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FASHION MARKETING,
DIGITAL COMMUNICATION
AND MEDIA SEMESTER

Brief descriptive summary
Over the past 90 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, Fashion Communication & Image, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Visual Design, Art History and Culture, Fragrances & Cosmetics.

General Information

1. Certificate / Diploma awarded
Istituto Marangoni Certificate and Transcript*

*The recognition of credits obtained within their Semester experience will be evaluated and then confirmed by their own University.

2. Course description
Throughout the semester course, participants will have the opportunity to dive into the various marketing and communication strategies that fashion and luxury brands use to compete in the market. Students will also delve into trend forecasting, publishing, and advertising, as well as the history and sociology of fashion.
It targets students with at least one year of undergraduate studies in fashion management, marketing and/or communication, as well as students from business-related universities eager to explore the business of fashion and luxury.

Course Information

3. Educational Aims:
School Education 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 encourage the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes;
• 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.

4. Teaching/Learning and Assessment Strategy Curriculum
Fashion Marketing, Digital Communication and Media Semester

Brand Communication
The course focus on the fundamental theories and methodologies of Brand Management, deepening strategic issues related to brand image, brand identity, brand equity, and brand experience. In this framework, students learn to develop strategic plans and promotional campaigns for fashion brands in both online and offline environments. The course also introduces students to an analysis of the key success factors, customer behaviour, and potential pitfalls of brand communication and extension strategies. Students discover the practice of triggering an emotional response and desire, and investigate brand traits that appeal to consumers' emotional needs and aspirations.

The New Editorial Environment & Fashion Styling
The New Editorial Environment: During the course, students will have the opportunity to experience the typical dynamics of an editorial board, developing a fashion magazine and other digital editorial products in line with the current digital transformation.

Fundamentals of Fashion Styling: During the course, students will learn who the Fashion Stylist is and how he/she works and how to apply communication skills to Fashion Styling.

Advertising & Digital Storytelling
The course introduces the students to the fundamentals of UX (user experience design) to orchestrate engaging consumers journeys. In this framework, students will learn to develop visionary communication strategies for entirely digital environments, in which they will address the potential offered by the hybridization of the fashion industry with gaming and the metaverse. As a result, they will have the opportunity to deepen market phenomena as digital skins, avatar social networking and digital twin consumer behaviour.

Fashion Trend Forecasting
Students learn the fundamentals theories and methodologies related to trend diffusion and fashion forecasting.
The course pays a special attention to the role of technology in supporting predictive tools, exploring the domain of AI driven fashion forecasting. As a result, students will acquire a deep understanding of new methodological approaches as image recognition and social media listening. Moreover they will learn how to master AI-driven trend reports and to design business solutions supported by AI/Big data market & industry insights.

Fashion Marketing
You will understand the role of fashion in satisfying different consumer needs and be introduced to fundamental strategic marketing concepts, specifically consumer segmentation, positioning and targeting. Moreover, you will understand how fashion and luxury brands manage the so-called "marketing mix", e.g. decisions related to product, pricing, distribution and promotion.

Fashion Business Organisation
During the course, the students will gain an in-depth understanding of different business strategies and models across all the markets of the fashion system. Students learn how to perform an industry analysis considering factors as market value, profitability, barriers to entry, and concentration. Moreover, they will discover different strategic management approaches, getting familiar with the fundamentals of business planning.

Psychology and Sociology of Fashion
Through the contributions of Anthropology, Sociology and Psychology, you will discover a critical interpretative framework to approach fashion phenomena in relation to their socio-cultural context. You will become aware of the different domains of clothing, adornment, style, personal appearance, costume and fashion, understanding the role of garments, accessories and ornamentations in generating cultural symbols, mediating social relationships and shaping both personal and social identities.

History and Criticism of Contemporary Fashion
The course explores the evolution of global aesthetics focusing on the history of costume and fashion of non-Western countries. A particular attention is paid to Japan, China, India, and Middle-East. In this framework, phenomena as modest dress, exoticism, orientalism and cultural appropriation are critically reviewed. Students will learn to critically analyse key aesthetics, icons and symbols with their relations to contemporary trends, cultural movements and innovation in textiles and materials.

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.

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

Fashion Marketing, Digital Communication and Media Milano
US Calendar

Subject	Lesson Hours	ECTS*
Brand Communication	20	2
The New Editorial Environment & Fashion Styling	37,5	4
Advertising & Digital Storytelling	20	2
Fashion Trend Forecasting	20	2
Fashion Marketing	32,5	5
Fashion Business Organisation	40	5
Psychology and Sociology of Fashion	32,5	5
History and Criticism of Contemporary Fashion	32,5	5
Total	235	30

* European Credits 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 andachieve the standard required for the award.
Admission requirements are listed below:

• Completed the first year (L4) of an Undergraduate Bachelor prog amme in Interior 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 elemen s below 4.5);
• Portfolio;
• Good knowledge of basic design, materials and graphic design;
• 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 studen s 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.
• 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. 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.