



INSTITUUT
VOOR MEDIA

HOGESCHOOL
UTRECHT

COMMUNICATION
& MULTIMEDIA
DESIGN

COURSE GUIDE

Course code
JDE-SPEBRE.3V-21

Nr of EC's
30

Academic year
2021 - 2022

Version
1.1 (dec 2021)

Status
Final

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Utrecht 2021

Specialisation
Branding



"Big ideas
are usually
simple ideas."

David Ogilvy

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This is version 1.1 of the Course Guide (december 2021)

Changes compared to version 1.0:

- Clearer indication of the grading criteria (3.1)
- Added Appendix 2: 'Documents to hand in and procedure of the assessment'

1. Introduction & context

1.1 Welcome

The specialization 'Branding' offers you the opportunity to gain specialized knowledge and experience in the design and analysis of brands and the design and analysis of advertising campaigns.

The Branding course consists of three 'streams':

'Campaign Design'

'Brand Design'

'Specials'

In the 'Campaign Design' stream you learn to analyze campaigns, strategies, concepts and the executions based on them. In addition, you learn to recognize your own creative preferences and use them as a basis to create campaign images that are portfolio-worthy. You learn to substantiate the campaign images with a strategy and a concept.

In the 'Brand Design' stream you learn to design a brand based on a business case. You use brand design theories and models. You also learn to develop brand executions based on an existing brand concept. With this knowledge and these skills you are able to contribute to a (re)branding process.

In the stream 'specials', specialist topics in the field of Branding and Concept Development are discussed in more detail. By increasing your knowledge and skills in areas such as art direction, copywriting, visual research, pitching, sketching and portfolio building, you will become a more complete Brand/Campaign designer.

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

1.2 Branding & the professional field

The principles behind Branding and Campaign Development are at the heart of the creative industry and in the wider society. 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. Usually bad ones.

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 five CMD specializations offered in years 3 and 4. The others are: Immersive Design, Human Centered Design, Data & AI 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 offer you up-to-date specialized theory, workshops and projects, we work together with professionals from the field and we pay attention to your personal professional development.

2. Set-Up of the semester

Below you can read how the specialization semester is broadly structured. We will share more detailed information about the planning and content of the course via Canvas and/or Teams.

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-managing. 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 dive into the field of Brand design. You are responsible for your own learning process. We guide you in this in reflection/learning teams. In order to work in this way, we expect our students to have a proactive, curious, reflective, constructive, flexible and responsible attitude.

2.2 Set-Up

During the specialization semester, we work with two Branding projects and three Campaign projects, an intro and many 'specials'.

The 'Branding' projects are aimed at letting you experience how an existing brand can be analyzed and improved and how a new brand is set up.

The 'Campaign' projects are aimed at letting you experience how a campaign is set up based on a client briefing, how a campaign is set up based on a personal creative preference and how you can combine those two approaches. You get to know the field, the roles and the best & worst practices.

The 'specials' (the workshops) give you the opportunity to dive deeper into specialized areas that interest you, guided by guests from the professional field.

The project teams vary in size and composition. In addition, we work in reflection teams on your personal professional development.

2.3 Meetings

We meet for 12 hours a week. Some of the meetings are live at school, some take place online. 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/forward on the work you do. In addition, you will meet every week with your reflection/learning team to work on your personal professional development.

Attendance is not mandatory, but of course very important, advisable and desirable. In addition to these school meetings, there will sometimes be meetings or work sessions on location, such as at an advertising agency, external organization or in the form of an excursion.

3. Grading & assessment

3.1 Learning outcomes and assessment criteria

The learning outcomes for the CMD specializations are equal and are derived from CMD professional tasks. Due to the design and structure of the specialization, you work continuously on the learning outcomes during the semester and in a context that increases in complexity. Per specialization, the learning outcomes are specified in assessment criteria and are related to the competences, as described in the Competences Matrix CMD, which is to be found in the appendix. In the specialization you mainly work at levels 2 and 3.

The specialization semester is concluded with an assessment. During this assessment you demonstrate that you meet the learning outcomes below.

Learning outcome 1

The CMD student demonstrates that they develop and create (iteratively) meaningful solutions in the field of communication and multimedia design. To this end, the CMD 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 is able to:

- analyze and describe existing brands
- analyze and describe existing campaigns, strategies, concepts and executions
- develop a substantiated creative, innovative and effective new brand concept
- develop and substantiate effective campaigns, strategies, concepts and executions

The student can

- develop effective brand expressions from a brand concept and own interests and skills, and substantiate these
- make visualizations based on personal interests and inspiration and use them as the basis for effective concepts, strategies and campaigns

Learning outcome 2

The CMD student can collect and interpret relevant data and can form an opinion on that basis. The CMD 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

- A. The student can find and select relevant cases/existing work and place them within the context of the Branding workfield.
- B. The student can substantiate the design process and present it convincingly
- C. The student can effectively communicate concepts, strategies and designs using professional products, taking into account given preconditions.
- D. The student can participate appropriately in substantive discussions on topics within the Branding workfield

- E. The student is able to select and interpret best & worst practices within the Branding workfield.

Learning outcome 3

The CMD 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 CMD student demonstrates that they have insight in their own actions, attitude and behaviour, and their effect on their own development, on others and on the design process.

Competence and level: D3-2.

Assessment criteria Learning Outcome 3

- A. The student can demonstrate that he/she can meaningfully reflect on his/her functioning in the design process on the basis of feedback.
- B. 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.
- C. The student can argue how he/she wants and is able to develop further in the specialist field.
- D. The student is able to reflect meaningfully on the functioning of him/herself and of teammates in design processes.
- E. Student can adequately interpret and discuss the quality of his/her own and others' work

3.2 Grading System

Within the specializations we work with several formative tests and one summative test. Below is explained what this means.

Formative tests are progress tests, on which you receive feedback/feed forward from lecturers, fellow students or other people involved in the specialization. They are tests that are used as a teaching or instruction tool; the results of these tests do not count towards the final grade. Think of a concept pitch or review moment. Many such moments take place in the specialization. Recording and processing the feedback and feed forward is your own responsibility.

Summative tests are tests of which the result counts towards a final mark and thus towards passing the course. In the specialization we work with one summative test, an assessment, in which the assessors determine whether you meet the learning outcomes. We use assessment criteria for this. It is your own responsibility to demonstrate during this assessment that you have achieved the learning outcomes by means of substantiation and evidence that you have made and collected during the semester. You make an appointment with your assessors to take the assessment. There is no or less testing during holidays.

Please note: we will only assess your work if you are registered in Osiris for the correct test.

3.3 Course of the assessment

The specialization course is concluded with a competences-based assessment, in which the assessors determine whether you meet the assessment criteria and learning outcomes. They do this during an assessment interview.

See Appendix 2 for the documents to be submitted and the procedure for the assessment.

3.4 Submission requirements

Your work will be assessed if:

- It has been submitted and/or presented before the agreed deadline
- It has been written in understandable English
- It meets the assessment guidelines
- Source citation has been correctly performed in accordance with the applicable guideline
- Your name, student number, course name, course code and assessment 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) in accordance with the agreed deadline, and you must be assessed with a pass. For the specializations we assess with whole number (without decimals); your work is sufficient if it has been assessed with a 6 or higher. The assessment determines the final mark for 100%.

3.6 Test result

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

Mark plus substantiation

Based on the assessment and the assessment criteria, the assessors determine whether you have met the learning outcomes, and assign a mark. This digit is always a whole number (without decimals). They then process the assessment administratively, record the result in Osiris and send you the final mark and the substantiation. This process will be completed within fifteen working days. The final mark is non-negotiable. You can, however, make an appointment for a viewing moment, in which you can ask questions about the substantive assessment. To pass this course and obtain the ECs, you must complete the test with a pass mark: 6 or higher (see §3.6).

NA (Not Present or Not Attended)

An NA is awarded if you have registered for the test, but did not participate in the assessment or failed to do so on time, 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 the substance of 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 test. If your work has been graded lower than 6 the first time or if an NA has been awarded, you can register for the resit-assessment in Osiris. In addition, you have to contact the course coordinator so that the resit-assessment can be scheduled.

The resit-assessment takes place within four weeks of the first assessment. For this resit-assessment, you have to draw up a plan for a project, in which you indicate how you think you want to reach the missing learning outcome(s). Within four weeks you will carry out the project independently and you

can schedule a one-off 30-minute meeting with one of the teachers or coaches. The method of assessment is described in §3.3.

If you register for a resit-assessment but do not participate in it, you will receive an NA and you forfeit a test opportunity in that academic year (see §3.6).

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 mark

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 assessment 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 and procedure of the assessment

ASSESSMENT SPECIALISATION BRANDING

Each assessment will take 25 minutes and you will talk with two teachers.

In the assessment we will focus on:

- The work you handed in for the Module Brand
- The work you handed in for the Module Campaign
- The work you handed in for the Learning Teams
- Your vision about what your development during the semester

The results of the assessment will be published in Osiris and sent to you by email within 15 workdays after the assessment.

HAND IN FOR CAMPAIGN

Campaign Case 1

- Updated Casefile, with in it your individual 3 final images (make it very clear what you have changed in your case, and how you have used the feedback you received)
- Name document: First Name/Last Name/Case1/After Feedback

Add as attachment:

- The feedback you received for Case 1
- The feedback you gave to another student for Case 1
- You can add sketches that are important to show your progress to your cases as attachments.

Campaign Case 2

- Updated Casefile, with in it your individual 3 final images (make it very clear what you have changed in your case, and how you have used the feedback you received)
- Name document: First Name/Last Name/Case2/After Feedback

Add as attachment:

- The feedback you received for Case 2
- The feedback you gave to another student for Case 2
- You can add sketches that are important to show your progress to your cases as attachments.

Campaign Case 3

- Casefile, with in it your individual 3 final images (make it very clear if and how you have used the feedback you received). Students that worked in a group can use the same casefile.
- Name document: First Name/Last Name/Case3/After Feedback

Add as attachment:

- The feedback you received for Case 3 (indicate clearly which feedback you have used and how).
- Clear report (2 x A4) in which you indicate what your chosen roll was, how you implemented that roll and what your conclusions are.

- You can add sketches that are important to show your progress to your cases as attachments.

HAND IN FOR BRAND

Brand Analysis

- Spreads of the article (PDF)
- You can add sketches that are important to show your progress to your cases as attachments.

Brand design

- Brand identity guide and the 6 (or 9) finalized touchpoints (PDF)
- You can add sketches that are important to show your progress to your cases as attachments.

HAND IN FOR LEARNING TEAM

- 3 executions/assignments with a short explanation and the feedback you collected (PDF)
- You can add sketches that are important to show your progress to your cases as attachments.

TAKE TO ASSESSMENT FOR CAMPAIGN

- 9 final images (A4). The final images will be archived by us.

TAKE TO ASSESSMENT FOR BRAND

- Spreads of the article (printed)
- Brand Identity Guide * (printed and bound)
- Brand visuals (printed/made)
- * The Brand Identity Guide will be archived by us

TAKE TO ASSESSMENT FOR LEARNING TEAM

- 3 executions/assignments with a short explanation and the feedback you collected (printed)