



istitutomarangoni



**STUDY ABROAD
FASHION STYLING &
CREATIVE DIRECTION**

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 different fields such as 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 the Study Abroad (semester) experience are recognised by the validating partner Regent's University London. In addition, applicants should also make sure that the experience also meets any internal arrangements and is fully 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 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 semester programmes delivered by Istituto Marangoni offer students a chance to experience different styles of education and learn key skills from international experts in the field. The programme 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.

Programmes are offered twice a year. The content may change 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 further develops skills in styling and direction including graphic design, photography, production and set design, as well as broadening horizons for personal growth and future career development. Aimed at students with at least one-year previous undergraduate study in fashion styling, communication, or similar field, this inspiring semester programme encourages participants to develop new narratives to ensure that what goes in the fashion magazines, appears online or on the catwalk, communicates the right messages, at the right time, and to the right target audience.

3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Fashion Styling and Creative Direction will have developed:

- LO 1 - A sound understanding of the principals involved in style and trend analysis process used in the fashion media industry and how to apply these principals in an editorial context;
- LO 2 - A detailed understanding of the new technologies supporting the editorial market;
- LO 3 - An understanding of the cultural, social and environmental drivers and their impact on the fashion industry;
- LO 4 - The ability to evaluate the appropriateness of different approaches to problem solving.

4. Teaching/Learning and Assessment Strategy

Curriculum:

Fashion Styling and Creative Direction • October start

Fashion Branding unit

The Fashion Branding unit will provide students with an introduction to marketing, digital marketing, and entrepreneurship. Students will produce extensive research aimed at developing their creative skills and to support their future units.

Theoretical studies of marketing and branding will create an awareness of the meaning of identity for contemporary fashion markets and contextualise how brands operate and respond to innovation, sustainability and demands and changes within these markets. Cross disciplinary learning and collaboration is introduced within the Interdisciplinary Project. At the end of this unit, students will research and propose a new fashion visual brand book, focusing on a communication strategy for a clearly identified market segment. The application of taught theory, documented in a written format will underpin the brand book. The submission document fosters viable ideas and triggers innovation. Students will develop their knowledge in styling and image as well as retail and VM. Students will extend personal identity into a brand identity, underpinning the outcome based on the chosen pathway.

Fashion Magazine unit

In the Fashion Magazine unit, students will plan, organise and develop a fashion magazine proposal, from concept to digital editing.

Students will be involved in the concept development and production stages. Students will style fashion images and concept, considering ethical issues and integrating a sustainable and inclusive approach to their practice. This process will encourage the application of communication strategies, based on industry real life simulation scenarios and driven by innovation.

Students will be required to build a research book which will support the final proposal and will help students to communicate their ideas and concepts.

Areas of research are cross disciplinary and based on contemporary issues. They could include fashion, art, advertising, new media, still and moving image, architecture, design, music, theatre, social and cultural events, news.

Fashion, Art and Cultural Context unit

The unit Fashion, Art and Cultural Context will introduce students to a comprehensive critical analysis and evaluation of fashion intended as a socio-cultural global phenomenon and provide students with the theoretical knowledge necessary to interpret fashion practices in relation to art movements and other cultural manifestations.

The unit will adopt a diachronic approach to the study and evolution of fashion practices since the Industrial Revolution; nonetheless, whenever appropriate it will also adopt a thematic approach aiming at exploring the relationship established between fashion, art and cultural framework within which these operate.

On completion of the unit, students will have attained a sense of the cultural and global dimension of the fashion industry, together with the challenging yet close relation it has established with art and have developed an informed sensibility with regards to all the above.

Fashion Styling and Creative Direction • January start

Fashion Magazine unit

In the Fashion Magazine unit, students will plan, organise and develop a fashion magazine proposal, from concept to digital editing.

Students will be involved in the concept development and production stages. Students will style fashion images and concept, considering ethical issues and integrating a sustainable and inclusive approach to their practice. This process will encourage the application of communication strategies, based on industry real life simulation scenarios and driven by innovation.

Students will be required to build a research book which will support the final proposal and will help students to communicate their ideas and concepts.

Areas of research are cross disciplinary and based on contemporary issues. They could include fashion, art, advertising, new media, still and moving image, architecture, design, music, theatre, social and cultural events, news.

Fashion Editorial unit

In the Fashion Editorial unit, students will finalise the magazine drafted in the previous units. Students will be required to support their outcomes through extensive research which will aid them in communicating their ideas and concepts. Students will also discover beauty, hair, and makeup through the ages, considering historical perspectives, contemporary practice and forecasted trends. Students will acquire the knowledge to cohesively develop and execute the production process evolving into a fashion still or moving image outcome. When conceptualising their fashion magazine, students will acquire knowledge related to the printing industry, with specific focus on sustainability.

In addition, an ethical focus in fashion will be explored within the unit and the realisation of a pivot within the fashion industry.

Fashion, Art and Cultural Context unit

The unit Fashion, Art and Cultural Context will introduce students to a comprehensive critical analysis and evaluation of fashion intended as a socio-cultural global phenomenon and provide students with the theoretical knowledge necessary to interpret fashion practices in relation to art movements and other cultural manifestations.

The unit will adopt a diachronic approach to the study and evolution of fashion practices since the Industrial Revolution; nonetheless, whenever appropriate it will also adopt a thematic approach aiming at exploring the relationship established between fashion, art and cultural framework within which these operate.

On completion of the unit, students will have attained a sense of the cultural and global dimension of the fashion industry, together with the challenging yet close relation it has established with art and have developed an informed sensibility with regards to all the above.

Programme Teaching methods

The programme is designed to facilitate the development of students 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 may include (but not limited to):

- 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.

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.

Formative Assessment:

Formative Assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. During 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 means of gauging students' 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.

5. Programme structure
Fashion Styling and Creative Direction Semester Abroad • October start
Term 1 • Fashion Branding Unit

Subjects	Total Hours	IM Credits
Market Insight	20	30 (equivalent to 15 ECTS credits)
Brand Identity	20	
Digital Marketing	20	
Interdisciplinary Project	20	
Styling & Research	20	

Term 2 • Fashion Magazine Unit

Subjects	Total Hours	IM Credits
Editorial Styling	20	30 (equivalent to 15 ECTS credits)
Graphic Design	20	
Production	20	
Photography	20	

Term 1 and 2 • Fashion, Art and Cultural Context Unit

Subjects	Total Hours	IM Credits
Fashion, Art and Cultural Context	40	20 (equivalent to 10 ECTS credits)

Fashion Styling and Creative Direction Semester Abroad • January start
Term 2 • Fashion Magazine Unit

Subjects	Total Hours	IM Credits
Editorial Styling	20	30 (equivalent to 15 ECTS credits)
Graphic Design	20	
Production	20	
Photography	20	

Term 3 • Fashion Editorial Unit

Subjects	Total Hours	IM Credits
Styling	20	30 (equivalent to 15 ECTS credits)
Photography	20	
ADV and Art Direction	20	
Magazine Production	20	
Graphic Design	20	

Term 2 and 3 • Fashion, Art and Cultural Context Unit

Subjects	Total Hours	IM Credits
Fashion, Art and Cultural Context	40	20 (equivalent to 10 ECTS credits)

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 a member of the Careers Service team to discuss their future employability possibilities.

7. Career Service for Three Year Programmes

The purpose of the Istituto Marangoni Career Service is to bridge the gap between programme completion and entering the world of work.

Monitoring, guidance and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

8. Programme 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 Styling or similar programme;
- For non English/French/Italian native speakers: certificate of language skills, level b2 of Common European Framework of Reference with specific requirements (e.g. IELTS Academic 6.0 overall, no less than 5.5 for each element);
- Portfolio;
- 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 require some changes from time to time in order to comply with entry requirement regulations).

9. Student support strategy

Istituto Marangoni London provides a range of student support mechanisms which include (but not limited to):

- Admissions: the department provides information about all the programmes and study opportunities at Istituto Marangoni, supports and assists applicants throughout all stages of admission from initial enquiry, application to enrolment.
- Academic and Student Services: the aim is to support and enhance student experience allowing individual growth and success. The department provides pastoral, academic, social and wellbeing support and guidance as well as advice regarding timetables, deadlines, and School regulations.
- Library: the library service aims to deliver a high quality engaging and supportive service for students in support of an outstanding, inspiring, diverse, innovative, and creative educational experience. The service intends to inspire students to discover more about their subjects and other relevant disciplines as well as provide information and materials to support the syllabi for all subjects taught in the school.
- Careers Service: the department supports students and alumni, offering guidance on all aspects of their career journey, providing practical advice, and helping students connect with industry.
- SEN support: the School aims to improve equal opportunities for all its students. Tutor support is intended to remove any barriers that may prevent students from fulfilling their potential and the School is always ready to respond positively to their needs. Any students identified for learning support have their needs addressed by Academic and Student Services jointly with the Programme Leaders team who assist them in areas such as time management, identifying and dealing with learning difficulties and helping to prepare their Personal Learning Plan. The arrangements are being kept under review on annual basis.

10. 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 programme 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.

Students 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.