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STUDY ABROAD
FASHION DESIGN SEMESTER   Version 02

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 of 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 programmes 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 programme, credit transcripts or class (contact) hours are awarded on successful completion.
Study abroad programmes are offered twice a year. The concent may be revised and updated with each start date to offer a wider range of subjects, giving students the opportunity to choose the programme that best suits their needs.
This semester programme in Fashion Design develops Fashion Illustration and garment construction skills, also analyzing the engaging fashion sector through effective researcg methods, a fundamental aspect of a fashion collection.
Aimed at students with at least one-year previous undergraduate study in fashion design, fashion accessories, or similar field, this inspiring semester programme encourages students to develop their own signature style or 'visual language', also broadening horizons for personal growth and future career path.

3. Programme Learning Outcomes
Students successfully completing the Semester Abroad programme in Fashion Design 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 fabrics and technologies that support the changes within the fashion industry;
LO 3 – The fundamental knowledge and understanding with a critical awareness of current trends and design ranges;
LO 4 - An understanding of the cultural, social and environmental drivers and their impact on the fashion design industry;
LO 5 - The ability to evaluate the appropriateness of different approaches to problem solving.

4. Teaching/Learning and Assessment Strategy
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Fashion, Art and Cultural Context subject
This subject will introduce students to a thorough critical analysis and evaluation of fashion as a global, socio-cultural phenomenon. It will provide students with the theoretical knowledge needed to understand the relationship between fashion and art movements, as well as other cultural expressions. The class will be taught over two semesters and will take a historical approach to studying the evolution of fashion since the Industrial Revolution. However, it will also delve into specific themes to examine the connection between fashion, art and culture. Upon completing this subject, students will have a better understanding of the cultural and global aspects of the fashion industry, the close relationship between fashion and art, and will have developed a more informed perspective on these topics.

Personal Style Development subject
In this subject students will experiment independently, produce samples of design ideas and use technologies to create a professional range plan. The work is based on their personal concepts and primary and secondary research. Students learn to collaborate successfully with professionals, e.g., seamstresses and fabric suppliers in the field. When designing the womenswear or menswear collection, students are taught to conduct primary and secondary research from a variety of sources. Researching and applying a contemporary design philosophy and using experimental methods in the field of prints, fabrics and technologies, will allow the students to design a contemporary and relevant fashion collection with originality and personality.

Personal Accessories Development subject
In this subject students will learn how to develop a range of accessories design with technical charts and illustration based on their personal concepts and primary and secondary research. When designing the collection, students are taught to conduct primary and secondary research from a variety of sources. This will allow them to design a contemporary, original and personal accessories collection.

Pattern Cutting Skills 2 subject
The objective of this subject is to focus on traditional atelier techniques for the creation of patterns, while experimenting contemporary shapes and volumes. This enables the students to then apply the knowledge gained in designing more complex garments based on their own drawings and experiments. The toiles are fitted on a model.

Digital Pattern Cutting 2 subject
In Digital Pattern Cutting 2 subject students will learn more in depth the theoretical and practical tools they need to construct fashion garments. This subject will provide the opportunity to verify the students' skills in moving from the two-dimensional aspects of pattern-making.

Visual Communication subject
In Visual Communication subject students expand their knowledge of Adobe Photoshop and Adobe Illustrator, exploring rendering, layouts and technical drawing techniques to support their research and design proposals.

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Fashion Brand Exploration subject
The objective of Fashion Brand Exploration is to make gain the students a broad understanding of the fashion industry and how to focus on a single brand. Students will plan and develop a range for a brand based on in-depth primary and secondary research. When designing the collection, students investigate the brand from a global socio-economic, ethical and sustainable perspective, thereby designing a collection for a clearly identified market segment.

Pattern Cutting Skills subject
In Pattern Cutting Skills subject students learn to use creative cutting, fabric manipulation, knits, prints and weaving in their garments. They are asked to investigate raglan and kimono sleeves as well as to explore the technical constructions of outwear. This enables the student to apply the knowledge gained in creating more complex garments based on their original designs.

Digital Pattern Cutting subject
In Digital Pattern Cutting subject students will learn the theoretical and practical tools the need to construct fashion garments. This subject will provide the opportunity to verify the students' skills in moving from the two-dimensional to the three-dimensional aspects of pattern cutting.

Digital Design subject

In Digital Design, through the introduction of CAD skills such as Photoshop and InDesign, the collection is presented in a professional and creative manner that is appropriate to the brand. The students also expand their knowledge of Illustrator, exploring rendering, layouts and technical drawing techniques to support their research and design proposals.

Fashion Accessories Exploration subject

The objective of this subject is to make gain the students a broad understanding of the fashion industry and how to focus on a single brand. Students will learn how to develop a range of accessories designs with technical charts and illustration. When designing the collection, students investigate the brand from a global socio-economic, ethical and sustainable perspective, thereby designing an accessories' collection for a clearly identified market segment.

Fashion, Art and Cultural Context subject

This subject will introduce students to a thorough critical analysis and evaluation of fashion as a global, socio-cultural phenomenon. It will provide students with the theoretical knowledge needed to understand the relationship between fashion and art movements, as well as other cultural expressions. The class will be taught over two semesters and will take a historical approach to studying the evolution of fashion since the Industrial Revolution. However, it will also delve into specific themes to examine the connection between fashion, art and culture. Upon completing this subject, students will have a better understanding of the cultural and global aspects of the fashion industry, the close relationship between fashion and art, and will have developed a more informed perspective on these topics.

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.

Programme 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.

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 subject 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 subject.
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.

5. Course structure

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Subjects	Total Hours
Fashion, Art & Cultural Context	30
Fashion Accessories Exploration	20
Fashion Brand Exploration	40
Digital Pattern Cutting	20
Pattern Cutting Skills	40
Digital Design	30

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Subjects	Total Hours
Fashion, Art & Cultural Context	30
Visual Communication	30
Digital Pattern Cutting II	20
Personal Style Development	40
Pattern Cutting Skills II	40
Personal Accessories Development	20

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/French/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;
• Good knowledge of pattern-making and fabrics;
• Drawing 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 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.