



istitutomarangoni



**STUDY ABROAD
INTERIOR 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.

This semester course takes a contemporary approach to design covering the main areas of contemporary lifestyle interiors: residential, commercial, retail, public spaces, and exhibition design. Participants investigate the 'identity' of the given space, taking on-board demands of physical wellbeing, as well performance needs of the space in question. Aimed at students with at least one-year previous undergraduate study in interior design, or similar field, this inspiring short course aims to strengthen skills in interior design, combining technical aspects in construction with contemporary design elements, fundamental for the successful management and development of design proposals.

Interpreting space for the way we live.

3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Interior Design will have developed:

LO 1 - Demonstrate a sound understanding of the appropriate creative, intellectual and technical skills necessary to practice within the broader interior design;

LO 2 - Develop a detailed understanding of current and emerging technologies and their applications to the contemporary interior design;

LO 3 - Demonstrate a sound understanding of the methodologies underpinning interior design;

LO 4 - Demonstrate the ability to evaluate the appropriateness of different approaches to problem solving;

LO 5 - Demonstrate an understanding of the cultural, social and environmental drivers and their impact on the interior design.

4. Teaching/Learning and Assessment Strategy Curriculum:

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Sociology and Anthropology of Design I

The subject aims to provide students with a general knowledge of the cognitive mechanisms that govern the relationship of users with digital devices, as a central experience of the contemporary anthropological scenario. Particular attention is paid to the criticalities that emerge from this type of relationship and to the negative effects of a “toxic” relationship with digital devices, both on a cognitive and social level.

Innovative Technologies and Construction Materials

Aim of the course is to consolidate and extend the previous year topics related to materials and processes together with a specific insight on the theme of materials perception, sensoriality and aesthetics by using CMF methodology and approach. Scope of this module is to provide students a professional tool and a specific approach that allows to develop creativity and at same time a professional design language.

After a review of the primary aspects related to materials and their main technical competencies requested to an interior designer, the course will then move to the creation of specific tools of research, concept generation and communication of the material aspects of a project with the goal to provide students of solid theoretical and practical competencies to be used for their on-going projects and future profession.

Interior Design I

The subject provides an introduction to the basic skills of Interior Design required to understand an interior space with a private home interpretation for the purpose of analysing contemporary living.

This subject also includes the analysis and interpretation of public spaces of different types.

Specifically, there will be a focused introduction and development of a project for a public space dedicated to wellness (Spas - Beauty Centre - Gym) within a resort setting.

The purpose of the design project is the emotional aspect of the lighting that will bring out all the materials.

Students will learn to manage the presentation of the project at every stage.

Environment Design I

In this course, students will elaborate the design process concentrating on the interpretation of interior design proposals in which the aesthetic, functional and experiential components are considered and balanced in an approach that reflects the particular context and reflects the user/client's needs. The architectural and interior interpretation of a sensorial design intention will be examined through the coordinated use of materials, lighting and colours. The students will create two different design proposals, each concentrating on a different project typology. The design themes will range from contemporary social needs to the more sensorial and experiential interpretations of interior space. The two independent projects that the students will address during the course are of a different nature allowing them to investigate and define a design approach while addressing different elements (and inspirations) of an interior design project. Lighting design will be examined as an element of sensory and technical design to be coordinated with the design aspects of two different projects. Students will learn the basics of the lighting discipline and explore the qualities of light. They will learn through theoretical courses as well as through the design project

Color Design

When we talk about design psychology we are not referring to the psychology of the designer, but of the consumer. This means exploring the psychology of society, its collective unconscious, the historical and cultural framework in which we live, and our capacity for symbolic manipulation of objects and colours.

The Covid-19 pandemic has forced us to dramatically change our collective, and then personal, habits. Our work and everyday environments will henceforth be organized around the key word ‘hybrid’. This exploration will be made through the theoretical contribution of important design historians such as Vilém Flusser, but also with the neuroscientific approach of the neuroaesthetics of Semir Zeki and his school.

Techniques of Design Communication

This course will introduce students to a series of important software and they will learn how to manage both technical-functional and aesthetic-expressive aspects.

The Software: Adobe Photoshop, editing and compositing for photos and raster images; Adobe Illustrator, creation and management of vector graphic elements; Adobe InDesign, creation of organized, well formatted documents and presentations.

The course will include the introduction of the Adobe Premiere software, the standard for the production of audiovisual content in animated graphics. The use of the software will have a particular focus on the creation of a multimedia presentation of interior design projects made by students.

Computer Aided Design (CAD) II

The subject deals with technical and 3D design of customised furnishings with illustration and the relevant modelling. It focuses on the use of software to represent furnishing items and their inclusion in the design context.

Representation of technical layouts for structures designed for outdoor use: verandas, porticos, and terraces.

The subject will take the student through the creation of rendering, and on to a realistic render of interiors for design projects assigned to them during the main subject. Support for the technical representation of layouts for the design projects developed during the main subject.

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Design Education

This subject covers all of the following:

- Introduction and development of a restyling project for a private living space (holiday home);
- Definition of the concept of landscape design and landscape architecture;
- Presentation of furniture and structures for outdoor use;
- Introduction to technical solutions for outdoor spaces (patio, veranda, portico, terraces).

Introduction and development of the restyling project for a public leisure space (restaurant, bar, club, lounge).

Materials and Processes

The subject aims to broaden and add detail to the student's skill set obtained in the previous module, together with the expansion on the subject areas most closely linked to the perceptive, sensory and aesthetic nature of materials, introducing the concept of CMF as a method and tool. The aim of the subject is to provide students with a foundation from which to develop their creativity which is also recognisable at a professional level.

By consolidating and improving the skills needed by an interior designer, the subject will then shift its focus to the aesthetic aspects that characterise materials, together with the creation of research, generation and communication skills for the material content of design, with the aim of providing students with theoretical and practical skills they can actively use in the design project.

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

Interior Design Semester Abroad • October intake
Semester 1

Subjects	Total Hours	Credits (ECTS*)
Sociology and Anthropology of Design I	37,5	5
Innovative Technologies and Construction Materials	15	2
Interior Design I	75	6
Environment Design I	75	6
Color Design	50	4
Techniques of Design Communication	37,5	5
Computer Aided Design (CAD) 4	50	4

Interior Design Semester Abroad • February intake
Semester 2

Subjects	Total Hours	Credits (ECTS*)
Computer Aided Design (CAD) II	50	4
Innovative Technologies and Construction Materials	15	2
Interior Design I	75	6
Environment Design I	75	6
Techniques of Design Communication	37,5	5

*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 Business 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 basic design, materials and graphic design.

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 Business or similar;
- Piece of Written Work;
- 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.

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 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. 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.