

Module Study Guide

Academic Year 2022–2023

Level: 7

Credits: 5 ECTS; 10 UK credits

Academic Partner:

Marbella International University Centre
(MIUC)

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Key team contact details

Module Leader	Christian F. Olsen
Subject Area & School/College	Visual Design & Marketing
Email	christian@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Module Tutor	N/A
Email	
Phone	
Location	

Module/Course Administrator	Jelena Krajacic
Email	jelena.krajacic@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Subject Librarian	Teresa Muñoz-Écija
Email	library@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at ming-jin@miuc.org

Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at m.stefanovic@miuc.org

The External Examiner responsible for this module is Professor Nick Rees (Professor of International Relations and Dean of the School of Humanities and Social Sciences at The University of Buckingham) for International Business and International Relations courses and Dr. Ana Gaio (Programme Director MA Culture, Policy and Management, City University of London) for Marketing and Advertising course.

The Academic Partner Link-Tutor responsible for this module is Brenda Theodore-Marks (for International Business and International Relations courses) and Matilde Nardelli (for Marketing and Advertising course), and can be contacted at Brenda.Theodore-Marks@uwl.ac.uk and Matilde.Nardelli@uwl.ac.uk

1 Module overview

1.1 Introduction

Design development for Marketing prepares you to be clear and creative visual communicators who provide strategic solutions for marketing campaigns for large and small businesses. You will learn how to use graphics, images, pictures, and videos to engage with viewers in an effort to drive emotions and interactions.

This module will run throughout the first semester (14 weeks) as this will give you the best opportunity to develop and maximise your skills.

1.2 Module summary content and aims

This module aims to provide you with the knowledge necessary to better understand the process of producing any coherent visual presentation and design. But before any design can be expressed you will learn to find the story behind the design. What story needs to be communicated to attract the audience it is supposed to inform - The narrative into which the design is based upon.

Design without any narrative and goal becoming meaningless and boring. The module will guide you to identify what steps are needed in finding the backstory for any sort of design and connect the main story of the campaign with the tools to communicate that narrative. To tackle the obstacles, you might face while doing so, examples and hands on approach will be used throughout the module.

Upon the completion of the module, you will be able to identify how to best promote the company/organisation and create visual content for use in a marketing strategy and bring a message to life. You will be able to determine the right way to represent information to ensure that it is compelling and relevant for the right audience. You will also be able to apply the principles with a practical approach in creating a visual identity for a company/organisation.

1.3 Learning outcomes to be assessed

LO1. Understand and utilise both traditional visualisation methods and contemporary design principles for communicating visual solutions. (Assessment 1, 2 & 3)

LO2. Gather, organise, and deploy ideas and information cogently, and express them effectively in written, oral, visual and in other media forms. (Assessment 1, 2 & 3)

LO3. Research, analyse and critically evaluate campaigns in terms of their objectives, message, media, and audience. (Assessment 1, 2 & 3)

1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	144 hours (for modules with 20 UK credits) 44 hours (for modules with 10 UK credits)
Total Learning Hours	200 hours (for modules with 20 UK credits) 100 hours (for modules with 10 UK credits)

a.

b. 1.5 Indicative Contact Hours

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to NEOlms)
A1 – Written Assignment Creative Brief Development	1000 - 1500	NA	30%	40%	Week 5 Date & Time TBC	Via NeoLMS
A2 – Artifact Concept Development	1500 - 2000	NA	40%	40%	Week 10 Date & Time TBC	Via NeoLMS
A3 - Artifact Ident Development	3500 - 4000	NA	30%	40%	Week 16 Date & Time TBC	Via NeoLMS

If your course is accredited by a Professional Statutory Regulatory Body (PSRB), the module requirements will specify the elements of assessment that must be passed and may override the University regulations. Please speak to your Course Leader for further advice.

1.6 Assessment brief including criteria mapped to learning outcomes

i. Assessment 1: Creative Brief Development

Based on research techniques you will be asked to identify, express, and explain the aims and

objectives of your creative brief. You will be asked to create a creative brief based on the data you have found and discovered.

Prior to data collection, students must submit the ethics approval application at the beginning of the semester.

Assessment criteria for Assessment 1 (LO1, LO3 will be assessed)

This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (30%):** The student must understand the basic terms of all the different elements engaged in the production of creating the creative brief. They must develop the aims, objectives, and milestones of the creative brief.
- o **Practical and professional skills (40%):** Students will be measured upon the quality of the depth and accuracy of the creative brief and how it links to the research and data.
- o **Transferable and key skills (30%):** Students need to present their work in a clear and coherent manner in writing a design brief. The student must showcase the design issues which have been considered and resolved.

ii. Assessment 2: Concept Development – Creation of Mood board with written rationale

You must develop a range of ideas or brand identity concepts. You need to Identify/ find THE BIG IDEA? THE BIG IDEA is aligning the brief with a visual identity. You will present the BIG IDEA by creating a mood board. The mood board must reference back to the aims and objectives developed in the creative brief. Written Explanation of mood board must be submitted with mood board.

Assessment criteria for Assessment 2 (LO1, LO2, LO3 will be assessed)

This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (25%):** How well does the mood board communicate the aims and objectives to the audience/consumer. How effective does the design capture the tone of voice?
- o **Cognitive Skills (25%):** How successfully does the mood board communicate the product or service being branded? How clearly does the mood board reflect the USP?
- o **Practical and professional skills (25%):** How strongly does the design of the mood board stand out from its competition? How creative or unique is the design.
- o **Transferable and key skills (25%):** Students need to present their work in a clear and coherent manner in writing the rationale of the choices made from the mood board development. The student must showcase the design issues which have been considered and resolved.

iii. Assessment 3: Ident Development – Development of Ident to communicate BIG IDEA message

You will have to create a design based on the development of THE BIG IDEA. Individually you will choose a medium to express the idea. You can choose to design any promotional material for the University (A promotional video, Poster Leaflet, or In-house Exhibition Campaign, etc)

Assessment criteria for Assessment 3 (LO1, LO2, LO3 will be assessed)

This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (25%):** How well does the Ident communicate the aims and objectives to the audience/consumer. How effective does the design capture the tone of voice?
- o **Cognitive Skills (25%):** How successfully does the Ident communicate the product or service being branded? How clearly does the Ident reflect the USP?
- o **Practical and professional skills (25%):** How strongly does the design stand out from its competition? How creative or unique is the design.
- o **Transferable and key skills (25%):** Students need to present their work in a clear and coherent manner in writing the rationale describing the choices made in developing the Ident. The student must showcase the design issues which have been considered and resolved.

1.7 Learning materials

The reading list for this module is available on lms in the module area

1.7.1 Core textbook(s):

Slade-Brooking, C. 2016, Creating a Brand Identity: A Guide for Designers. Laurence King Publishing.

Wheeler, A. 2017, Designing Brand Identity: An Essential Guide for the Whole Branding Team. 5th Edition, Wiley

1.7.2 IT, audio-visual or learning technology resources

Students will be using Photopea (online Photoshop) or Canva for the practical lessons. However, it is not mandatory. Any design package will be fine to use and learn the design principles.

Remember to log into MIUC lms daily to receive all the latest news and support available at your module sites!

2 Things you need to know

2.6 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face-to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

2.7 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [and apply online for an extension](#) before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply [online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

2.8 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation to your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

2.9 Student support

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: student.life@miuc.org

Internship Support: cristina@miuc.org

Life Coaching Service: Ms. Ana Cantle, ana.cantle@miuc.org

Counselling Service: Ms. Eva Berkovic, eva@miuc.org

2.10 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

3.6 Research ethics guidance for students

3.6.1 What is research ethics? Why it matters

You will be asked to seek ethical approval for all your research projects undertaken in the course of your studies at UWL. Research ethics provides a framework for conducting research that might range from a short questionnaire devised by an undergraduate student through to a multi-million-pound project carried out by a group of professional researchers. All researchers, across all disciplines, should be mindful of ethical issues when planning, conducting, and reporting on their work.

Research ethics works to preserve the safety and rights of research participants in addition to safeguarding the well-being and integrity of the researcher, and the trustworthiness of the research. The University does not adhere to the principles of research ethics in order to prevent research taking place, but to facilitate good research; respecting the interests of all parties, mitigating risks to participants and researcher, and delivering research outcomes that are robust.

iv. What is research ethics? Why it matters

Surely some types of research raise more ethical issues than others?

Yes. Typically, research that involves the following would raise ethical issues:

- human subjects,
- vulnerable individuals or groups,
- personal data,
- any type of clinical/physical intervention,
- when conducted in a sensitive or potentially dangerous location, or
- security sensitive information

These ethical issues require appropriate planning in the design of the research to identify and mitigate the risks to the participant or researcher.

Interviewing your peers or friends on certain issues to do a research project is, for example, a typical case where ethical approval is required. Desk-based research centred on journal articles and books would be unlikely to pose acute ethical issues, except in relation to the way the researcher might select the articles, and report on their findings.

In any case, no research should be undertaken without research-ethics approval.

v. **How will UWL help me understand and apply research ethics?**

First and foremost, research ethics will be addressed by your tutor or supervisor as part of your module. It may also be part of your recommended reading. Different disciplines conduct a range of research using a variety of approaches, so your teaching will cover ethical issues that are most likely to apply to your subject. If you have any questions about the design or conduct of research that you are planning, then you should seek the guidance of the tutor responsible for the module.

Secondly, UWL operates a Research Ethics Risk Assessment system, employing a *Research-ethics and integrity risk assessment form* that you are required to complete before commencing your project. This easy-to-complete assessment form helps the University to identify and improve research projects that might raise ethical issues. Just as importantly, it will help you work through the potential ethical dimensions of your research in a structured step-by-step way.

vi. **My research does not involve any of the above issues?**

You will still need to complete the Research-ethics and integrity risk assessment form before commencing your project.

vii. **Further guidance**

This guidance should be read in conjunction with the Research Governance Policy and University Research-Ethics Code of Practice, and the Data-Protection Act:

<http://www.uwl.ac.uk/research/supporting-research/research-strategy-and-codes-practice>

Applying for ethics approval – a link to the ‘Research-ethics and integrity risk assessment form’ can be downloaded from MIUC Ims.

3.7 Easy steps to ethical approval

- Remember, the ethics application form **must** be submitted and approved **before** any research project starts and **before** any potential participants are approached.
- Make sure you have discussed any possible ethical issues with your Supervisor/Tutor/Module Leader before submitting your application. **You need your Supervisor’s/Module Leader’s/Tutor’s approval before getting started with the online approval.**
- The ‘Research ethics and integrity risk assessment form’ can be accessed on MIUC Ims.

At various points you will be asked to provide complementary documents. **Your application cannot be processed without these. You are advised to first type your project description (this is good practice for all applications and research proposals generally).** Make sure you include the following where your project utilises these research methods and instruments (A and B compulsory for all projects):

- A. The completed risk assessment form

- B. A completed *Project Proposal*
- C. A participant-information sheet Discuss these with your supervisor since details may vary according to project
- D. An informed-consent form
- E. A copy of interview questions and/or the questionnaires/instruments you intend to use **or**, if you do not have these questionnaires/instruments, a statement of what will be used (in MS Word, with your application ID at the top)
- F. A data management and storage statement

3.7.1 **How it works**

1. The School/College Ethics Panel will review your application – **this is normally within two weeks of submission**
2. **You and your supervisor** will be informed of the outcome by email
3. Outcomes will be one of the following categories:
 - **Conditional** approval subject to review and re-submission (you must make the changes specified by the panel before you can start)
 - **Provisional** approval subject to additional information and re-submission (you can start your project, but you will need to provide further information at a date determined by the School/College Ethics Panel)
 - **Final** approval (the approval is final, and you do not need to re-submit unless you make subsequent changes to the project)
 - **Rejection** (you must discuss issues raised with your Supervisor)
 - **Referral** to University Research Ethics Committee where risk is identified that requires such referral.

4 Appendix: Weekly Content

Week 1 – Introduction and Tasks

Introduction to Module

This Week will introduce you to the module organization, structure, and assignments.

You will explore the time commitments you will need to make and the skills you will develop through the duration of the module.

Adv. Design development for Marketing prepares students to be clear and creative visual communicators who provide strategic solutions for marketing campaigns for large and small businesses. Students will learn how to use graphics, images, pictures, and videos to engage with viewers to drive emotions and interactions. They will learn to bring a message to life.

Students will learn how to determine the right way to represent information to ensure that it is compelling and relevant for the right audience. The students in this module will learn the principles with a practical approach in creating a visual identity. They will identify how to best promote a campaign and create visual content for use in a marketing strategy.

Week 2 - Discover the Participants - Stakeholders

whom will you address your work?

In this week we will get a clear understanding of who is involved in this challenge: Who are the potential users? Who are the potential customers? Who might be considering your proposals?

During this week you assignments are:

Follow the lesson

List all the participants that might have a role or a word to say;

Build your own stakeholder map.

We might have our own ideas about this but the best way to understand the company is to gather the information.

Recommended reading:

Creating a Brand Identity: A guide for Designers. By Catharine Slade-Brooking. Chapter 5

Key concepts/issues

Why do we need to research? Research Methods, who is the Audience?

Week 3 – Creative Brief - Define an Intent Statement

So let's define your main goal in a sentence considering an object to be focused on, a verb of action – the action that is going to be fulfilled - the need - and a context. What do our potential users want? Example: "To optimize protection against bullying on Instagram"; "To provide clarity about...".

Throughout this week we propose that you:

Re frame the problem by making a list of potential needs;

Categorize those needs by practical or sensitive;

Define your Job to be Done.

Recommended reading:

Creating a Brand Identity: A guide for Designers. By Catharine Slade-Brooking. Chapter 5

Key concepts/issues

Why do we need to research? Research Methods, who is the Audience?

Week 4 – Creative Brief – Discover Emotions

This week's lesson we will reflect on the importance of emotions in order to accomplish a full integrated outcome and to create empathy to our potential users.

This week's lesson we will discover the importance of the emotional dimension in our projects. .

Topics this week will include:

Selecting pictures from our collective visual research and the early sketches of your project and your own visual database, build a Mind map with Eduard de Bono's six thinking hats approach.

Week 5 – A1 Creative Brief Development

This week you will be working on your creative brief. The last 4 weeks we have been researching and analyzing different areas of the campaign.

This week you will need to draw some of the conclusions you have been facing during the last weeks.

Topics this week will include:

How to create a design brief

Week 6 – (Re) Define the Challenge & List your Project Requirements

This week we suggest that you make a first loop in your process this way getting into the iterative process of Design.

BEGINNING OF ASSESSMENT 2: Concept Development - Mood board

This week we will start working on understanding the design process.

Topics this week will include:

Design processes using Iterative Process & the Double Diamond Process

Week 7 – Concept Development – Develop Analogies and Metaphors

This week we will work with Analogies and Metaphors. Both Metaphors and Analogies are spontaneously used by designers.

However metaphor dominates as design tool for early problem-framing whereas the analogy dominates as a tool for concept generation.

Every new visual concept or idea you generate must be presented in such a way that immediately sparks familiarity and understanding.

Topics this week will include:

Metaphors & Analogies.

Task:

Create an image that evokes an analogy used in your own Project.

Propose 3 Words/ meanings for your Picture.

Week 8 – Concept Development – Mood board - Creating User Experiences

The User's Experience has increasingly gained more importance as it becomes crucial for differentiating and adding value to products and services. As such, designers have increasingly focused on integrating customer-centric experiences in products and services' innovation. This week we will reinforce the importance of this dimension in our process.

Topics this week will include:

Understanding User Experiences

How to create a mood board

Week 9 – Concept Development – Development of Mood Board

This week you will continue work on the Mood Boards based on the information the last few weeks.

Have you found the correct images that express your users experience?

Topics this week will include:

Finding the right images

Working with images in Canva

Finding Fonts

Installing fonts in Canva

Week 10 – Concept Development – Finalizing Mood Board + Rationale

This week you will begin work on your rationale as well as finish your mood boards.

Week 11 – Designing the Identity

Students will be working on their first draft of the Ident.

Ask these questions before you start.

Topics will include:

Format to work on.

Dimensions of your product.

Campaign Mediums

Expression of your mood board?

Expression of the narrative.

Developing a tagline for your campaign?

Recommended reading:

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 144 – 149

Week 12 – Ident Development – Designing an Ident – Colour Theory

Students will be working on their second draft of the Ident

Topics this week will include:

Identifying the colour template

Aligning Colour to Narrative

Which rules to implement?

Development of Brand colour palette

Recommended reading:

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 150 - 153

Week 13 – Ident Development – Designing an Ident – Typography Theory

Students will be working on their third draft of the Ident.

Topics this week will include:

Typography

Font psychology

How to pick a font

Difference of typography and font

Recommended reading:

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 154 - 155

Week 14 – Ident Development – Production of Ident + Rationale

Students should show me Ident designs for feedback to incorporate into rationale.

Recommended reading:

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 156 - 159



**University of
West London**
St Mary's Road
Ealing
London W5 5RF

**University of
West London**
Boston Manor Road
Brentford
Middlesex TW8 9GA

Tel: 0800 036 8888
Int: +44 (0)20 8231 2468

uwl.ac.uk

**Marbella International
University Centre**
Avenida Don Jaime de Mora y
Aragón, s/n
Finca El Pinillo 29601

Marbella | Málaga | Spain

Tel: + 34 952 860 000
E-MAIL info@miuc.org

www.miuc.org