



**istitutomarangoni**



**PROGRAMME SPECIFICATION  
UNDERGRADUATE PROGRESSION COURSE  
IN VISUAL DESIGN**

Version 01



### Brief Descriptive Summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare trainees with the necessary knowledge and know-how in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Visual Design, Art History and Culture. Trainees will initially acquire basic skills, advancing over the years into independent learners, ready for a career in their chosen profession.

### 1. Certification attained

Istituto Marangoni Certificate

### Course information

#### 2. Educational & Programme Aims

##### Educational Aims:

Outcomes and skills achieved by trainees after completing the curriculum of studies:

- Knowledge and understanding

In-depth knowledge and ability to understand and apply principles, theories and basic software tools to develop effective visual design projects.

- Applying knowledge and understanding

Ability to apply principles that correctly govern the mechanisms of effective communication and useful for the aims of the project, whether of a graphic nature or relating to the art direction context.

- Making judgements

Autonomous judgement and originality in conceiving a creative idea, expressing it in multiple formats and different media.

- Communication skills

Ability to present one's creative idea professionally and convincingly, by mastering the professional vocabulary of reference.

- Learning skills

Ability to apply autonomously a personal method to manage professionally a visual design project, which may include the research and inspiration phase, concept definition and development of the idea.

##### Programme Aims:

The two-year course in Visual Design aims to teach trainees about the new design activities for the fields of communication and contemporary information. It tackles the scenarios related to culture, knowledge, technique and the production of complex visual messages in digital and analog environments.

During the course, the trainees will be constantly stimulated to acquire knowledge of how to build their own professional and cultural role, understanding the importance as designers, to act responsibly in the contemporary world. At the end of the two-year course, graduates will be capable of working in a freelance environment – in contexts involving the service design, branding, corporate, persuasive, visual and multimedia communication – both in private and public contexts. The two-year course provides an extremely valuable range of experiences and knowledge which can be used as the basis from which to move on to further experiences.

The first year is structured on the basis of solid foundations, designed to prepare trainees for the rest of the programme, and will enable them to take part in an initial series of activities and lessons relative to graphic visual design and the techniques for building communicative elements. In addition to subjects based on theory, considered as the expression of the culture of perception and analysis of form and of the field of graphics, the programme includes lessons on the techniques for the serial production of goods, photography, ITC and history of design and – more generally – subjects regarding the anthropological, semiotic and social aspects of contemporary communication. Trainees will complete their fundamental range of knowledge by learning the aspects of the physics of the materials and the natural and artificial phenomena used (for example, in the field of lighting design). In addition to classroom lessons, the activities of the first year will also include laboratory exercises on the main software programs used in visual design (for typesetting vector graphics design and the development of images); image design and search activities; activities related to the history and technique of photography and participation in seminars and meetings. In the second year, the trainees will be expected to try their hand at new techniques and follow more specific lessons, for example by experiencing various design environments, extending design to exhibition (exhibit design) and consumer (retail) environments, and studying culture and digital technique for design in depth. Visual design will be considered a strategic element for the brand identity, a field in which the sociological and marketing aspects linked to mass communication will also be examined, while new representative and illustrative techniques will be used for design experiences in communication for the fashion industry. The trainees will continue their studies, learning about ITC theories and techniques and how these are used

in a multimedia environment, in developing images and texts, whereas particular weight will be assigned to the history of visual culture, considered a true reference heritage and the foundations for the inspiration of the contemporary designer. Trainees will begin participating in projects with external companies in a bid to increase their experiences in direct contact with a real working environments.

Participants learn a complex mix of technical design skills, including the most important digital software, drawing, colour, print, layout composition, visual hierarchy, and art direction. They also study Gestalt and perception theories, as well as current realities and sociocultural scenarios, in order to produce meaningful designs in a technologically and emotionally charged world.

They gain knowledge of visual storytelling and language, as well as how to use video and new media (web design, blogs, social media platforms), with a focus on visual communication as a tactical tool for developing novel brand identities, sequential imaging in advertising, or creative concepts for publishing and online magazines.

Participants learn how to give a balanced and useful voice to a business, product, or service by studying marketing strategies, communication methodologies, cultural anthropology, and media techniques. They also learn how to apply original solutions to marketing concepts in order to sell or promote products or ideas through design. In order to preserve brand identity and convey a message, they are aware of the significance of conducting research on various clientele and businesses and choosing a distinctive design for each one.

In today's modern visual environment, the study of video, film, animation, interactive media, and motion graphics is essential. Video and interactive media is an effective tool that can change how businesses or brands present themselves, forging a distinctive visual identity, increasing the brand's influence, and emphasising the brand's role in the market or in society. Participants engage in 'real world' project creation in a work environment while working with businesses searching for unique and innovative contributions on industry projects. Communication skills offer a professional approach in the negotiation and presentation of ideas to businesses and new clients. They also provide feedback and assistance throughout the project.

Participants have the chance to display their work and network with influential industry figures.

They will:

- Acquire a comprehensive education in visual design that encompasses various aspects such as design procedures, production methods, aesthetic appeal, functionality, computer software, professional conduct, and constructing prototypes in an industrial environment.
- Experiment with advanced technology such as AI for still images and animation.
- Develop and improve imaginative and analytical abilities, gain comprehensive knowledge, and understand the core visual design principles that are necessary for creating effective forms of communication.
- Evaluate design solutions in a critical manner, considering competing restrictions and questioning established design solutions.
- Demonstrate advanced visual communication skills and proficiency in combining diverse design elements to form a cohesive visual communication

### 3. Course Learning Outcomes

On successful completion of the course, trainees will be able to:

LO1: Develop a professional awareness and understanding of global, economic, historical, theoretical, ethical, social, cultural, political, and environmental contexts and frameworks, pertaining to current and emerging visual design practice  
LO2: Independently plan, source, navigate, analyse, communicate synthesise and apply extensive research material from a variety of sources to the development of responses to written and creative briefs at a professional level.

LO3: Autonomously engage creatively in the generation, and realisation of concepts and solutions to visual design briefs, relevant to context and audience, utilising innovation and informing professional outcomes at an advanced level of understanding and application.

LO4: Communicate professionally in presenting research, concepts, and design solutions in a range of situations, in visual, oral, and written forms, employing relevant IT and software skills at an advanced level.

LO5: Think critically and apply problem solving methods to visual design scenarios on an advanced level of study and application.

LO6: Source, navigate, analyse, communicate, and apply research material from a variety of sources to the development of responses to creative and written briefs on an advanced level of study.

LO7: Engage creatively in the generation, and realisation of concepts and solutions to visual design briefs, relevant to context and audience on a professional level of application and design approach.

LO8: Acquire knowledge, skills and understanding of current and emerging technologies, processes, tools, materials, and software relevant to visual design on an advanced level of knowledge and skills

LO9: Demonstrate a proactive attitude to developing knowledge and experience in contemporary visual design practice with professionalism and maturity.

LO10: Work constructively and collaboratively with group peers to achieve shared objectives and design outcomes at a mature and high level of competency, approach, and delivery of design outcomes.

LO11: Analyse, reflect and evaluate critically, varying contexts and environments within contemporary visual design practice and principles employed within professional practice at a mature level of study.

LO12: Negotiate and manage study workload in a professional, constructive, and efficient manner addressing new and emerging design thinking strategies applicable to visual design in a professional and mature level of understanding.

By the end of the two-year course in Visual Design, the student will:

- be capable of understanding the variety and complexity of the contemporary creative process, by becoming familiar with the many aspects of the graphic design, with a view to becoming capable of managing and directing the process, by coordinating creativity, technique and production;
- know how to apply the use of technology to a creative project;
- be able to manage editorial projects;
- be capable of understanding the aspects of communication linked to the brand;
- know how to build a visual identity strategy in line with the values identified;
- know how to create the graphic layout of a website;
- have knowledge of animation and video techniques;
- have developed the ability to dialogue with the various figures in the graphic industry, using appropriate terminology;
- have developed the ability to critically analyse innovations and their applications in the sector of graphics.

#### 4. Teaching/Learning and Assessment Strategy

##### Curriculum:

Year one

1. Visual Design Basics
2. Editorial Design
3. Web Design
4. History of Art Design & Visual Culture

Year two

1. Digital Photography
2. Film and Video Technology
3. Animation, AR and VR
4. Design and Cultural Perspective

##### Programme methods:

The programme will present trainees with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.

It will allow trainees to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms.

A combination of different learning and teaching methodologies are employed in order to promote reflective learning and develop generic transferable skills.

##### Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures and workshops;
- study, trips, external projects and competitions present trainees with another dimension to their learning experience;
- guest speakers provide trainees with a full, broader and real prospective to their specialist field of study.

##### Assessment methods to support learning:

The programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Various forms of assessment are used to test different types of skills and learning.

Formative Assessment:

- Formative assessment informs both teachers and trainees about student understanding at a point when timely adjustments can be made. In formative assessment trainees could be involved in the assessment process. These formative assessment situations will also give trainees an opportunity to learn to critique the work of others. This consists in a daily interaction with the tutors that through feedback help the trainees to adopt a critical appraisal of their own learning experience, and helps them assess their own performance in relation to the learning outcomes set for each element of study. Some of the instructional strategies that will be used formatively include the following:
- Criteria and goal setting: asking trainees to participate in establishing what should be included in criteria for success;

- Self and peer assessment: With peer evaluation, trainees see each other as resources for understanding and checking for quality work against previously established criteria;
- Student record keeping helps trainees better understand their own learning curve. This process not only engages trainees, it also helps them see the progress they are making toward the learning goal.

#### **Summative Assessment:**

These assessments are a means of evaluating student learning, at a particular point in time, relative to established marking criteria. Summative assessments can occur during, as well as at the end of each subject - concentrating on specific evidence of student work, examples as follows:

- Portfolio Assessment is used to assess a variety of projects that have been developed throughout the subject;
- Practical Coursework allows trainees to demonstrate their understanding and application of practical areas of study;
- Written Reports are required in some study areas, where a clear and structured brief is provided;
- Formal Examinations;
- Presentations may also be used to allow the student to develop their professional communication and presentation skills.

#### **Attendance:**

The exams are processes designed to verify the learning outcomes and the knowledge acquired by the trainees within the single courses.

To gain admission to the exams, trainees must have attended at least 80% of the hours of lessons scheduled in the study plan for each course. The attendance is verified by the teachers of the individual courses, who will only admit the trainees who have complied with this requirement to the exams. Should the student fail to reach the required attendance level in one or more courses, they must attend said courses again before they will be allowed to sit the exam and be admitted to the next Academic Year.

### **5. Course structures**

Level 4 • Duration: 12 weeks

Core Units		
Code	Status	Unit Title
	Core	Visual Design Basics
	Core	Editorial and Web Design

Level 5 • Duration: 12 weeks

Core Units		
Code	Status	Unit Title
	Core	Digital Photography & Film
	Core	Video, Animation and Extended Reality

### **6. Personal Development Planning**

PDP/Individual Development Tutorial.

The Director of Education and the Academic Service support the personal development of trainees. One-to-one appointments may be made by phone, through the receptionists or by email. Trainees can expect to be seen almost immediately to discuss any issues they may have.

### **7. Tutor Responsibilities**

The Director of Education has the responsibility for implementing the strategic direction of the courses and the co-ordination of the academic teams and administration, necessary for the successful day-to-day operation of the training centre.

The Tutors' responsibilities include:

1. all matters pertinent to the proper day-to-day operation of the programme involving leading and supporting trainees;
2. advice to the Director of Education on appropriate delivery for the continuing development of the programme;
3. recommendations in areas for curriculum development;
4. liaison with the Student Support Officer to ensure appropriate study support is available to trainees;
5. recommendation of the appropriate level of resource required for the Unit;
6. maintaining the quality of educational standards.

## 8. Trainee Support Strategy

Istituto Marangoni's departmental policies ensure that various mechanisms are in place to enhance the trainee experience, in a pedagogic, practical and pastoral way:

- a. programme handbooks provide relevant information to trainees;
- b. the use of the Library, online resources (where available), and the centre facilities help trainees to reach the skills and knowledge expected on the course;
- c. tutors and the Director of Education guide trainees to the most appropriate help.

## Student Support Officers

Istituto Marangoni provides Faculty Student Support Officers, who act as the first point of contact for trainees for pedagogical counselling.

For matters of pastoral care the Student Support Officers help in:

- finding their way around;
- managing their time;
- dealing with stress;
- exam tips;
- getting the best from their course;
- understanding and applying the Training centre's rules;
- anything else the officers can advise on.

One-to-one appointments may be made by phone, through the receptionists or by email. Where possible trainees can expect to be seen almost immediately, or contacted to arrange a suitable time.

## 9. Trainee Feedback

Trainee feedback is essential to programme development and trainee comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers trainee opinion in a variety of ways, which may include the following:

- informal contact with the Tutor, and through appointments with academic staff;
- end of course online questionnaires where trainees will be invited to reflect on their overall experience at the Training centre.

Istituto Marangoni would prefer that on most occasions trainees be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and Istituto Marangoni recognises this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.