

# **BA (Hons) Design for Branded Spaces**

Programme Specification 2019/20

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	London College of Communication
<b>School</b>	University of the Arts London
<b>Programme</b>	Branding and Design Innovation (L064)
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Duration of Course</b>	3 years
<b>Valid From</b>	September 1st 2019
<b>QAA Subject Benchmark</b>	Art and Design
<b>UAL Subject Classification</b>	Architecture and spatial and interior design
<b>JACS Code</b>	None
<b>UCAS Code</b>	W2T5
<b>PSRB</b>	N/A
<b>Work placement offered</b>	Yes
<b>Course Entry Requirements</b>	<p><b>Home/EU/International</b></p> <p>The course team welcomes applicants from a broad range of backgrounds from all over the world. The course attracts students who apply direct from A-level (or equivalent) or from Foundation Diploma in Art and Design, or other art or design courses, as well as mature students who may have previously worked in industry.</p> <p><b>The standard entry requirements for this course are as follows:</b></p> <p>80 UCAS tariff points for entry in 2020, or 64 UCAS tariff points for entry in 2019, which can be made up of one or a combination of the following accepted full level 3 qualifications:</p> <ul style="list-style-type: none"> <li>• A Levels at grade C or above (preferred subjects</li> </ul>

	<p>include: English; History; Media; Business; Art and Design, or other subjects within Social Sciences).</p> <ul style="list-style-type: none"> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4).</li> <li>• Merit, Pass, Pass at BTEC Extended Diploma (preferred subjects: Art and Design, IT &amp; Computing).</li> <li>• Pass at UAL Extended Diploma.</li> <li>• Access to Higher Education Diploma (preferred subject: Digital and Creative Media, Computing).</li> <li>• OR equivalent EU/International qualifications, such as International Baccalaureate Diploma.</li> </ul> <p><b>And 3 GCSE passes at grade 4 or above (grade A*-C).</b></p> <p><b>APEL - Accreditation of Prior (Experiential) Learning</b></p> <p>Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Related academic or work experience</li> <li>• The quality of the personal statement</li> <li>• A strong academic or other professional reference</li> <li>• A combination of these factors.</li> </ul> <p>Each application will be considered on its own merit but we cannot guarantee an offer in each case.</p> <p><b>English Language Requirements (International/EU)</b></p> <p>IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main <a href="#">English language requirements</a> page).</p> <p>All classes are conducted in English. If English is not your first language you will be asked to provide evidence of your English language ability when you enrol.</p>
<b>Selection Criteria</b>	The portfolio, along with the details on your UCAS application (including the academic reference and your

personal statement) will be assessed against the following criteria:

- Visual language: quality of structure, use of line, shape - 2D or 3D, form, scale, space, light, colour, texture and time.
- Ideas generation: quality of ideas and thought process, expression of design thinking.
- Research and its application (including images from sketch books): evidence of investigation and use of appropriate resources.
- Materials, media exploration and experimentation; experimentation and testing of materials to achieve outcomes.
- Contextual awareness and its influence on the portfolio; understanding and application of subject knowledge and context.

# Awards and Percentage of Scheduled Learning

## Year 1

<b>Percentage of Scheduled Learning</b>	<b>28</b>
<b>Awards</b>	<b>Credits</b>
Certificate of Higher Education	120

## Year 2

<b>Percentage of Scheduled Learning</b>	<b>24</b>
<b>Awards</b>	<b>Credits</b>
Diploma of Higher Education	240

## Year 3

<b>Percentage of Scheduled Learning</b>	<b>14</b>
<b>Awards</b>	<b>Credits</b>
Bachelor of Arts	360

# Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

<b>Aim/Outcome</b>	<b>Description</b>
Aim	To provide a creative and intellectually challenging educational experience that will enable you to develop a range of transferable, conceptual, critical and vocational skills necessary to progress onto a successful career in a relevant profession or postgraduate studies in higher education.
Aim	To support you in the development of a flexible, inclusive and responsive approach to your studies encouraging independent thinking and the ability to see things differently.
Aim	To prepare you for employment in the relevant design industries by enabling you to acquire a range of professional, entrepreneurial and transferable employability skills.
Aim	To enable you to acquire a range of creative practice and technical skills necessary for employment in your area of specialism.
Aim	To develop an innovative attitude and anticipate future environmental, social, economic and political challenges through technologically rich designs.
Aim	To respond to environmental and social issues relevant to the design industry and society as a whole. The emphasis will be on sustainability and inclusivity in the design of branded spaces.
Aim	To respond to the growth in working across disciplines that has occurred in the creative industries in order to develop practitioners who can work in dynamic interdisciplinary teams and contexts.
Aim	To locate the design of branded spaces within a historical, cultural and critical context in order to facilitate a stimulating learning experience. This will develop a creative, innovative and critical approach to your studies and chosen specialism.
Outcome	Use a variety of cognitive, creative and practical skills to identify and investigate appropriate primary and secondary sources relevant to design for branded spaces (Enquiry);
Outcome	Examine and interpret research material and demonstrate this understanding in order to inform designed and written outcomes

	(Enquiry);
Outcome	Demonstrate an understanding of, and practically apply, contextual knowledge of design for branded spaces 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 (Process);
Outcome	Demonstrate design, theoretical, technical and media skills in the final execution of ideas appropriate to the project outcomes (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);
Outcome	Work independently or collaboratively with your peers and designers or with those from different disciplines (Process).

	<b>Distinctive Features</b>
1	The BA (Hons) Design for Branded Spaces integrates the design of physical and visual branded spaces with digital technologies, spatial communication and experiential design, enabling students to create stimulating experiences and innovative brand interactions for customers and visitors of commercial, cultural and non-profit brands.
2	Students are immersed in a proactive professional context. Professional branding and marketing approaches within brand value strategic frameworks underpin design practices. Students will be able to understand how their designs provide unique solutions to businesses and organisations' strategic and tactical aims, how to use design to demonstrate ingenious and sophisticated approaches to problem solving, and how to develop entrepreneurial skills such as effective pitching, trend spotting and crowd funding.
3	Students actively participate in the development of future branded spaces innovations by using design techniques such as speculative and design fiction to anticipate intelligent ways to develop future scenarios for brands, critique and question issues in relation to public and private branded realms. They engage with and solve real world problems through a unique combination of a solid foundation in design enhanced by the latest technological advancements and research oriented strategic thinking, to provide solutions to key challenges affecting the future of branded spaces across a range of commercial, retail, workplace, cultural and community environments.
4	Using real time making, experimenting and prototyping enables students to test their designs and strengthens their understanding of digital technologies applications for branded spaces. As part of their design practice, students have access to a range of tools and techniques such as; prototyping, imaging (computer modelling), coding technologies and projection mapping techniques, with an experimental makers space in the studio complemented by access to technical facilities such as the 3D workshop, the digital space and professional photography studios.
5	Students access technologies such as smart devices, smart materials, locative media, augmented reality, virtual reality, holographic images and create multi-sensory interaction and experiences for branded spaces through partnerships with developers and designers and trade shows. The strength of partnerships lies in their ability to provide cutting edge industry knowledge.
6	Students work on live and experimental briefs in collaboration with high profile experience, spatial and interaction design organisations and designers, who provide rich working expertise of current and future trends in experiential design

	and communication for branded spaces, digital technologies applications and brand strategies.
7	The course is interdisciplinary and opens up opportunities for collaboration with a wide range of courses at LCC, UAL and beyond. Students' knowledge and skills across spatial, communication and experiential design combined with an ability to work across physical and virtual environments enables them to seamlessly explore meaningful partnerships with other disciplines.
8	Sensory design and creating atmospheres for experiential environments provides a further focus for the course. Students benefit from expert workshops, innovative teaching practices informed by theories and brought into practice by research active staff along with practical applications in this area.
9	The practical component of the course is underpinned by critical interrogation where students analyse what is at stake for corporations, designers, cultural organisations and audiences in the creation of spaces that blur the boundaries between commerce and culture, public and private. The course critically engages with branded spaces by drawing on theories, terms and debates from art and design history, cultural studies, sensory ethnography and affects studies.
10	The course's innovative interdisciplinary approach enables students to integrate practices across disciplines to design immersive, interactive and multi-sensory experiences that reimagine brands for the digital era within a spatial context. Interdisciplinary integrations could include new and emerging practices in interaction and user experience crossing traditional boundaries in spatial, retail, exhibition, pop up, installations and events design.

## Course Detail

The BA (Hons) Design for Branded Spaces offers a distinctive curriculum where experiential design, digital technologies, virtual and augmented environments, provide stimulating experiences for consumers, customers and visitors of commercial, cultural and public brands. Branding is explored through brand identity, the multisensory characteristics of the brand, and the creation of brand experiences through people's interactions with physical and digital spaces. Brands and branding applications are conceptualised and enacted into spatial environments in a way that create perceptual, cognitive, emotional and behavioural connections between people (customers, visitors) and the brand. A rich interdisciplinary approach to design enables students to explore innovative applications, to reimagine brands and identity for the digital era, and create immersive, interactive, multi-sensory and experiential brand environments. Interdisciplinary integrations could include new and emerging practices in interaction and user experience design crossing traditional boundaries in spatial, retail, exhibition, pop up, installations or events design. Interdisciplinary design opportunities could include leisure and entertainment spaces, flagship and concept stores, workspaces, pop-up and event spaces, and more broadly tourist destinations and city environments. Studio practice is underpinned by fieldwork, framed by critical theory and the ideas produced disseminated through branded spaces projects, which engage with cutting edge digital technologies and processes. Within this framework, the course aims to be ethically, socially and environmentally engaged, reflective and future facing.

The course offers students an insight into the future of spatial professions and has a special interest in working with commercial and cultural institutions to leverage their tangible and intangible assets within a global design and digital context. Designing spaces and experiences for brands is a thriving economy. Businesses and organisations recognise the value of experience design as a strategic tool to engage with consumers and audiences for long-term viability. People are not only looking for entertainment but also for original experiences and destinations. Therefore, spatial thinking is used to solve real-world problems and to critique and question issues in relation to public and private branded realms. Students will learn to use design as a strategic tool to connect people and brands, and provide solutions to key challenges affecting the future of branded spaces across a range of commercial, retail, workplace, cultural and community environments. For instance, students are taught narrative and user centred techniques to shape the design of customers' and visitors' journeys to engage with their values and imagination. They also learn design fiction and speculative design techniques to develop intelligent ways to anticipate future needs and scenarios, and create a framework for exploration into the future of branded spaces.

Through practical design projects with a focus on digital visualisation, modelling and rendering tools, students envision their own branded designs and critically reflect on the ramifications of their creative output. Students will prototype and test small scale design

applications, combining analogue making techniques with digital technologies while collaborations on live projects with external industry partners and design professionals provide access to the latest technologies and larger scale applications. The creative possibilities for spatial designers have expanded with the advent of technologies such as; the internet of things, smart devices, smart materials, locative media, projection mapping, augmented reality, virtual reality, holographic images, embedded informatics and the sensory control of parametric architecture. This context opens up new opportunities for spatial designers to collaborate with software developers, interaction and experience designers and ambient informatics specialists on projects in both the commercial and non-profit sectors. The course explores the impact of new information and communication technologies on the future of branded environments through a range of practical and theoretical research approaches.

The practical component of the course is underpinned by critical interrogation where students analyse what is at stake for corporations, designers, cultural organisations and audiences in the creation of spaces that blur the boundaries between commerce and culture, public and private. The course critically engages with branded spaces by drawing on theories, terms and debates from art and design history, cultural studies, sensory ethnography and affects studies. Indicative themes include:

- Brands, professional branding, marketing and the creation of intangible values
- Place-marketing and regeneration, using the Elephant and Castle redevelopment and LCC as case studies
- The Experience Economy, from object to experience through customer experience management
- The rise of McDonaldisation, rationalisation, re-enchantment, simulation, hybrid consumption and theming, the Society of the Spectacle (cities not as skylines but as 'brandsapes' and buildings not as objects but as advertisements and destinations)
- The commodification of culture and aestheticisation of everyday life referring to the growing significance of aesthetic perception in processes of consumption and consuming
- Cultural and creative industries
- Globalisation and cultural appropriation/imperialism
- Performative and immaterial labour, interactions in space and spatial experience, creation of dynamic spaces and places

The course helps students prepare for work as part of their studies and after graduation. Students benefit from professional practice and entrepreneurial units in year 2 and 3 respectively. Students can also apply for a Diploma of Professional Studies and spend a year working in industry between year 2 and 3. This approach enables students to gain experience, develop professional networks and actively prepare for their progression after

graduation. Designing Branded Spaces is a thriving industry and the choice of progressions routes is broad. Students progress onto industries across commercial, cultural and public design practices (retail, leisure, hospitality, offices, showrooms, exhibition, trade shows, events, installations, public interiors, set and stage design). Students may work for a design consultancy, an architectural or interior design practice, an in-house design team for a specific brand or set up their own business, working in collaboration with other independent designers. Students will graduate with a rigorous forward facing portfolio of outputs that showcases work across branded spaces, interior architecture, experience design, interaction design and urban futures. The projects will evidence a critical understanding of digital innovation and a high level of conceptual engagement with digitally enhanced branded spaces.

We are committed to teaching, learning and assessment designed to enhance, nurture and recognise your employability, individuality and entrepreneurship.

Enterprise and employability within a creative education in arts, design and media is about the integration of practice, behaviours and qualities that enable you to develop and sustain a rewarding professional life.

The curriculum is designed to communicate and open up the possibilities of your own creativity by developing your career aspirations and professional awareness for enterprise and employability, whether for the creative and cultural sector or beyond.

Enterprise and employability is about more than getting a job, it is about enabling you to find, make and take opportunities and to meet your aspirations in a changing world, whether as a successful creative professional, innovator, practitioner, employee and/or entrepreneur in the UK and globally.

### **Course Units**

Each year of your course represents a different level of study (Year One = Level Four; Year Two = Level Five; Year Three = Level Six). The years are divided into units, with a maximum of five units and a minimum of two units per year.

Each unit is credit-rated, the minimum unit size is 20 credits. There are always 120 credits per year, and 360 credits make up the BA (Honours) degree.

Each unit descriptor indicates the number of learning hours associated with that unit. The proportion of hours devoted to types of learning will vary according to the purpose and nature of the unit.

In Year One, more emphasis is placed on directed learning. As you progress through the course, this emphasis shifts as you take responsibility for directing your own learning,

moving towards the ultimate goal of being an independent learner.

Under the Framework for Higher Education Qualifications the Levels for a BA are:

Level 4 (which is stage 1 of the course), Level 5 and Level 6.

There is a progression point at the end of each level and in order to progress, all units of the preceding level must normally be passed.

If you are unable to continue or decide to exit the course, a **Certificate of Higher Education (Cert HE)** will be awarded following the successful completion of Level 4, or a **Diploma in Higher Education (Dip HE)** following the successful completion of Level 5.

In order to be awarded a BA (Hons) you must successfully complete 360 credits. The final award is **either** comprised of the marks from Level 6 units only, weighted according to their credits, or the highest graded 100 credits from level 5, at a weighting of 30%, and all 120 credits at level 6 with a weighting of 70%. Your classification is based on the highest result.

For more detailed information regarding your course's contact hours please check Moodle and **'My Contact Hours'**, which can be accessed through <https://mycontacthours.arts.ac.uk/>

In addition, your own personal timetable will be available each year from the beginning of term via your Moodle page [https://mytimetable.arts.ac.uk/timetable\\_navigate/](https://mytimetable.arts.ac.uk/timetable_navigate/)

### **Learning and Teaching Methods**

The BA (Hons) Design for Branded Spaces is a practice-based professionally oriented course, which combines theory and practice in a project-led curriculum using interdisciplinary perspectives. The curriculum has a professional focus with a strong emphasis on the development of branding and experience design practices for brand spaces mediated by technologies, strategic thinking and speculative design methods.

The course reflects current knowledge, debates and issues within the discipline and also explores future developments, providing students with the ability to anticipate future needs. The course incorporates professional practices and strategic thinking, which combined with an innovative and entrepreneurial mind-set, gives students the knowledge, confidence and competitive edge they need to successfully follow their career path.

The course will use innovative pedagogies to enhance the student's education development such as; maker faires/spaces, design thinking pedagogies, and by using personal learning networks as means of connecting with relevant professional practitioners.

It also is taught using active teaching and learning methods, interactive lectures and large group learning, hands on workshops and peer-led seminar learning, individual and group tutorials, self directed learning, guest speakers, study trips, formative and summative assessment.

The course places an emphasis on collaborative practices, especially but not exclusively in year 2, where students can have the opportunity to work with students from other courses at LCC and other colleges/universities in the UK and abroad as well as with selected organisations/business/designers on live projects.

The course will implement the use of technologies to enhance learning. Moodle is used as a primary platform and complemented by UAL Teaching and Learning Exchange recommended apps.

Self-directed learning: students engage in independent study time, on or off site, to research, write and prepare for weekly activities and assignments, and to extend their subject knowledge and connections.

### **Assessment Methods**

The course outcomes are assessed using the following assessment methods:

- Practical project work.
- Computer based activities
- Prepared writing
- Responses to case studies
- Oral presentation
- Personal presentations of prepared work
- Simulations and role plays
- Workshop based activities
- Written research projects
- The creation of a portfolio of collection of work, which may contain a number of different elements.

This course uses the following assessment strategies:

**Holistic:** This unit is assessed holistically (100% of the unit). In holistic assessment you may be asked to submit one or more pieces of work, but your tutors will look at all your work for the unit and make a single judgement about your performance against the University's marking criteria. You will receive a single grade and a single feedback form. You will need to achieve a grade of D- or above to pass the unit.

**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.

#### Reference Points

The following reference points were used in designing the course:

- UAL's Learning, Teaching and Enhancement Strategy 2015-2022 [about-the-exchange/teaching--learning-strategy/](#)
- The College and Design School policies and initiatives <http://www.arts.ac.uk/lcc/about-lcc/school-of-design/>
- FHEQ Level descriptors <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>
- QAA Benchmark statements <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- UAL Creative Attributes Framework <http://www.arts.ac.uk/about-ual/teaching-and-learning/careers-and-employability/creative-attributes-framework/>

# Course Diagram

Course Diagram | [BA (Hons) Design for Branded Spaces]

**BLOCK-BASED STRUCTURE**

		Block 1															Block 2																										
		week 0	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										
YEAR 1	Freshers Week	Introduction to DBS (20 credits)											S	Christmas Break	Branding and Spatial Identity (40 credits)					BSI	S																						
		Block 3														Professional Practice (20 credits)					S		Spatial Experience and Narratives (40 credits)					S															
YEAR 2		Block 5											S	Christmas Break	DBS Major Project (60 credits)					DBS MP																							
		CTS3 Route A (40 credits)														CTS3A					S		CTS3 Route B (40 credits)					S															
		Block 4																																									
	Activities Week	IBS 40 credits					S	Easter Break	Interactions in Branded Spaces										S	CTS1 (20 credits)					CTS1					S													
			Collaborative Projects								CP (20 credits)					S	BSF (20 credits)					Branded Spaces Futures					S		CTS2 (20 credits)					CTS 2 (options)					S				
		Block 6																																									
		DBS MP						Easter Break	DBS MP					S	Entrepreneurial Practice					(20 credits)					S																		

Year 1 - weeks 14 and 15: Skills based practice - Autocad / Technical drawing workshops 1

Year 2 - weeks 14 and 15: Skills based practice - Adobe Premiere and After Effects / technical drawings workshops 2

*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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