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STUDY ABROAD
VISUAL DESIGN
SEMESTER   Version 01

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Brief descriptive summary
Over the past 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 programmes prepare students with the necessary knowledge and know-how approach 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, Art History and Culture.

General Information

1. Certification attained
Istituto Marangoni Certificate and Transcript*

*The recognition of credits obtained within their Semester experience will be evaluated and then confirmed by their own University.

Programme Information

2. Educational & Programme Aims
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;
• 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.

Programme Aims:
Study abroad courses provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends.
Study abroad semester programmes at Istituto Marangoni offer students a chance to experience different styles of education and learn key skills from international experts in the field. The study abroad level is structured and taught at year two of a three-year undergraduate programme. According to the chosen course, credit transcripts or class (contact) hours are awarded on successful completion.
Courses are offered twice a year. Course content changes with each start date to offer a wider range of subjects, giving students the opportunity to choose the course that best suits their needs.
Semester courses in visual design combine a mix of technical design skills covering some of the most important digital software, including drawing and design elements of typography and lettering, colour, print, and layout composition to create meaningful designs in a technological and emotionally charged world.
Aimed at students with at least one-year previous undergraduate study in visual/graphic design, or similar field, this programme covers key subjects rendering and communication, together with visual research and analysis of brand and mass communication. Students investigate ways to communicate through visual language and storytelling in order to create a new image in brand identity, a new vision in advertising, or innovative ideas in publishing and in online magazines for the luxury, fashion and creative industries.
Enhance graphic and multimedia design skills for effective and innovative visual communication.

3. Course Learning Outcomes
Students successfully completing the Semester Abroad programme in Visual Design will have developed:
LO1 - Sound understanding of current and emerging technologies, with the intention of showing applications and insight within the contemporary visual design industry;
LO2 - Appropriate understanding of problem-solving and concept-generating approaches required by the visual design industry;
LO3 - Reflective and self-managed appropriate approach to dealing with complex issues both systematically and creatively, making judgements in the absence of complete data, and communicating their conclusions clearly to specialist and non-specialist audiences;
LO4 - Self-direction and originality in tackling and solving problems, acting autonomously in planning and implementing tasks at a professional or equivalent level in respect of the visual design industry;

LO5 - Understanding importance of and being able to apply working relationships using teamwork and leadership skills, recognising and respecting different perspectives within the visual design industry.

4. Teaching/Learning and Assessment Strategy
Curriculum:

Visual Design Semester Abroad · October start

Communication Theory subject
The subject is organised around two micro areas: the exploration of theoretical models (contribution of different disciplines) that allow us to analyse the phenomenon of communication from multiple aspects. Furthermore, the exposition of theories relating to media analysis. The selection of topics will allow students to have an overview of the vast theme of communication theory so as to be able to orient themselves independently in choosing the areas that, either by personal choice or professional necessity, they will want to deepen vertically. While maintaining a theoretical approach, we will try, from time to time and when possible, to apply the models covered to concrete examples taken from everyday communication, but also, and above all, from topics related to other topics of the Visual Design programme of study.

Communication in Exhibitions subject
The subject deals with analysing and designing 3D spaces, understood as functional places in which to display goods, art works and design for showrooms and retail spaces. In addition to a foundation for accurate, coherent expression of strategic messages, the technical and cultural baggage includes regulations, safety of users, selection of materials and graphics for 3D spaces together with the topics of signs, including analog, digital and interactive tools.

Digital Video subject
The subject will guide students through the construction of an important, comprehensive technical and cultural background linked to the production and elaboration of images with different origins and different intended uses. A part of the subject will be dedicated to combinations of techniques and research, favouring the technical and technological expertise and general culture of images (in the aesthetic and practicability, effective sense of its use in different contexts). A part of the subject will be dedicated to participation in national and international contests on the subject of digital communication. The rest will be dedicated to the actual elaboration of digital images using reading-edge software.

Brand Communication subject
Everyone has some relationship with branding, since brands have become symbols around which we intertwine our very own experience of life. This subject aims at providing a holistic approach to marketing communication to decode the processes that create the world of contemporary branding. Despite our digitalised era, human beings ritually remain at the centre and as antennas they decode messages and apply their negotiation powers. The subject provides tools to understand the social impact of brand communication intended as a cultural activity of creating and sharing meanings, creating worlds and new brand grammars. The subject observes the alchemy of a brand as a blend of tangible and intangible, consumer perception and product essence. Students discover real-world examples of effective brand communication campaigns to grasp the know-how approach for creating, communicating and sustaining value over time by adopting multi-channelling practices and sharply designed consumer-centric communication.

Communication Tools and Techniques subject
This subject will introduce the importance of techniques of representation and visual interpretation within design proposals. The subject will train students to address the composition of the whole message, allowing them to learn the methods and techniques and an appropriate language needed for the full and effective transmission of meaning and content.

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Fashion Trends History subject
The subject is aimed at providing students with an overview of the key trends that over the time, crossing the borders between arts, fashion, design, have shaped our current visual culture by generating those highly recognizable styles that are still impactful nowadays. The subject will investigate how the dynamics of trend diffusion have evolved over the transition between modernity and postmodernity, eventually being shaken up again by the new media revolution.

Interface Design subject

This disciplinary area refers to the technical skills required in the digital field with the aim of addressing the complex and fluid panorama of contemporary design; the program includes the application of information technology tools in a multidisciplinary context. The sector specifications extend to the broad panorama of digital technologies for communication design and aim at a practical and technical in-depth analysis of all the aspects concerning the production and management of both creativity and the communication project contents.

Communication in Exhibitions subject

The subject deals with analysing and designing 3D spaces, understood as functional places in which to display goods, art works and design for showrooms and spaces. In addition to a foundation for accurate, coherent expression of strategic messages, the technical and cultural baggage includes regulations, safety of users, selection of materials and graphics for 3D spaces together with the topics of signs, including analog, digital and interactive tools.

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Multimedia Design I subject

The purpose of this subject is to look at Multimedia Planning as an intelligent, harmonious combination of digial and analogue techniques. Any significant multimedia project involves a core team of professionals that include producers, writers and directors, partnering with programmers, photographers, video editors and voiceover artists. It aims to increase students' capability to conceive and manage a creative multimedia project work by beginning with a clear concept statement and further developing it keeping a full consistency and effectively combining all the different contents.

Communication Tools and Techniques subject

This subject will introduce the importance of techniques of representation and visual interpretation within design proposals. The subject will train students to address the composition of the whole message, allowing them to learn the methods and techniques and an appropriate language needed for the full and effective transmission of meaning and content.

Programme teaching methods

The programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths.

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 the students with another dimension to their leaning experience;
• guest speakers provide the students with a full, broader and real prospective to their specialist field of study.

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

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 as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

Summative Assessments:
These assessments are a means of gauging 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 unit and concentrate 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 unit.
Practical Coursework allows the students to demonstrate their understanding and application of practical areas of study.
Written Reports are required is some study areas, where a clear and structured brief is provided and the students are asked to submit work to me marked independently and anonymously by staff.
Formal Examinations are required is some study areas.
Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills.
Student Projects are used when the student is required to submit work to be marked independently and anonymously.

5. Course structure

Visual Design Semester Abroad • October start
Semester 1

Subjects	Total Hours	Credits (ECTS*)
Communication Theory	45	6
Communication in Exhibitions	62,5	5
Digital Video	75	6
Brand communication	18	3
Communication Tools and Techniques	30	4

Visual Design Semester Abroad • February start
Semester 2

Subjects	Total Hours	Credits (ECTS*)
Fashion Trends History	37,5	5
Interface Design	48	4
Communication in Exhibitions	62,5	5
Brand communication	18	3
Multimedia Design I	62.5	5
Communication Tools and Tecnhniques	30	4

*European Credit Transfer System

6. Personal Development Planning

The Personal Development Plan is a structured and supported process to develop the capacity of individuals to reflect on their own learning and to plan for their personal and educational career development.

All students may participate to receive guidance and where appropriate, set individual development goals. Success in achieving these goals will be determined through their studies and through extra-curricular activities etc. At the end of the programme all students are given the opportunity to meet with the school placement officer and discuss their future employment possibilities.

7. Course Specific Admission Requirements

Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Admission requirements are listed below:

• Completed the first year (L4) of an Undergraduate Bachelor programme in Visual Design or similar;
• For non English/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
• Portfolio;
• Base knowledge of graphic design, design process, photography and digital tools;
• Signed personal statement

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate).

(Admission requirements may be subject to change from time to time in order to comply with entry requirement regulations).

8. Student Support Strategy

Istituto Marangoni provides services and student care options to enhance the students' academic experience:

• Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme.
• Student Desk / IM Life: care officers dedicated to support students for any personal / academic issues (where appropriate).
• Programme and Student Handbooks.
• Induction programmes for facilities including library, IT, online resources (where applicable), School facilities and media services.
• WeListen Counselling Desk: a psychological health counseling desk service available for students upon appointment (at the moment, this service is available only at the Milano School).
• Student Representatives.

9. 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.

In order to 'close the feedback loop' and to communicate any improvements resulting from participants attedance, at least once in the academic year, programme teams relate back to participants the actions taken in response to their views.

Participants will be asked to answer to a series of questions, for example, if it was clear what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new skills or improved the existing ones. The data will be analysed and the Programme Leader will be required to comment on:

• key strengths and issues arising from student performance;
• key strengths and issues arising from student feedback;
• actions and improvements for the next academic year.