



istitutomarangoni



**STUDY ABROAD
FASHION DESIGN & ACCESSORIES
SEMESTER**

Version 01

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 semesters 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.

With a focus on femininity and the evolution of the woman's silhouette, the 6 months course offers a multidisciplinary approach to the design of clothing and accessories. Designed for students who have completed at least one year of study in fashion, accessory or similar designs, the course encourages students to develop their knowledge and skills in these fields, as well as broadening the horizons for their personal growth and future career opportunities.

3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Fashion Design & Accessories will have developed:

LO 1 - A sound understanding of the principles involved in the design process used in the fashion industry and how to apply these principals to fashion product development;

LO 2 - A detailed understanding of the new technologies that support the changes within the fashion industry;

LO 3 - The ability to evaluate the appropriateness of different approaches to problem solving;

LO 4 - The fundamental knowledge and understanding with a critical awareness of current trends and design ranges;

LO 5 - An understanding of the cultural, social and environmental drivers and their impact on the fashion design industry.

4. Teaching/Learning and Assessment Strategy

Curriculum:

Fashion Design & Accessories Semester Abroad • October start

History and Criticism of Contemporary Design subject

The subject examines key design themes of the 20th and 21st centuries from an interdisciplinary perspective. Students will begin by exploring a range of expressive languages such as colour, shape, and sign as reinterpreted by various authors and contemporary design issues. Through a series of lectures and discussions, students will delve into the critical debates and themes shaping the current art and design landscape. Throughout the subject, students will also explore how fashion is influenced by and influences cinema, photography, theater, applied art, comics and design examining the ways in which these fields intersect and shape one another. The goal of this subject is to provide students with a deeper understanding and critical reflection on the significant topics that have shaped the history of design in the 20th and 21st centuries.

History and Criticism of Contemporary Fashion subject

This theory-based course looks at the evolution of styles and tastes in contemporary fashion. The teaching looks at the subject from historical, cultural and social viewpoints. The tools are provided to allow students to appreciate the multicultural nature of fashion, highlighting phenomena and important key figures. It also provides understanding that, being a form of communication, it changes according to the ongoing changes in society and in the economy. The relationship between fashion, aesthetics, advertising, cinema, music, and sub-cultural groups, alongside an examination of historical development, makes it possible to shed light on the debate currently ongoing in fashion itself.

Fashion Design II subject

This comprehensive subject will teach students the skills and techniques needed to create contemporary and high-quality fashion accessories, personalise their drawing skills, craft personal fabric manipulations and trimmings. Students will learn how to design and create accessories using a variety of materials and techniques, including a workshop on accessories pattern making. Students will also explore the production processes involved in fashion design, including stitching, finishing, and other techniques used to complete their garments in a professional way. They will also focus on knitwear, learning how to design and create knit garments using a variety of techniques and tools.

Visualization Techniques subject

This practical subject focus on the graphic production of data sheet, palettes, materials and fabrics, in order to make the students learn a correct technical communication with the manufacturers working in the fashion and accessories world. Students will learn how to use Photoshop and Illustrator to create professional quality print and patterns for a variety of applications. The subject will cover the fundamental concepts and techniques of pattern design, including colour theory, repetition, and scaling. Students will learn how to use the tools and features of Photoshop and Illustrator to create seamless patterns and intricate designs.

Visual Research subject

This theory-based course offers a comprehensive overview of international macro trends, examining their cultural, economic, and social origins. Students will gain an understanding of the current fashion phenomena shaping the modern world and develop their ability to analyse aesthetics and understand what drives fashion, including the desires of consumers. By enhancing their skills in interpreting images and engaging in critical and analytical thinking, students will be able to innovate and create designs that meet industry demands. During the second semester, they will also create a project of an ideal fashion shooting for their own collection. Overall, the subject aims to cultivate awareness and facilitate the innovation process within the fashion industry.

Fashion Design Realization: Patterns II subject

This subject provided students with the theoretical and practical tools they need to construct fashion garments. Initially, it is oriented towards teaching the basic techniques of pattern creation for shirts and outerwear, to analyse shapes, proportions and details. The next step is to create a more developed paper pattern studying alternative construction methods for a garment, experimenting with and creating shapes and volumes with high technical and creative content. This silhouette proposal will be refined and expanded to create the first full outfits from the S1 collection.

Fashion Collection Design I subject

This practical subject introduces visual perception as an educational tool for aesthetics and communication. Through a creative design project that combines art and fashion, students will explore a wide range of approaches to create new aesthetic contaminations. The research and ideas generated from the main theme will be used to develop concepts and design solutions for an experimental, original collection. Students will have the opportunity to interpret artistic ideas in their own way, combining single garments with other areas of study and experimentation to create a unique and original collection.

Fashion Design & Accessories Semester Abroad • February start**Fashion Design Realization: Patterns II subject**

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Prototyping subject

By having students create 3 complete outfits, the subject gives them an opportunity to develop the pattern-making techniques learned previously and use them on a more advanced level to experiment with the fashion volumes and shapes of their own personal creative design. This will provide an opportunity to verify the students' skills in moving from the two-dimensional to the three-dimensional aspects of pattern-making. Furthermore, students will replicate some garments of those outfits using a 4D CAD dedicated software.

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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 learning experience;
- guest speakers provide the students with a full, broader and real perspective 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.

Course Specific Assessment Criteria:

The methods of assessment used give breadth and depth, which allow for both the formative and summative assessment of every student at each stage of the programme.

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. Different forms of assessment can, and where appropriate should, be 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 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 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 are required in 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

**Fashion Design & Accessories Semester Abroad • October start
Semester 1**

Subjects	Total Hours	Credits (ECTS*)
Fashion Design II	50	4
History and Criticism of Contemporary Fashion	45	6
Visualization Techniques	30	4
Visual Research	18.75	2.5
History and Criticism of Contemporary Design	45	6
Fashion Design Realization: Patterns II	50	4
Fashion Collection Design I	75	6

**Fashion Design & Accessories Semester Abroad • February start
Semester 2**

Subjects	Total Hours	Credits (ECTS*)
Fashion Design II	50	4
Prototyping	75	6
Fashion Design Realization: Patterns II	50	4
Fashion Collection Design I	75	6

*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 Fashion Design or similar.
- For non English/Italian native speakers: certificate of language skills, level b1 of CEFR1 with specific requirements (e.g. IELTS 5.0 without elements below 4.5).
- Portfolio
- Good knowledge of pattern-making and fabrics
- Drawing and Digital skills
- 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 attendance, 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.

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