

1. OVERVIEW

Subject Area	Branding
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Third-party
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Second semester
Academic Year	2024-2025
Coordinating professor	

2. INTRODUCTION

This subject deals with Branding as an area of study within the Design of Brand Identity area. It looks at the contexts of both companies and institutions and products and services.

We deal with the fundamental aspects of identity design and the world of brands. This includes how to visualise the notion of a brand and its values, conceive the identity strategy, create the verbal identity or naming, plan out the creative research and its design, recognise the signs of visual identity and figurative symbolism, as well as how to use all five senses in branding. Students also acquire knowledge about the evolution of a trademark, cases of a rebranding or update, the look and feel of a trademark and where it is displayed, what a trademark says, the different models of Brand Architecture and how to design the Corporate Identity Manual or Brand Book to standardise analogue and digital applications, as well as the steps involved in officially registering a trademark. Students will also study how to implement a corporate identity, the phases involved and priorities, before it is launched in a Brand Identity Programme with case studies.

This subject prepares students to be graphic designers who can integrate themselves in other creative professional fields and brand design. This is a practical-based subject with theory being included as projects are taken on.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, as per the Spanish acronym):

- CT1: Independent Learning: the ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT4: Ability to analyse and synthesize: being able to break down complex problems into manageable blocks; also evaluating alternatives and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT5: Ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.
- CT12: Critical thinking: ability to analyse an idea, occurrence or situation from different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- CT13: Problem solving: ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT14: Innovation/Creativity: ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.
- CT16: Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.
- CT17: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.

Specific skills (CE, as per the Spanish acronym):

- CE22: Understanding of the history of graphic design, how it has evolved technically and the criteria behind certain designs being considered as reference models.
- CE23: Understand the technique of typography and its applications in graphic design.
- CE24: Awareness of the concept of branding and the idea of corporate image.
- CE26: Ability to apply graphic design technology to design projects.

Learning outcomes (RA, as per the Spanish acronym):

- RA1: Solve communication problems which includes identifying the problem, investigation, gathering information, analysis and proposing alternative solutions. This then leads to prototyping, user tests and evaluation of results.
- RA2: Describe and respond to audiences and contexts the communication solutions are aimed at. This includes considering physical, cognitive, cultural and social aspects of people which can influence the design solutions.
- RA3: Create and develop visual forms to respond to communication problems, including understanding of the principles of visual composition and organisation, information hierarchy, visual representation, typography, aesthetics, and the creation of images containing meaning.
- RA6: Awareness of business practices, as well as how to organise design projects and work together in a team.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
	<ul style="list-style-type: none"> • RA1: Solve communication problems which includes identifying the problem, investigation, gathering information, analysis and proposing alternative solutions. This then leads to prototyping, user tests and evaluation of results.

CB1, CB2, CB3, CB4, CB5
CT1, CT4, CT5, CT12, CT13,
CT14, CT16, CT17
CE22, CE23, CE24, CE26

- RA2: Describe and respond to audiences and contexts the communication solutions are aimed at. This includes considering physical, cognitive, cultural and social aspects of people which can influence the design solutions.
- RA3: Create and develop visual forms to respond to communication problems, including understanding of the principles of visual composition and organisation, information hierarchy, visual representation, typography, aesthetics, and the creation of images containing meaning.
- RA6: Awareness of business practices, as well as how to organise design projects and work together in a team.

4. CONTENTS

This subject area is divided into ten learning units, which are then divided into various topics.

Unit 1. Introduction to branding

- 1.1 Origin, history and reference brands.
- 1.2 What a brand is.
- 1.3 Case studies of brands.
- 1.4 Naming is identifying.

Unit 2. The visual method and its strategy

- 2.1 Visualising the notion of a brand and its values.
- 2.2 Business strategy and competitive environment.
- 2.3 Identity strategy.
- 2.4 Creative research and design.

Unit 3. The trademark: signs and symbols of identity

- 3.1 Signs of visual identity.
- 3.2 Icon, typography and colour.
- 3.3 Psychology, symbolism and law of pregnancy.
- 3.4 Symbolism of a trademark.
- 3.5 Shape of a brand name.
- 3.6 Chromatic identity of a brand.
- 3.7 Using the five senses in branding.
- 3.8 Without difference, there is no identity.
- 3.9 Image, identity and differentiation.
- 3.10 Corporate claim and the brand slogan.

Unit 4. Terminology and repertoire of identity signs

- 4.1 Definitions and terms of visual identity.
- 4.2 Modes and variables of graphic identity signs.

Unit 5. Rebranding: updating a trademark.

- 5.1 Rebranding case studies.
- 5.2 How to update and design a trademark.
- 5.3 The evolution of a trademark.

Unit 6. Verbal identity

- 6.1 The verbal name or trademark: general principles of naming.
- 6.2 Methods for creating a brand name.
- 6.3 Creativity, benchmarking and evaluation.
- 6.4 Legal validation and trademark registration.

Unit 7. Communicating the brand identity

- 7.1 Look and feel: how a trademark speaks.
- 7.2 Brand personality: the trademark and its exposure.
- 7.3 Visual communication of a trademark.

Unit 8. Brand architecture

- 8.1 Brand strategy and brand architecture.
- 8.2 Brand architecture models.
- 8.3 Corporate brand/MasterBrand/Holding company brand.
- 8.4 Brand declinations, sub-brands and support and co-branding strategies.

Unit 9. Brand Identity Manual

- 9.1 Manual of basic norms and applications.
- 9.2 Brand communication manual and advertising style.
- 9.3 Specific manuals.
- 9.4 Brand Book.

Unit 10. Phases of a brand identity programme

- 10.1 Internal and external audits.
- 10.2 Identity strategy.
- 10.3 Creative research and design.
- 10.4 Uses of visual identity.
- 10.5 Trademark registration.
- 10.6 Brand name standards.
- 10.7 Internal and external communication.
- 10.8 Implementation.
- 10.9 Monitoring and control.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Collaborative learning.
- Problem-based learning (PBL).
- Project-based studies (PBS)
- Learning based on workshop teaching

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	6.25h (on-site)
Directed learning, practical exercises and problem-solving	25h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (40% on-site)
Research work and projects	62.5h (40% on-site)
Self-study	12.5h (off-site)
Tutorials, academic follow-up and assessment	18.75h (on-site)
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Submission and/or presentation of projects	100%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

Submitting practical exercises for each activity after the deadline has passed will lead to a 5% penalty for each week delayed.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1. Practical class activity on Trademark (individual).	Week 1-2
Activities 2 and 3 Practical class activity on Trademark (individual). Practical exercise on Branding (individual).	Week 3-5
Activity 4. Practical exercise on Branding (individual).	Week 6-7
Activities 5 and 6 Practical class activity on Trademark (individual). Practical exercise on Branding (individual).	Week 8-11
Activity 7. Practical exercise on Branding (individual).	Week 12-13
Activities 8 and 9: Practical class activity on Trademark (individual). Final practical exercise on Branding (individual).	Week 14-16

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

BOOKS

- BASSAT, L. Libro rojo de las marcas. Espasa Calpe, Madrid 1999.
- BELTRÁN, F. El Nombre de las Cosas. Conecta, Madrid 2011.
- COSTA, J. Diseñar para los ojos. Costa Punto Com, Barcelona 2007.
- COSTA, J. Imagen Global. Ceac, Barcelona 1984.
- COSTA, J. Identidad Televisiva en 4D. Grupo Editorial Design, La Paz (Bolivia) 2005.
- COSTA, J. Imagen corporativa en el siglo XXI. La Crujía, Buenos Aires 2001.
- COSTA, J. La Forma de las Ideas. Experimenta Libros, Madrid, 2019.
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- CHAVES, N. La imagen corporativa. Teoría y práctica de la identificación institucional. Gustavo Gili, Barcelona 2005.
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- GARCÍA GARRIDO, S. Diseño de Comunicación Corporativa. Marca y Diseño Estratégico. Experimenta Libros, Madrid 2019.
- GARCÍA GARRIDO, S. Diseño de la identidad visual de las instituciones. Experimenta Libros, Madrid 2019.
- GHIO, M. Oxitobrand: marcas humanas para un mercado emocional. Experimenta Libros, Madrid 2019.

- MEMELSDORFF, F. Rediseñar para un mundo en cambio. Blur, Madrid 2004.
- OLINS, W. BRAND. Las marcas según Wally Olins. Editorial Turner, Madrid 2004
- OLINS, W. El libro de las marcas. Editorial Océano, Barcelona 2012.
- RAPOSO, D., Culleré A. y otros. Communicating Visually: The graphic design of the brand. Cambridge Scholars Publishing, Cambridge 2018.

E-BOOKS:

- SUMMA. Identidad de Marca. Summa Branding, Barcelona 2018.
- SUMMA. Lenguaje de Marca: la importancia de un Brand Book. Summa Branding, Barcelona 2018.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.

