istitutomarangoni

**PROGRAMME SPECIFICATION
THREE-YEAR COURSE
IN DESIGN FOR PRODUCTS** Version 01

ISTITUTO MARANGONI ACADEMIC MISSION

Over the past 85 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 management skills which are subject specific and relevant to the international fashion, design or art fields. Istituto Marangoni Master's courses provide students with a focused and in-depth knowledge and *know-how* for a successful professional career at various levels of the above-mentioned industries. There is a strong focus on project-based, industry-linked teaching methods of delivered by experienced industry specialists and professionals.

PROGRAMME INFORMATION

EDUCATIONAL APPROACH

Istituto Marangoni's academic approach is shaped by the following educational aims:
• develop a flexible and updated approach to programme delivery and student support which reflect the needs and expectations of all students;
• provide a supportive and inclusive learning environment which will enable success for all learners;
• encourage and nurture the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and soft skills that will enhance global employment opportunities in all programmes;
• 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;
• provide a learning experience that is informed by research, scholarship, reflective practice and engagement with the industry and the professions.

CONTENTS' OVERVIEW

Curriculum
The BA (Hons) Design for Products programme at Level 4 introduces students to the fundamental elements of design principles and how these are applied towards product design and furniture projects. Students are introduced to aspects of creative design thinking and concept development through mind mapping and brainstorming techniques.
Research and analysis is introduced as a fundamental element of product design practice supported with practical skills in drawing, rendering and modelmaking, translating 2D ideas into 3D forms understanding the principles of form, structure, volume and balance. Students are also required to have an understanding of usability, ergonomics, material selection and production processes relating to product and furniture design solutions, understanding fundamental sustainable design principles. Basic digital skills are introduced to support students in CAD modelling and rendering techniques for project visualisation and communication, in addition to web design.
The 'History of Art, Design & Visual Culture' unit underpins research in understanding key art and design movements and how these movements impact contemporary product and furniture design practice.
In Level 5. students will consolidate these basics in design methodology and tools, adding 'interpretation' to the process. By critically analysing research material, students will develop original interpretations as the foundation for design conceptualisation. Students will develop practical abilities in structuring a four-step creative design process: research, interpretation, conceptualisation, and development. Students will research and hone design concepts as they experiment with form, colours and materials and improve their 3D virtual modelling skills by experimentation with Rhinoceros plug-ins for rendering.
Cognitive ability will develop in students' appreciation of the role of the aesthetic quality of the product as a means of expressing cultural concepts. They will analyse products from a semiotic viewpoint and generate an illustrated report.
The BA (Hons) Design for Products programme at Level 6. builds on previous research, creative and practical skills taught in Level 5. Relating to product design.
During Level 6. students begin to refine their creative and research skills towards their graduate project, considering contemporary design values, design thinking, design methodologies and material analysis applied within product design.
Research, theory and practice provides students will an opportunity to analyse and gain expert knowledge in a specialist area within product design considering historical, social, economic and cultural aspects.
Advanced rendering techniques are applied in Level 6. for project visualisation and communication.

LEARNING OUTCOMES

Educational Outcomes

Students who attend Programmes at Postgraduate level, on successful completion of their course of study, will be able to:
- apply skills of critical analysis to real situations within a defined range of contexts;
- select and define a research topic and implement a research plan using appropriate methodologies – within their specialist field of study;
- demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management;
- express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- critically analyse their results and draw logical conclusions;
- develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;
- manage their professional development reflecting on progress and taking appropriate action;
- find, evaluate, synthesise and use information from a variety of sources;
- articulate an awareness of the social and community contexts within their disciplinary field;
- exercise initiative and personal responsibility in the work environment;
- continue as a researcher in an academic or commercial setting and have the potential to extend the bounds of knowledge in their chosen field;
- carry out further independent learning or continuing professional development.

Programme-Specific Learning Outcomes

Students who successfully complete this specific Programme shall be able to:
- Demonstrate a sound understanding of current and emerging technologies, with the intention of showing applications and insight within the contemporary product design industry.
- Understand the appropriate creative, intellectual and technical skills developed systematically through practice within the product design industry.
- Apply the appropriate practical and research methodologies to inform and critique their product design practice.
- Critically evaluate the environmental and social impact of the design industry on a global scale and have a commitment to the ethical and environmental considerations when developing product design concepts.

TEACHING AND LEARNING METHODS

Course teaching methods are based around a wide variety of formats, such as frontal lectures, workshops, seminars, case-studies and self-directed study: experienced professionals and visiting specialist Lecturers (industry professionals) make valuable contributions and enrich the learning experience of all students.

Self-Directed Study

This plays a major role in the programme, as students are expected to spend time researching and analysing subject matters independently to support and substantiate taught material.

Frontal Lectures

An integral part of the programme - with formal delivery of subject-specific contents to the whole cohort of students. At this level it is expected that students will use the lectures as a stimulus for further study/reading.

Seminars

Used to build on themes that are connected to the contents part of the Study Plan. Students are encouraged to make an active contribution by sharing in the argument and debate, while expressing their views.

Case Studies

a detailed discussion and in-depth analysis of real-life situations and existing Brands - to substantiate and assess concrete examples of contents and theories studies in class.

Workshop / Laboratory / Practical Sessions

Used to enable and nurture the creative and practical skill development of the student in an environment which simulates what happens in the industry.

Team Work

Requires students to operate as a member of a group or team and they usually have clearly identified roles. The emphasis is on collective responsibility, individual responsibility to the group and joint decision-making.

Study Trips (when applicable)
An exciting opportunity to enhance the students' learning path and consolidate their understanding of specific-subject contents. If assessment is dependent on information collected whilst undertaking the study trip, the trip would be considered mandatory. The cost of study trips can be either the responsibility of the student or on occasion included in the annual study fee. If the visit is within the city students pay for public transport.

ASSESSMENT STRATEGY

The assessment strategy for the programme is designed to incorporate a variety of assessment methods to enable all students to demonstrate their learning in a fair and comprehensive manner.

Assessment Methods
Formative assessment is used as an interim review of student work undertaken at key points during the semester. It provides an indicative measure of progress, allows students to consider their work in relation to that of their peers, allowing students to agree with staff any adjustments that are necessary to make in order to satisfy course requirements. It is designed to help improve student performance.
Summative assessment provides an evaluation of student progress and learning during an entire semester: it generates a final mark, constructive feedback and confirms the conditions (if any) for exam recovery in the allowed modalities.
Peer and Self-assessment requires students to assess their own work and that of fellow students. It encourages:
• a sense of ownership of the process of assessment;
• assists the student to become an autonomous learner;
• helps to develop a range of transferable skills;
• makes assessment part of the learning process rather than an adjunct to it.

Assessment Types
• Portfolio Assessment is used to assess a variety of projects that have been developed.
• Practical and Class Based Projects – allow the students to demonstrate their understanding of a specific subject area and application of practical areas of the programme.
• Written Reports are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously by staff.
• Formal Examinations – will be used in some subjects to permit students to demonstrate their understanding of a subject within a constrained timeframe.
• Individual / Group Presentations are used in some subjects to allow the student to develop their professional communication, presentation skills and to argue critical reflection and interpret findings.

Avoiding Plagiarism
Plagiarism is defined as stealing another person's ideas and presenting them as though they were the student's own. The reference framework adopted in all Istituto Marangoni Schools is the Harvard Referencing System - please refer to the Student Handbook for further details.

STUDY PLAN

Year	Unit Code	Unit Title	Credits
1	PDM	Product Design Methodology	30
1	PD	Product Design	30
1	FDP	Furniture Design Product	30
1	HADVC	History of Art, Design & Visual Culture	30
2	AC	Aesthetic Culture	30
2	PC	Project Culture	30
2	PDC	Product Design Culture	30
2	DCP	Design and Cultural Perspective	30
3	IPD	Integrated Product Design	30
3	PPD	Professional Product Design	30
3	FPP	Final Project & Portfolio	30
3	RTP	Researching Theory and Practice	30

CAREER SERVICE FOR THREE-YEAR COURSES

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.

STUDENT SUPPORT STRATEGY

Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:
• Programme Leaders / Directors of Education: the first point of call to acquaint students with regulations and issues arising on the programme;
• Student Support Officers for student referral where appropriate;
• programme and student handbooks;
• induction programmes for facilities including: Library, IT, online resources (where available), school facilities and media services;
• student group representatives (student voice).

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;
• 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, through the receptionists or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.