istitutomarangoni

STUDY ABROAD
PRODUCT DESIGN
SEMESTER Version 01

Brief descriptive summary
Over the past 80 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 courses prepare students with the necessary knowledge and know-how 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 participants 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, in autumn and spring. Course content changes with each start date to offer a wider range of subjects, giving participants the opportunity to choose the course that best suits their needs.
Semester courses in Product Design combine a mix of applied manual, technical and digital design skills in order to improve and develop creative talent in design processes, methods, and final product realisation.
Aimed at participants with at least one-year previous undergraduate study in product design, or similar field, these short courses cover key subjects in design, trends, materials, and 3D modelling, as well as contemporary insights in the design process for example, the sociology of design, communicating design, and design anthropology; researching and developing innovative ideas that match the needs and requirements of a client brief, or for the final product user in contemporary design proposals. Designing luxury furniture, bespoke one-off items, or products for industrial design and commercialisation.

3. Course Learning Outcomes
Students successfully completing the Semester Abroad programme in Product Design will have developed:
LO1 - Sound understanding of current and emerging technologies, with the intention of showing applications and insight within the contemporary interior design industry;
LO2 - Appropriate understanding of problem-solving and concept-generating approaches required by the interior 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 in respect of the interior 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 interior design industry.

4. Teaching/Learning and Assessment Strategy
Curriculum:

Product Design Semester Abroad · October intake

Aesthetics Trends History
The course aims at strengthening the student's ability to critically understand art and design. It addresses the history of visual culture from the second half, and especially on the last quarter, of the 20th century, until the beginning of the 21th century, with in-depth analyses of the most significant aesthetics trends and styles. Students will gain theoretical skills that enable them to compare artworks and designer objects visually and conceptually. The work of the protagonists of contemporary art and design are debated, with an emphasis on collaborations that cross the boundaries between art and design fields.

Anthropology of Design
The course aims at providing students with an in-depth knowledge of the concept of "liquid society" focusing on how that interpretation affects contemporary cultural anthropology, and how this condition has been augmented by the implementation of digital technologies into everyday life. Students will be guided in the analysis of the impact of digitization on human society and people's cognitive behaviours, focusing on the most critical issues that arise as living gets intertwined with the digital ecosystem. At the end of the course, students will be invited to consider how product and furniture design may address these issues in the future.

CAD CAM Modelling
The course will provide students with the skills necessary for effective and conscientious use of virtual modelling techniques in the creation of a product or a piece of furniture. They will strengthen their ability to use Rhinoceros in 3D modelling and will learn how to make renderings to present their ideas visually with a high-quality standard. Students will be encouraged to relate virtual models with the physical mock-ups prepared in the workshop to extract feedback information to be employed in the development design proposals.

Design Methods
The course aims at strengthening the students' ability to conduct the design process as a structured path starting from brief analysis and moving on towards the final solution. Students will be introduced to the complete version of the design process that is typical of the Italian approach, which comprises research, interpretation, conceptualisation, and development. They will improve their ability to combine technical and functional requirements with semantic and aesthetics goals and will be encouraged to pursue their personal interpretation of the brief. Besides, students will learn to support their research and interpretation with in-depth analysis of all the factors involved, and will be guided in preparing process documentation correctly.

Design of the Product System
The course aims at presenting methods for the project of the industrial product as an "extended" artifact in which – in addition to the form, function, structure, and aesthetic – also productive issues such as costs, available technologies, supply chain, and product distribution are factored in. Starting from the analysis of the brief, students will learn to set out a process that leads to the realization of the product as a whole system where all the above-mentioned elements are consistently balanced and combined. Designing is presented as an integrated practice where the complexity of the industrial product is dealt with gradually: in a simplified manner in the 1st semester, and with a higher degree of complexity in the 2nd semester.

Materials Science and Technology
The course aims to provide students with a comprehensive knowledge of the technologies and materials used in product and furniture design. The classification of materials and the analysis of their technical, functional, and aesthetic properties will be examined in depth. Focuses are given on the study of real products and on how technologies and materials have been employed in their making, moving backwards from the application to the design choices taken during the process. A sensorial approach to materials integrates the scientific one so as to enable students to deal with materials from the aesthetic as well as to the technological viewpoint. Throughout the course a special attention will be given to sustainable technologies and materials.

Modelling
The course aims at developing the students' abilities in using the laboratory to make conceptual models, rough prototypes, and mock-ups of their projects. They will learn how to exploit 3D printing technologies to support the design process and visualize their proposals three-dimensionally. Students will be encouraged to use models to make physical assessments of their designs and test them structurally as well as sensorially throughout the design process. They will gain the ability to extract feedback from the model to improve and fine-tune their design proposals.

Product Design Semester Abroad · March intake

Materials Science and Technology
This theory-based subject presents a panorama of materials, via definition and classification, as well as dealing with the relevant possibilities to apply them within a design environment. Students are given the tools needed to organise the information that can be referred back to production processes and to the product lifecycle, and to identify the organisational and technological solutions best suited to the aims of the project. Particular attention is dedicated to the conditions for sustainable development.

Sociology of Design
The theory-based subject moves from the study of notions of society, people, places, cultures and experiences to proceed with an analysis of the contributions that sociology can give to a designer's education, understood as a professional called on to design items and services destined considering the social users. Specific importance is given to the study of the contemporary scenario, from concepts of "liquid society" and "social design", presenting different ways in which designs are "grafted" into a social dimension, through a series of applications.

Design of the Product System
This practical and theory-based subject presents methods and practices for planning a design subject structured to define items as "extended" manufactured items, in an integrated vision of the whole production and cultural system revolving around a product. Starting from the analysis of a problem or a design aim, students will learn to set out the methodology leading to the realisation of a project where technique, function, aesthetics and cultural values are coherently combined.

CAD CAM Modelling
This practical and theory-based subject provides students with the skills necessary for an effective and conscientious use of modelling software in the creation of a design project. The fields and limits to use of CAD systems will be shown, together with the use of the same in changing and managing drawings and design projects. The subject also analyses the design layout, complete with the measurements and the techniques to bring higher quality to design drawings, through to professional presentation of the graphic output.

Design Methods
This practical and theory-based subject develops a series of experimental design projects to create design products that are defined using the relevant methods, tools and techniques for research and professional use of creativity. Specific attention is given to the semantic and expressive values of the design project, understood as an essential linchpin around which to organise the technical and aesthetic complexities of the object.

Techniques of Design Communication
This practical and theory-based subject gives the student the necessary tools to portray products in a 3D format, using projections and perspective views, and dealing with geometric representation in theoretical and practical terms, with particular focus on the new computer tools for 3D drawing and modelling.

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.

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 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

Product Design Semester Abroad • October intake
Semester 1

Subjects	Total Hours	Credits (ECTS*)
Aesthetics Trends History	16	2
Anthropology of Design	24	3
CAD CAM Modelling	48	4
Design Methods	48	4
Design of the Product System	48	4
Materials Science and Technology	32	4
Modelling	96	8

Product Design Semester Abroad • March intake
Semester 2

Subjects	Total Hours	Credits (ECTS*)
Materials Science and Technology	32	4
Sociology of Design	24	3
Design of the Product System	48	4
CAD CAM Modelling	48	4
Design Methods	96	8
Techniques of Design Communication	48	4

*European Credit Transfer System

6. 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 Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
• Portfolio;
• Good knowledge of design methodology, technical drawings and digital tools.

When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:
• Signed personal statement;
• Transcript from an Undergraduate Bachelor programme in Fashion Design or similar;
• Portfolio;
• Certificate of the chosen language of the course.

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 are subject to change in order to comply with entry requirement regulations).

7. Programme Leader's Responsibilities
• They will have responsibility for implementing the strategic direction of the courses within their programme and for co-ordinating the academic administration necessary for its successful day-to-day operation.
• chairing the Programme Committee, and arranging for such meetings of the Committee as considered appropriate;
• acting as the Chief Executive Officer to the programme. As such he/she will be responsible, within the agreed policies of the Programme Committee, and Academic Boards, for the efficient operation of the programme as approved by the Institute;
• supporting and encouraging their teaching team including PDP;
• advise the Programme Committee on its proper responsibility for the continuing development of the programme;
• liaise on behalf of the Programme Committee with all staff as appropriate;
• be empowered to take on behalf of the Programme Committee any reasonable action with respect to the proper functioning of the programme;
• recommend areas for curriculum development;
• co-ordinate the assessment schedule for the Unit and ensure that it is communicated to students and the Director of Education;
• liaise with Student Support Officers to ensure that appropriate study support is available;
• recommend the appropriate level of resources required for the Unit and liaise with the teaching team;
• undertake training and professional development and contribute to the training of others;
• actively participate and organise Peer Support systems;
• monitor & respond to the student voice including regular meetings with the student Rep.;
• monitor Unit and course feedback and the student voice;
• organise all areas of assessment procedures, facilitate monitoring, joint marking, internal verification;
• maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

istitutomarangoni m

8. Student Support Strategy
Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:
• Programme Leaders: 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;
• dealing with stress;
• 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.

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.