



# Module Study Guide

Academic Year 2021–2022

Level: 7

Credits: 5 ECTS; 10 UK credits

Academic Partner:

Marbella International University Centre  
(MIUC)

# Table of contents

---

Key team contact details		3
<b>1</b>	<b>6</b>	
1.1		7
1.2		7
1.3		7
1.4		8
1.5 Indicative Contact Hours		5
1.6		8
	Assessment 1: Creative Brief Development	5
	Assessment 2: Concept Development – Creation of Mood board with written rationale	6
	Assessment 3: Ident Development – Development of Ident to communicate BIG IDEA message	6
1.7		10
	1.7.1	10
	1.7.2	10
<b>2</b>	<b>11</b>	
2.1		12
2.2		12
2.3		13
2.4		13
2.5		14
<b>3</b>	<b>15</b>	
3.1		16
	3.1.1	16
	What is research ethics? Why it matters	10
	How will UWL help me understand and apply research ethics?	10
	My research does not involve any of the above issues?	11
	Further guidance	11
3.2		17
	3.2.1	18
<b>4</b>	<b>20</b>	

---

## Key team contact details

Module Leader	Christian F. Olsen
Subject Area & School/College	Visual Design & Marketing
Email	<a href="mailto:christian@miuc.org">christian@miuc.org</a>
Phone	+34 952 86 00 00
Location	MIUC

Module Tutor	N/A
Email	
Phone	
Location	

Module/Course Administrator	<b>Jelena Krajacic</b>
Email	<a href="mailto:jelena.krajacic@miuc.org">jelena.krajacic@miuc.org</a>
Phone	+34 952 86 00 00
Location	MIUC

Subject Librarian	Teresa Muñoz-Écija
Email	<a href="mailto:library@miuc.org">library@miuc.org</a>
Phone	+34 952 86 00 00
Location	MIUC

The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at [ming-jin@miuc.org](mailto:ming-jin@miuc.org)

Chief Academic Officer responsible for this module is Mirjana Stefanovic, and can be contacted at [m.stefanovic@miuc.org](mailto:m.stefanovic@miuc.org)

The External Examiner responsible for this module is Professor Nick Rees (Professor of International Relations and Dean of the School of Humanities and Social Sciences at The University of Buckingham) for International Business and International Relations courses and Dr. Ana Gaio (Programme Director MA Culture, Policy and Management, City University of London) for Marketing and Advertising course.

The Academic Partner Link-Tutor responsible for this module is Brenda Theodore-Marks (for International Business and International Relations courses) and Matilde Nardelli (for Marketing and Advertising course), and can be contacted at [Brenda.Theodore-Marks@uwl.ac.uk](mailto:Brenda.Theodore-Marks@uwl.ac.uk) and [Matilde.Nardelli@uwl.ac.uk](mailto:Matilde.Nardelli@uwl.ac.uk)



# 1 Module overview

---

## 1.1 Introduction

Design development for Marketing prepares you to be clear and creative visual communicators who provide strategic solutions for marketing campaigns for large and small businesses. You will learn how to use graphics, images, pictures, and videos to engage with viewers in an effort to drive emotions and interactions.

This module will run throughout the first semester (14 weeks) as this will give you the best opportunity to develop and maximise your skills.

## 1.2 Module summary content and aims

This module aims to provide you with the knowledge necessary to better understand the process of producing any coherent visual presentation and design. But before any design can be expressed you will learn to find the story behind the design. What story needs to be communicated to attract the audience it is supposed to inform - The narrative into which the design is based upon.

Design without any narrative and goal becoming meaningless and boring. The module will guide you to identify what steps are needed in finding the backstory for any sort of design and connect the main story of the campaign with the tools to communicate that narrative. To tackle the obstacles, you might face while doing so, examples and hands on approach will be used throughout the module.

Upon the completion of the module, you will be able to identify how to best promote the company/organisation and create visual content for use in a marketing strategy and bring a message to life. You will be able to determine the right way to represent information to ensure that it is compelling and relevant for the right audience. You will also be able to apply the principles with a practical approach in creating a visual identity for a company/organisation.

## 1.3 Learning outcomes to be assessed

LO1. Understand and utilise both traditional visualisation methods and contemporary design principles for communicating visual solutions. (Assessment 1, 2 & 3)

LO2. Gather, organise, and deploy ideas and information cogently, and express them effectively in written, oral, visual and in other media forms. (Assessment 1, 2 & 3)

LO3. Research, analyse and critically evaluate campaigns in terms of their objectives, message, media, and audience. (Assessment 1, 2 & 3)

## 1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	144 hours (for modules with 20 UK credits) 44 hours (for modules with 10 UK credits)
Total Learning Hours	200 hours (for modules with 20 UK credits) 100 hours (for modules with 10 UK credits)

a.

## b. 1.5 Indicative Contact Hours

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to NEOlms)
A1 – Written Assignment Creative Brief Development	1000 - 1500	NA	30%	40%	Week 5 Date & Time TBC	Via NeoLMS
A2 – Artifact Concept Development	1500 - 2000	NA	40%	40%	Week 10 Date & Time TBC	Via NeoLMS
A3 - Artifact Ident Development	3500 - 4000	NA	30%	40%	Week 16 Date & Time TBC	Via NeoLMS

***If your course is accredited by a Professional Statutory Regulatory Body (PSRB), the module requirements will specify the elements of assessment that must be passed and may override the University regulations. Please speak to your Course Leader for further advice.***

## 1.6 Assessment brief including criteria mapped to learning outcomes

### i. Assessment 1: Creative Brief Development

Based on research techniques you will be asked to identify, express, and explain the aims and

objectives of your creative brief. You will be asked to create a creative brief based on the data you have found and discovered.

Prior to data collection, students must submit the ethics approval application at the beginning of the semester.

### **Assessment criteria for Assessment 1 (LO1, LO3 will be assessed)**

This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (30%):** The student must understand the basic terms of all the different elements engaged in the production of creating the creative brief. They must develop the aims, objectives, and milestones of the creative brief.
- o **Practical and professional skills (40%):** Students will be measured upon the quality of the depth and accuracy of the creative brief and how it links to the research and data.
- o **Transferable and key skills (30%):** Students need to present their work in a clear and coherent manner in writing a design brief. The student must showcase the design issues which have been considered and resolved.

### **ii. Assessment 2: Concept Development – Creation of Mood board with written rationale**

---

You must develop a range of ideas or brand identity concepts. You need to Identify/ find THE BIG IDEA? THE BIG IDEA is aligning the brief with a visual identity. You will present the BIG IDEA by creating a mood board. The mood board must reference back to the aims and objectives developed in the creative brief. Written Explanation of mood board must be submitted with mood board.

### **Assessment criteria for Assessment 2 (LO1, LO2, LO3 will be assessed)**

This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (25%):** How well does the mood board communicate the aims and objectives to the audience/consumer. How effective does the design capture the tone of voice?
- o **Cognitive Skills (25%):** How successfully does the mood board communicate the product or service being branded? How clearly does the mood board reflect the USP?
- o **Practical and professional skills (25%):** How strongly does the design of the mood board stand out from its competition? How creative or unique is the design.
- o **Transferable and key skills (25%):** Students need to present their work in a clear and coherent manner in writing the rationale of the choices made from the mood board development. The student must showcase the design issues which have been considered and resolved.

### **iii. Assessment 3: Ident Development – Development of Ident to communicate BIG IDEA message**

---

You will have to create a design based on the development of THE BIG IDEA. Individually you will choose a medium to express the idea. You can choose to design any promotional material for the University (A promotional video, Poster Leaflet, or In-house Exhibition Campaign, etc)

### **Assessment criteria for Assessment 3 (LO1, LO2, LO3 will be assessed)**



This assessment will be marked according to the following criteria:

- o **Knowledge and understanding (25%):** How well does the Ident communicate the aims and objectives to the audience/consumer. How effective does the design capture the tone of voice?
- o **Cognitive Skills (25%):** How successfully does the Ident communicate the product or service being branded? How clearly does the Ident reflect the USP?
- o **Practical and professional skills (25%):** How strongly does the design stand out from its competition? How creative or unique is the design.
- o **Transferable and key skills (25%):** Students need to present their work in a clear and coherent manner in writing the rationale describing the choices made in developing the Ident. The student must showcase the design issues which have been considered and resolved.

## 1.7 Learning materials

The reading list for this module is available on Ims in the module area

### 1.7.1 Core textbook(s):

---

Slade-Brooking, C. 2016, Creating a Brand Identity: A Guide for Designers. Laurence King Publishing.

Wheeler, A. 2017, Designing Brand Identity: An Essential Guide for the Whole Branding Team. 5th Edition, Wiley

### 1.7.2 IT, audio-visual or learning technology resources

---

Students will be using Photopea (online Photoshop) or Canva for the practical lessons. However, it is not mandatory. Any design package will be fine to use and learn the design principles.

**Remember to log into MIUC Ims daily to receive all the latest news and support available at your module sites!**



## 2 Things you need to know

---

### 2.6 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face-to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

### 2.7 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [and apply online for an extension](#) before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply [online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

## **2.8 Getting support for your studies**

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation to your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

## **2.9 Student support**

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: [student.life@miuc.org](mailto:student.life@miuc.org)

Internship Support: [cristina@miuc.org](mailto:cristina@miuc.org)

Life Coaching Service: Ms. Ana Cantle, [ana.cantle@miuc.org](mailto:ana.cantle@miuc.org)

Counselling Service: Ms. Eva Berkovic, [eva@miuc.org](mailto:eva@miuc.org)

## **2.10 Module evaluation – have your say!**

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.



### 3.6 Research ethics guidance for students

#### 3.6.1 What is research ethics? Why it matters

---

You will be asked to seek ethical approval for all your research projects undertaken in the course of your studies at UWL. Research ethics provides a framework for conducting research that might range from a short questionnaire devised by an undergraduate student through to a multi-million-pound project carried out by a group of professional researchers. All researchers, across all disciplines, should be mindful of ethical issues when planning, conducting, and reporting on their work.

Research ethics works to preserve the safety and rights of research participants in addition to safeguarding the well-being and integrity of the researcher, and the trustworthiness of the research. The University does not adhere to the principles of research ethics in order to prevent research taking place, but to facilitate good research; respecting the interests of all parties, mitigating risks to participants and researcher, and delivering research outcomes that are robust.

#### iv. What is research ethics? Why it matters

---

Surely some types of research raise more ethical issues than others?

Yes. Typically, research that involves the following would raise ethical issues:

- human subjects,
- vulnerable individuals or groups,
- personal data,
- any type of clinical/physical intervention,
- when conducted in a sensitive or potentially dangerous location, or
- security sensitive information

These ethical issues require appropriate planning in the design of the research to identify and mitigate the risks to the participant or researcher.

Interviewing your peers or friends on certain issues to do a research project is, for example, a typical case where ethical approval is required. Desk-based research centred on journal articles and books would be unlikely to pose acute ethical issues, except in relation to the way the researcher might select the articles, and report on their findings.

In any case, no research should be undertaken without research-ethics approval.

v. **How will UWL help me understand and apply research ethics?**

---

First and foremost, research ethics will be addressed by your tutor or supervisor as part of your module. It may also be part of your recommended reading. Different disciplines conduct a range of research using a variety of approaches, so your teaching will cover ethical issues that are most likely to apply to your subject. If you have any questions about the design or conduct of research that you are planning, then you should seek the guidance of the tutor responsible for the module.

Secondly, UWL operates a Research Ethics Risk Assessment system, employing a *Research-ethics and integrity risk assessment form* that you are required to complete before commencing your project. This easy-to-complete assessment form helps the University to identify and improve research projects that might raise ethical issues. Just as importantly, it will help you work through the potential ethical dimensions of your research in a structured step-by-step way.

vi. **My research does not involve any of the above issues?**

---

*You will still need to complete the Research-ethics and integrity risk assessment form before commencing your project.*

vii. **Further guidance**

---

This guidance should be read in conjunction with the Research Governance Policy and University Research-Ethics Code of Practice, and the Data-Protection Act:

<http://www.uwl.ac.uk/research/supporting-research/research-strategy-and-codes-practice>

Applying for ethics approval – a link to the ‘Research-ethics and integrity risk assessment form’ can be downloaded from MIUC Ims.

### 3.7 Easy steps to ethical approval

- Remember, the ethics application form **must** be submitted and approved **before** any research project starts and **before** any potential participants are approached.
- Make sure you have discussed any possible ethical issues with your Supervisor/Tutor/Module Leader before submitting your application. **You need your Supervisor’s/Module Leader’s/Tutor’s approval before getting started with the online approval.**
- The ‘Research ethics and integrity risk assessment form’ can be accessed on MIUC Ims.

At various points you will be asked to provide complementary documents. **Your application cannot be processed without these. You are advised to first type your project description (this is good practice for all applications and research proposals generally).** Make sure you include the following where your project utilises these research methods and instruments (A and B compulsory for all projects):

- A. The completed risk assessment form



- B. A completed *Project Proposal*
- C. A participant-information sheet      Discuss these with your supervisor since details may vary according to project
- D. An informed-consent form
- E. A copy of interview questions and/or the questionnaires/instruments you intend to use **or**, if you do not have these questionnaires/instruments, a statement of what will be used (in MS Word, with your application ID at the top)
- F. A data management and storage statement

### 3.7.1 **How it works**

---

1. The School/College Ethics Panel will review your application – **this is normally within two weeks of submission**
2. **You and your supervisor** will be informed of the outcome by email
3. Outcomes will be one of the following categories:
  - **Conditional** approval subject to review and re-submission (you must make the changes specified by the panel before you can start)
  - **Provisional** approval subject to additional information and re-submission (you can start your project, but you will need to provide further information at a date determined by the School/College Ethics Panel)
  - **Final** approval (the approval is final, and you do not need to re-submit unless you make subsequent changes to the project)
  - **Rejection** (you must discuss issues raised with your Supervisor)
  - **Referral** to University Research Ethics Committee where risk is identified that requires such referral.





## 4 Appendix: Weekly Content

---

### **Week 1 – Introduction to the Module**

Introduction to Module

This Week will introduce you to the module organization, structure, and assignments.

You will explore the time commitments you will need to make and the skills you will develop through the duration of the module.

Adv. Design development for Marketing prepares students to be clear and creative visual communicators who provide strategic solutions for marketing campaigns for large and small businesses. Students will learn how to use graphics, images, pictures, and videos to engage with viewers to drive emotions and interactions. They will learn to bring a message to life.

Students will learn how to determine the right way to represent information to ensure that it is compelling and relevant for the right audience. The students in this module will learn the principles with a practical approach in creating a visual identity for Marbella University. They will identify how to best promote the university and create visual content for use in a marketing strategy.

### **Week 2 – Creative Brief - Identifying the Internal Brand**

Before we can start creating the Creative Brief, we need to understand who and what the brand is.

When we start any branding phase, we might have an idea of what we are and what we want to be, but in real life you need to be able to document your findings.

But before we can go out into the world to find out information, we need to identify what it is we need to identify to help us brand ourselves.

We need to identify MIUC's Purpose / Vision / Mission / Values. (BrainStorm Ideas)

We might have our own ideas about this but the best way to understand the company is to gather the information.

#### **Recommended reading:**

Creating a Brand Identity: A guide for Designers. By Catharine Slade-Brooking. Chapter 5

#### **Key concepts/issues**

Why do we need to research? Research Methods, who is the Audience?

### **Week 3 – Creative Brief - Identifying the Vision, Mission & Core Values**

We will in this lesson try and identify what the Vision might be?

What is the difference between Vision & Mission?

Based on the Vision and Mission, what do you think the Values might be?

#### **Topics this week will include:**

Brand Vision – The Ambitious Brand

How to Develop your Vision Statement

Brand Mission – The Committed Brand

How to Develop your Brand Mission

Core Values – The Moral Brand

How to Develop your Core Values

#### **Recommended reading:**

Creating a Brand Identity: A guide for Designers. By Catharine Slade-Brooking. Chapter 5

#### **Key concepts/issues**

Why do we need to research? Research Methods, who is the Audience?

### **Week 4 – Creative Brief – Brand Positioning - Audience**

This lesson will be dedicated to understanding the power of brand positioning.

We will also start getting a full picture of all the elements we need to be able to create our creative brief which will be the foundation of all our Brand Expression.

#### **Topics this week will include:**

What is Brand Positioning

Who is your Audience?

How to find your audience?

Who are your competitors?

What is your differentiator?

How to avoid blending in?

How to discover your Differentiator

How to develop your Positioning Strategy

### **Week 5 – Concept Development – Creating Brand Personality**

We had a taste of what that could be when filling out the Creative brief but in the next few weeks we will be breaking down the different elements of how to identify and create the brand expression.

BEGINNING OF ASSESSMENT 2: Concept Development - Creating Brand Personality

This week we will start working with Brand Expression.

#### **Topics this week will include:**

What is a mood board?

The Old Fashioned Modern Brand

What is an Archetype?

### **Week 6 – Concept Development – Creating Brand Personality**

We had a taste of what that could be when filling out the Creative brief but in the next few weeks we will be breaking down the different elements of how to identify and create the brand expression.

BEGINNING OF ASSESSMENT 2: Concept Development - Creating Brand Personality

This week we will start working with Brand Expression.

#### **Topics this week will include:**

Archetypes – To Leave a Legacy

Archetypes – To Pursue Connections

Archetypes – To Provide Structure

Archetypes – Explore Spirituality

## **Week 7 – Concept Development – Archetypes – Applying the Framework**

We had a taste of what that could be when filling out the Creative brief but in the next few weeks we will be breaking down the different elements of how to identify and create the brand expression.

### **Topics this week will include:**

Archetypes – Applying the Framework

## **Week 8 – Concept Development – Archetypes – Applying the Framework**

We had a taste of what that could be when filling out the Creative brief but in the next few weeks we will be breaking down the different elements of how to identify and create the brand expression.

### **Topics this week will include:**

Archetypes – Applying the Framework

## **Week 9 – Concept Development – Development of Mood Board**

We had a taste of what that could be when filling out the Creative brief but in the next few weeks we will be breaking down the different elements of how to identify and create the brand expression.

### **Topics this week will include:**

Finding the right images

Working with images in Canva/Photopea

Finding Fonts

Installing fonts in Canva

## **Week 10 – Concept Development – Finalizing Mood Board + Rationale**

This week you will begin work on your rationale as well as finish your mood boards.

## **Week 11 – Ident Development – Designing an Ident**

This week we will discuss what the next phase is and what is expected.

Continuing with The Anatomy of brand strategy we have now entered the Visual Expression.

By developing the Mood board students now have a visual language they can lean upon.

For the next few weeks, we will discuss what a visual identity is as well as the presence we hope to achieve with the Visuals.

### **Recommended reading:**

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 144 – 149

## **Week 12 – Ident Development – Designing an Ident – Colour Theory**

### **Topics this week will include:**

Identifying the colour template

Aligning Colour to Narrative

Which rules to implement?

Development of Brand colour palette

### **Recommended reading:**

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 150 - 153



## **Week 13 – Ident Development – Designing an Ident – Typography Theory**

### **Topics this week will include:**

Typography

Font psychology

How to pick a font

Difference of typography and font

### **Recommended reading:**

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 154 - 155

## **Week 14 – Ident Development – Production of Ident + Rationale**

Students should show me Ident designs for feedback to incorporate into rationale.

### **Recommended reading:**

Designing Brand Identity: An Essential Guide ... (Hardcover)

by Alina Wheeler – Pages 156 - 159



**University of  
West London**  
St Mary's Road  
Ealing  
London W5 5RF

---

**University of  
West London**  
Boston Manor Road  
Brentford  
Middlesex TW8 9GA

---

Tel: 0800 036 8888  
Int: +44 (0)20 8231 2468

---

**[uwl.ac.uk](http://uwl.ac.uk)**

**Marbella International  
University Centre**  
Avenida Don Jaime de Mora y  
Aragón, s/n  
Finca El Pinillo 29601

Marbella | Málaga | Spain

---

**Tel: + 34 952 860 000**  
**E-MAIL [info@miuc.org](mailto:info@miuc.org)**

---

**[www.miuc.org](http://www.miuc.org)**