

## Course Outline

**Code: DES305**

### **Title: Branding and Package Design**

**School:** Creative Industries  
**Teaching Session:** Semester 1  
**Year:** 2020  
**Course Coordinator:** Irene Visser, [ivisser@usc.edu.au](mailto:ivisser@usc.edu.au)  
**Course Moderator:** Dr Uwe Terton, [uterton@usc.edu.au](mailto:uterton@usc.edu.au)

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

## **1. What is this course about?**

### **1.1 Description**

This course provides an advanced understanding of branding and three-dimensional packaging. You will learn about the entire branding and packaging design process, from concept to creating innovative shelf-ready prototypes for a range of consumer products that effectively communicate in a competitive market, suitable for inclusion in your portfolio. You will learn how to develop successful user-centred designs based on strategy, that address legal, environmental, social and ethical issues as well as production and client objectives and requirements.

### **1.2 Field trips, WIL placements or activities required by professional accreditation**

| <b>Activity</b> | <b>Details</b>  |
|-----------------|---|
| Excursion       | 3 hour class excursion to Waste 2 Resource Education Centre and tour Nambour Resource Recovery Centre |

## **2. What level is this course?**

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.

## **3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

| <b>Specific Learning Outcomes</b><br>On successful completion of this course, you should be able to:  | <b>Assessment tasks</b><br>You will be assessed on the learning outcomes in task/s: | <b>Graduate Qualities or Professional Standards mapping</b><br>Completing these tasks successfully will contribute to: |
|---|---|--|
| Apply design thinking. Use design software to produce visual design products.   | 2 and 3   | Empowered  |
| Critically evaluate historical, technical and theoretical concepts to inform the practical application of sound design principles.                        | 1, 2 and 3  | Creative and critical thinkers   |
| Communicate knowledge, concepts and ideas to various audiences using a range of media.  | 1, 2 and 3  | Engaged  |
| Investigate and evaluate responsible design practices in developing design solutions that positively impact on social, economic, and ecological outcomes. | 1, 2 and 3  | Sustainability focused   |

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Nil

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

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##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Proficient in Adobe InDesign, Illustrator and Photoshop.

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

##### 6.2 Details of early feedback on progress

This course will include early formative feedback on assessment and academic progress in the form of one-on-one consultations, collaborative activities and in-class discussions.

### 6.3 Assessment tasks

| Task No. | Assessment Product                     | Individual or Group | Weighting % | What is the duration / length?  | When should I submit?                        | Where should I submit it?                          |
|----------|--|---------------------|-------------|---|--|--|
| 1        | Journal                                | Individual          | 20%         | 2000-word equivalent  | Monday Week 1 of Central Examination Period  | Online Assignment Submission with Plagiarism check |
| 2        | Artefact - Creative, and Written Piece | Individual          | 30%         | Support materials (online)  | Week 4 (presentation)<br>Week 5 (final)      | In Class   |
| 3        | Artefact - Creative, and Written Piece | Individual          | 50%         | Design brief and mood board<br><br>2 Prototypes style guide with 3 touch points support materials<br><br>1000 word equivalent | Week 9 (presentation)<br><br>Week 13 (final) | In Class   |
|          |  |                     | 100%        |   |  |  |

#### Assessment 1: Weekly Journal

|                  |  |
|------------------|--|
| <b>Goal:</b>     | You will evidence your analytical and critical responses to material presented in class.<br><b>Class exercises and participation are important aspects of this course and will contribute to your ability to successfully complete this task.</b>  |
| <b>Product:</b>  | Journal  |
| <b>Format:</b>   | Professional/Industry format<br>In most tutorials, you will participate in individual and collaborative activities and exercises designed to develop your knowledge and skills in branding and packaging. These will vary in format according to the weekly topic. Instructions and templates are provided in Weekly Materials on Blackboard.<br>You will submit a single document using the provided templates along with the supporting materials – professionally designed in appropriate software (eg InDesign) and submitted as a single pdf.<br><br><b><i>A full project brief is supplied on Blackboard in the Assessment Folder.</i></b> |
| <b>Criteria:</b> | <ul style="list-style-type: none"> <li>• Ability to meet the requirements of the project brief in a professional manner.</li> <li>• Evaluation – historical, technical and theoretical concepts</li> <li>• Understanding of responsible design practices</li> <li>• Professional communication</li> </ul>  |

#### Assessment Task 2: Semiotics: Label and Package Design Swap

|              |  |
|--------------|--|
| <b>Goal:</b> | You will explore and analyse semiotics and branding associated with packaging design to understand how design works in a social context. You will develop an understanding of how signifiers, symbols, colour and style can communicate to a specific target market and impact |
|--------------|--|

|                  |  |
|------------------|--|
|                  | <p>on the perception of a product. You will also learn that it is important to <b>accurately follow</b> the specifications of a brief.</p> <p><b>Class exercises are an important aspect of this brief and will contribute to your ability to successfully complete the project.</b></p>   |
| <b>Product:</b>  | Artefact - Creative, and Written Piece   |
| <b>Format:</b>   | <p>Professional/Industry format</p> <p><b>Label and package design swap</b></p> <p>You will choose 2 radically different products (e.g. soup and a cleaning product) that have different target markets (e.g. male/female, luxury/budget) and swap their expressive qualities and branding.</p> <p><b>Prototypes</b></p> <ul style="list-style-type: none"> <li>You will construct two (2) shelf-ready prototype packages with the new redesigned labels.</li> </ul> <p><b>Reflective practice journal and support materials</b></p> <ul style="list-style-type: none"> <li>Documentation of research, concept development and creative process, including before and after images. Professionally designed document created in appropriate software (eg. InDesign) and saved as a single pdf.</li> </ul> <p><b>In Week 4 - Presentation</b></p> <ul style="list-style-type: none"> <li>Draft digital files of product images – before and after label swap</li> <li>Presentation for formative feedback</li> </ul> <p><b>In Week 5 – Final Submission</b></p> <ul style="list-style-type: none"> <li>2 shelf ready physical prototypes – submitted in class</li> <li>2 x A4 printouts of product images – before and after – submitted in class</li> <li>Reflective practice – support materials – submitted to Blackboard</li> </ul> <p><b><i>A full project brief is supplied on Blackboard in the Assessment Folder.</i></b></p> |
| <b>Criteria:</b> | <ul style="list-style-type: none"> <li>Ability to meet the requirements of the project brief in a professional manner (attention to detail)</li> <li>Research – depth and breadth</li> <li>Technical quality – craftsmanship and attention to detail</li> <li>Professional communication</li> </ul>  |

**Assessment Task 3: Innovative Branding and Packaging Design**

|                 |  |
|-----------------|--|
| <b>Goal:</b>    | <p>You will explore the branded environment through packaging design. You will identify and develop brand strategies that effectively communicate to specific consumer markets. This task will develop your awareness of the designer’s role and responsibility in promoting sound design practices with an emphasis on environmental issues and sustainable practices as well as diversity and human-centred solutions.</p> <p><b>Class exercises are important aspects of this brief and will contribute to your ability to successfully complete the project.</b></p> |
| <b>Product:</b> | Artefact - Creative, and Written Piece   |
| <b>Format:</b>  | <p>Professional/Industry format</p> <p><b>Branding, prototypes, touch points and style guide</b></p> <p>You will develop a corporate identity system including logo, branding strategy and packaging system for a product range from a selected list of categories (eg. food, personal care) that clearly reflects the target audience and works well across the entire range of products.</p> <p><b>You will produce:</b></p>   |

|                  |  |
|------------------|--|
|                  | <ul style="list-style-type: none"> <li>• A comprehensive design brief and mood board to be presented in class.</li> <li>• Two shelf-ready package prototypes of distinctively different sizes or shapes within the product range or category.</li> <li>• Style guide that comprehensively showcases and demonstrates the rules and guidelines of a corporate identity system. Includes logo, usage, typography, colour schemes, placement, etc.</li> <li>• 3 touchpoints promoting the product range, featuring the prototypes and showcasing the brand (eg. advertisement, web page, commercial). <b>To be included in the style guide.</b></li> </ul> <p><b>Week 9 – Presentation</b></p> <ul style="list-style-type: none"> <li>• Design brief</li> <li>• Mood board</li> <li>• Plan</li> </ul> <p><b>Week 13 – Final</b></p> <ul style="list-style-type: none"> <li>• 2 shelf-ready prototypes</li> <li>• Style Guide – corporate Identity system including logo, branding strategy and packaging system.</li> <li>• 3 touch points (eg. ad, web page, commercial, etc)</li> </ul> <p><b><i>A full project brief is supplied on Blackboard in the Assessment Folder.</i></b></p> |
| <b>Criteria:</b> | <ul style="list-style-type: none"> <li>• Communication of concepts to specific target audiences, evident in appropriateness, appeal and gestalt</li> <li>• Innovation, originality and creativity</li> <li>• Technical quality – attention to detail</li> <li>• Application of responsible design, industry practice and principles</li> <li>• Ability to meet the requirements of the project brief in a professional manner</li> </ul>   |

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

| Location:   | Directed study hours for location: |
|-------------|------------------------------------|
| Sippy Downs | Computer workshop: 3 hours         |

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Nil

### 8.2 Specific requirements

Although computers and software are provided, you will find it useful to have your own computer and subscription to Adobe CC.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## **10. What administrative information is relevant to this course?**

### **10.1 Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### **10.2 Assessment: Additional requirements**

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### **10.4 Study help**

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments. To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

## 10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)