolio (see Appendix 2) has been submitted on the Course Blog before the agreed deadline.
- Source citation has been correctly performed in accordance with the applicable guideline (see chapter 3.10)
- Your name, student number, course name, course code and submission date are clearly indicated in your work.

3.5 Weighing and Cut-off point

In order to pass the specialization course, you must participate in the assessment (the summative test). For the specializations we assess with whole numbers (without decimals); the assessment is sufficient if it has been graded with a 6 or higher. The assessment determines the final grade for 100%.

3.6 Test result

There are two possible results for the test: grade plus substantiation and NA.

Grade plus substantiation

Based on the assessment criteria, the assessors determine whether you have met the learning outcomes and award a grade. They then record the grade in Osiris and send you the grading form. This process will be

completed within fifteen working days. The grade is non-negotiable. To pass this course and obtain the EC's, you must complete the assessment with a grade of 6 or higher.

By email you can request an appointment for a viewing moment, in which you can ask questions about the grading.

NA (Not Present or Not Attended)

An NA is awarded if you have registered for the assessment, but did not participate in it, or if your work does not meet the submission requirements (see §3.4). If you receive an NA, you have lost an opportunity to do this test and your work will not be assessed. You will in that case only receive an explanation of the NA.

3.7 Resits

Per academic year you have two opportunities to pass the assessment. If your assessment has been graded lower than 6 or if it has been graded with an NA, you should register for the resit-assessment in Osiris.

In addition, you must contact the course coordinator so that the resit-assessment can be scheduled. For this resit-assessment, your assessors will indicate what you need to do to reach the missing learning outcome(s).

The resit-assessment can be requested via email to the course coordinator. Each Study Period (A, B, C, D and E) there is an opportunity to do the resit-assessment.

The method of assessment is the same as the original assessment. The course coordinator will set a date for the assessment and a deadline for handing in your work.

If you register for a resit-assessment but do not participate in it or do not meet the submission criteria, you will score an NA and you forfeit a test opportunity in that academic year.

3.8 Quality Control

To safeguard the reliability and validity of the assessments the assessments will be done with at least two assessors. We call this the four-eyes principle (HU Test Framework 2021). Norm-finding meetings are also held among the assessors.

3.9 When you disagree with a grade

If you have any questions about the assessment, you can make an appointment for a viewing moment, in which you can ask these questions. If you do not agree with the grading, you should first discuss it with the assessors. If you still disagree with the grade after this discussion, you can appeal within six weeks after the result has been registered in Osiris. You must submit this appeal to the HU Student Legal Protection Desk (OER §7.2). More information about this can be found on Ask HU. The formal procedures are described in the Regulations for the Legal Protection of Students (Reglement Rechtsbescherming Studenten), see www.reglementen.hu.nl.

3.10 Fraud and plagiarism

If you appropriate other people's work or ideas and present them as your own, you are committing plagiarism. This is considered fraud and is prohibited. If the assessors suspect plagiarism or other irregularities in your work, the work will be handed over to the Examination Board to investigate. If the Examination Board considers the irregularity to be proven, the Examination Board will impose a sanction. You can read how this works and what the sanctions are in the CMD Study Guide.

Plagiarism can be prevented by handling your sources properly and carefully. For the most part, formulate your texts yourself, use quotation marks and always state the source. You may also not present the sound and image of someone else as your own work. Only use royalty-free images and sound and always mention the source.

At CMD we use source citation in accordance with the APA method, which is also common in the communication field. More information about this APA method and useful tips can be found at www.bibliotheek.hu.nl/Ondersteuning/Bronvermelding.

Appendix 1

Competences matrix CMD

UNDERSTAND From understanding to insight	CREATE from insight to imagination	DELIVER From imagination to practice
U1: The aspiring CMD professional indicates <level> the context of the assignment based on convincing research.	C1: The aspiring CMD professional converts <level> insights from research into medium-independent and people-oriented creative concepts.	The aspiring CMD professional develops and tests <level> working prototypes.
U2: The aspiring CMD professional (re)formulates the <level> assignment on the basis of convincing research.	C2: The aspiring CMD professional develops <level> solutions that are distinctive and innovative based on convincing research and a creative design process.	D2: The aspiring CMD professional gives <level> insight into the consequences of introducing the developed solution for the users, the organization and/or society.
U3: The aspiring CMD professional communicates <level> insightfully the results of convincing research.	C3: The aspiring CMD professional develops <level> demos based on a convincing investigation of content, form and function.	D3: The aspiring CMD professional convincingly presents the iterative design process and design, and reflects <level> meaningfully on his/her functioning within the design process.

During the CMD curriculum, student work is carried out on three levels.

Level 1: guided and in a simple context.

Level 2: independently and in a simple context, or, supervised and in a complex context.

Level 3: independently and in a complex context.

When referring to the competences, the levels are indicated as follows:

<Letter><Number>.<Number Level>

Example:

U1.1 means that on competence U1 is being worked on at the first level

Appendix 2

Documents to hand in on the blog before the deadline

HAND IN FOR CAMPAIGN

- Campaign Casefile Case 1
- Campaign Casefile Case 2
- Campaign Casefile Case 3

HAND IN FOR BRAND

- One-pager of your franchise concept
- Rationale of your brand identity
- Brand Identity Guide & assets
- Introduction campaign

HAND IN FOR REFLECTIVE LEARNING

- Reflective Learning Magazine

Executions to show at the assessment

CAMPAIGN DESIGN*

9 final images (A4)

BRAND DESIGN*

Spreads of the article (printed)
Brand Identity Guide * (printed and bound)
Brand visuals (printed/made)

REFLECTIVE LEARNING*

Reflective Learning Magazine (printed)

* All work handed in for the assessment will be archived by us.

