

1.	<b>Programme Title</b>	BA (Hons) Architecture
2.	<b>Unit Title</b>	Branded Environments: the new commercial paradigm
3.	<b>HE Level</b>	UG 2 - FHEQ Level 5
4.	<b>Unit Code</b>	ARC16203
5.	<b>Credit Value of Unit</b>	30
6.	<b>Unit Type</b>	Mandatory
7.	<b>Unit Tutor</b>	Idrees Rasouli

<b>8. Indicative Notional Learning Hours</b>			
<b>Staff – Student Contact</b>		<b>Independent Study Hours</b>	
<b>Classes</b> (e.g. lectures, seminars and supervised group activity)	47	<b>Independent Study</b> (e.g. project development, reading, research and work on online forums)	92
<b>Supervised Access to Resources</b>	28	<b>Preparation for Assessment</b>	80
		<b>Unsupervised Access to Resources</b>	53
<b>Total</b>	75		225

## 9. Unit Introduction

The aim of this unit is to design a building with retail accommodation on an urban site. The project is intended to generate an understanding of the implications of branding requirements in the design of retail space, and will include the study of current retail iterations: the pop-up shop, the concession, and the flagship entity.

Whether a building or an architectural interior, a product, service, company, channel or programme design, clients are looking for a distinctive way of ‘making their mark’ with an audience and ‘standing out from the crowd’. Creative work in the commercial sector is situated in the context of a market – with the objective of success in that market. Anyone involved in the creation, design or realisation of a client’s brief has to consider functional, technical, social, environmental and contextual issues in their work. This unit focuses these issues and aims to involve you in the direct experience of working for a specific market.

## 10. Aims of the Unit

- To gain an understanding of the relationship between architectural space and the drivers and mechanisms within advertising and promotions;
- To apply an understanding of audience, demographics, branding, reach, and target markets in the development of an architectural brief;
- To produce architectural designs to commercial briefs in the context of regulatory frameworks, building structure and services disciplines;
- To develop a knowledge of the mechanisms through which the values of a particular product or organisation can be developed and represented spatially to form an experiential relationship between a branded environment and the individual;
- To gain an understanding of the development of brand identity as a form of public representation.

## 11. Indicative Content

- The production of a retail space as a form of articulation of branded environments, advertising and promotions in today's society;
- Introduction to the commercial perspective; applications of market research, audience and market factors, and methods of selling products and services: the roles of client; the identification of the user/audience; the production process from idea to market, working with brand values, brand management and business culture;
- The regulatory framework (planning, building control and access and disability); structure form and services as they apply to architectural design;

## 12. Unit Learning Outcomes

In order to successfully satisfy the learning outcomes students are required to engage with the process of learning. The learning outcomes refer to developing the following attributes and must be read in conjunction with these:

**GA1.1** Ability to generate design proposals using understanding of a body of knowledge, some at the current boundaries of professional practice and the academic discipline of architecture;

**GA1.2** Ability to apply a range of communication methods and media to present design proposals clearly and effectively;

**GA1.3** Understanding of the alternative materials, processes and techniques that apply to architectural design and building construction;

**GA1.4** Ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design.

Learning Outcome	Marking Criteria	
On completion of this unit students will have:		
1. Prepared a brief for a designated business/retail/ professional sector client, with reference to its branding, emerging markets and the urban context within which it is located; (ref: <b>ARB/RIBA GC1.3, GC5.3, GC7.1, GC7.2, GC7.3</b> )	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input checked="" type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
2. Proposed, analysed and understood the structural and constructional properties of a building of moderate complexity; (ref: <b>ARB/RIBA GC1.2, GC1.3, GC7.2, GC8.2</b> )	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input checked="" type="checkbox"/> Collaborative and / or Independent

		Professional working
3. Conceived and designed a designated business / retail / professional sector environment within an urban context; (ref: ARB/RIBA GC1.1, GC1.3)	<input type="checkbox"/> Research <input type="checkbox"/> Analysis <input type="checkbox"/> Subject Knowledge <input checked="" type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input checked="" type="checkbox"/> Personal & Professional Development <input type="checkbox"/> Collaborative and / or Independent Professional working
4. Produced a feasibility report supporting a design proposal to a client body, to include time, cost and schedule, with reference to the range and application of interior detail, services and regulatory constraints particular to that retail environment. (ref: ARB/RIBA GC4.3, GC10.1, GC10.2, GC10.3)	<input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Subject Knowledge <input type="checkbox"/> Experimentation	<input checked="" type="checkbox"/> Technical Competence <input checked="" type="checkbox"/> Communication & Presentation <input type="checkbox"/> Personal & Professional Development <input checked="" type="checkbox"/> Collaborative and / or Independent Professional working

Please see the Project Brief for a more detailed explanation of the relationship between learning outcomes and marking criteria.

### 13. Learning and Teaching Methods

This unit will be delivered using a combination of:

- Briefings
- Lectures
- Project work
- Seminars
- Workshops
- Group work
- Online activity
- Individual Presentations and critiques
- Group presentations and critiques
- Self-directed independent study
- Other (describe below)

### 14. Assessment

#### Assessment Tasks

1. Feasibility Report: (Site/retail and brand analysis/demographic – drawings, diagrams, etc. and max 3000 words);
2. Design: a new building, as premises for a designated business/retail/ professional sector client, to include: preparation of a brief, with reference to its

emerging markets and the urban context, to include structural, environmental and services requirements, and regulatory criteria (planning, building control and access and disability);

3. Presentation: a full set of design drawings (including demonstration of proposed environmental strategy, services and construction detail at appropriate scales, a physical scale model of the site (Crit: 5 minutes presentation followed by 10 minutes discussion and questioning).

### Assessment Structure

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.

This unit is assessed through two elements, weighted as follows:

Design, Project Presentation - 70%

Report - 30%

**All learning outcomes must be achieved to pass this unit.**

### **15. Reading and Resource List**

De Bono, E. (2010) *Lateral Thinking : Handbook for Creativity*, London: Penguin

Herzog, J & P. de Meuron (2004) *Prada Aoyama Tokyo Milan*: Fondazione Prada.

Kaplan-Thaler, L., R. Koval and D. Marshall (2003) *Bang!: Getting your Message Heard in a Noisy World* New York: Doubleday/Random House.

Koolhaas, R & OMA/AMO (2001) *Projects for Prada Part 1* Milan: Fondazione Prada.

Los, S., P. Gössel eds. (2001) *Carlo Scarpa* Köln: Taschen.

Manuelli, S. (2006) *Design for Shopping: New Retail Interiors* London: Lawrence King

Murphy, R. (1991) *Carlo Scarpa and the Castelvechio* Oxford: Architectural Press.

Shields, R. (1992) *Spaces for the Subject of Consumption: Lifestyle Shopping* London & New York: Routledge.

Tucker, J. (2003) *Retail Desire: Design Display and the Art of the Visual Merchandiser* Hove: Rotovision.

### Report Writing:

Bowden, J. (2004) *Writing a report: how to prepare, write and present effective reports* Oxford: How to Books.

Gravett, S. (1998) *The Right Way to Write Reports: That are Accurate, Clear, Concise and Effective* Tadworth: Right Way.

### **Further Reading and Resources**

Further reading and resources will be identified in your Brief.