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**THREE-YEAR COURSE
VISUAL DESIGN**

AFAM Validated   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 students 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.
Students will initially acquire basic skills, advancing over the 3 years into independent learners, ready for a career in their chosen profession.

General Information

1. Certificate / Diploma Awarded
Participants who successfully complete this three year course will be awarded the First Level Academic Diploma. Recognised by the Italian Ministry of Education as an academic diploma equivalent to a university undergraduate level degree, participants will obtain 180 CFA (crediti formativi accademici) equivalent to 180 ECTS credits.

2. Course Description
The three-year course in Visual Design aims to teach students about the new design activities for the fields of communication and contemporary information, and tackles the scenarios related to culture, knowledge, technique and the production of complex visual messages in digital and analogical environments. Using a wide range of teaching methods and learning programmes, such as classroom lessons, seminars and workshops, laboratory activities and tours, individual and group projects, the three-year course explores the theme of constructing significant man-made objects, focusing both on the worlds of brands, industry, services and more generally on corporate, persuasive, social and institutional communication.
During the course, the students will be constantly stimulated to acquire knowledge of how to build their own professional and cultural role, understanding how important it is for them, as designers, to act responsibly in the contemporary world. At the end of the three-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 three-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 and advanced second-cycle degree studies in Italy and abroad.
The curriculum of the First Year is structured on the basis of solid foundations, designed to prepare students 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. Students 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 students 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 students 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. Students will begin participating in projects with external companies in a bid to increase their experiences in direct contact with a real working environments.

In the third year, the students will complete an in-depth learning programme regarding design and gain inter-disciplinary knowledge, during which lessons about languages and multimedia techniques will accompany integrated design activities for communication (of the institutional, corporate, persuasive or service-related kinds) and learning activities about the management-related aspects of the profession. By studying iconography and continuing to participate in design exercises to create analogical and digital artefacts, students will be engaged in creative and technical-productive processes, and this will enable them to acquire further experience in specialist and advanced fields (design for interactivity, planning digital applications and interfaces

for platforms, art direction for communication in the segments with a high creative content and for brands, such as, for example, furniture design and fashion).
In addition to experiences in external projects with companies and the students' participation in national and international contests, the training programme will end with them producing their final dissertation and portfolio and a synthesis of the knowledge they have acquired: in this way their personal expressive stores of knowledge become the 'conscious restitution' (in the form of an original contribution) of every single graduate to their chosen subject, and in general to the society and culture of their age.

Course Information

3. Educational Aims
• to develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students;
• to provide a supportive and inclusive learning environment which will enable success for all learners;
• to develop the students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes;
• to establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the Institutions vision and strategic objectives;
• to provide a learning experience that is informed by research, scholarship, reflective practice and engagement with fashion and design industry and the professions.

4. Course Learning Outcomes

Educational Outcomes ("Dublin Descriptors")
Outcomes and skills achieved by students 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.

Final Award Learning Outcomes
By the end of the three-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.

5. Course structure

Year 1

Code	Subject Title	Credits CFA (ECTS)
ISDC/07	Information Technology Fundamentals	4
ISDC/06	Graphic Techniques	8
ISSU/02	Social Communication	3
ISDC/06	Printing Technologies	8
ISSC/01	Design History and Culture	6
ISDC/03	Publishing Graphics	4
ISME/02	Basic Design	4
ISDC/03	Photography	8
ISDC/03	Graphic Design	3
ISDC/01	Image Semiotics	2
ISST/01	Physics for Design	2
	Foreign Language	4
	Free Study Activities	4
	TOTAL	60

Year 2

Code	Subject Title	Credits CFA (ECTS)
ISDC/07	Introduction to Design Information Technology	4
ISSU/02	Sociology and Anthropology of Communication	3
ISSC/03	Aesthetic Trends History	3
ISDC/07	Image Digital Processing	8
ISSU/02	Mass Communication	3
ISDR/03	Design Rendering and Communication	8
ISDE/02	Environment Design	6
ISDC/08	Fashion Project Communication	4
ISDC/02	Brand Communication	4
ISME/03	Visual Research	4
ISDC/04	Multimedia Planning	8
	Free Study Activities	5
	TOTAL	60

Year 3

Code	Subject Title	Credits CFA (ECTS)
ISDC/07	Multimedia Information Technologies	4
ISDC/07	Multimedia Information Technology	8
ISDC/04	Multimedia Design	5
ISSE/01	Marketing	3
ISDC/05	Communication Design	9
ISDC/03	Iconography	3
ISSE/02	Organization Skills and Enterprise Performance Management	3
ISDR/03	Rendering	4
ISDC/08	Fashion Project Communication	4
	R&D internship	9
	Dissertation	8
	TOTAL	60

6. Learning and Assessment Strategy

Programme methods:
The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.
It will allow students 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 students with another dimension to their leaning experience;
• guest speakers provide students 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 students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process. These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:
• Criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;
• Self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
• Student record keeping helps students better understand their own learning curve. This process not only engages students, 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 students 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 students within the single courses.
To gain admission to the exams, students 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 students 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.

Grades:
The exams are graded by assigning them marks out of thirty. The minimum mark is 18; The Board can also decide to award an additional merit to students who obtain the maximum mark of 30/30 in the form of the mention "Cum Laude".
Full details on attendance and assessment are explained in the Academic Regulations.

7. Career service
The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work. Monitoring, guidance and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.
Additionally, the Academic Board, by way of a specially appointed committee, will evaluate the contents and commitment in terms of time invested in the traineeship for the purposes of assigning credits. The above-mentioned committee will be responsible for assessing the results, having indicated the methods for doing so to the student before the traineeship commences.
When assessing the traineeship, the committee will be assisted by the teacher who has acted as the student's tutor during the traineeship or apprenticeship activities.
The traineeship activity is regulated by a specific convention that indicates: duration of the traineeship, place where the activities are performed, any payment or reimbursement of expenses, insurance covers, the name of the tutor, indicated by the student and appointed by the Director based on the indications provided by the Academic Board, and the name of the company tutor.
The learning activities performed by the students at other institutes in Italy, Europe or other countries, which are fruit of activated agreements, will be recognised. The results achieved are evaluated either by the Exam Board, considering the correspondence of the learning activities performed, or by a specific committee appointed by the Academic Board.

8. Course Specific Admission Requirements
To apply, the following documents are required:
• Copy of high school diploma or equivalent;
• Signed personal statement (motivational letter);
• Completion of entry test[1].
• An aptitude interview: candidates are required to take an aptitude interview either via Skype or face to face.
• For non English/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 4.5 without elements below 4.0).

1) Entry Test for creative courses: applicants are requested to submit 6 self-produced Creative Ideas and a skills test consisting of 4 multiple-choice questions.
The Creative Ideas can be anything that visually describes their inspiration and the area of study that they have chosen. They can be submitted in the form of sketches, drawings, photographs, moodboards and collages (the 6 creative ideas might also be a mix of these).
They can also be:
- personal reinterpretations of objects, environments, people, situations, etc..
- design ideas: representations of personal creations such as outfits/fashion collections, objects, furniture pieces, interior spaces, etc. (according to the desired course you are applying to).
All items must be submitted in A4 or A3 format, in .pdf,.tiff, .jpg, .zip.

9. Student Support Strategy
Student Support Officers
A dedicated Student Support Officer is available for all students on the programme.
For academic counselling, Student Support Officers will liaise with tutors and programme leaders to offer practical advice to resolve specific academic difficulties.
A written record of these tutorials will be kept in the student's file for reference and to assist in the monitoring of student progress.
For matters of pastoral care the Student Support Officers will help in:
• finding their way around;
• managing their time;
• dealing with stress;
• getting the best from their course;
• understanding and applying the school's rules;
• anything else the officers can advise on.
One-to-one appointments may be made by phone, in person (by contacting reception) or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

10. Student Evaluation
Student feedback is essential to the programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.
Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:
• Informal contact with Programme Leader and subject Tutor through appointments with academic staff;
• Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
• Formal Student Representation;
• Semester/Term Questionnaire;
• Resources Questionnaire (at the end of each academic year);
• Final Questionnaire (at the end of a study cycle);
• NPS (Net Promoter Score) Questionnaire (at the end of each academic year).
It would be desirable that students provide details of their identity when giving constructive feedback on the course and teaching methods. There might be occasions when that is not appropriate and Istituto Marangoni recognises such exceptions. In these instances, the programme teams and central support services will ensure that anonymity and confidentiality are respected.