



**istitutomarangoni**



**SEMESTER COURSES  
FASHION MANAGEMENT**

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\*

### Programme Information

#### 2. Educational Aims and Course 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.

#### 3. Course Learning Outcomes

##### Educational Outcomes:

On successful completion of their course of study students will be able to: (VD. LO PS MMU):

- apply skills of critical analysis to real world situations within a defined range of contexts;
- demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management;
- express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;
- manage their professional development reflecting on progress and taking appropriate action;
- find, evaluate, synthesise and use information from a variety of sources;
- articulate an awareness of the social and community contexts within their disciplinary field.

#### Final Award Learning Outcomes

Students successfully completing the Semester Abroad programme in Fashion Management will have developed:

- A sound understanding of the principles of project management and how to apply these principles to fashion product development supply chain management and branding;
- A detailed understanding of the new technologies that support the changes within the fashion industry;
- The ability to evaluate the appropriateness of different approaches to problem solving;
- Advanced skills in fashion industry analysis and marketing strategy.

#### 4. Teaching/Learning and Assessment Strategy Curriculum

##### Fashion Management Semester Abroad • October intake

##### 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.

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



### Psychology of Fashion

Students are introduced to the fundamental psychological schools and approaches, including Behaviorism, Cognitivism, Gestalt, Clinical Psychology, the Psychology of personality, and Dynamic Psychology. Psychological theories are explained in the framework of Consumer Behavior, providing the students the tools to investigate consumers selves, perceptions, attitudes, memory, emotions and values. The course also explores the domain of neurosciences and its application to Fashion Marketing and Brand Management.

### History and Criticism of Contemporary Design II

The course provides Students analytical and critical tools to analyze contemporary fashion products, introducing the participants to trend analysis. Fashion collections their and promotional activities are interpreted in relation to their cultural context, exploring the relationship they engage with arts and other domains of material culture, especially design and interior design. A special attention is paid to digitalization, enabling the students to critically evaluate contemporary phenomena as crypto fashion, trans-human avatars and virtual shopping.

### Production Processes

Students learn the fundamentals of product development, collection merchandising and coordination strategies. Therefore, they learn to manage all the stages of the supply chain of both textile and leather fashion products: sourcing, collection design, samples production, market launch through fashion shows and trade exhibition, sales through showrooms, manufacturing and distribution to end consumers. At the end of the course students will also be able to master technical and professional tools as range plans, color and material charts, technical sheets, cost sheets, coordination boards and selling books.

### Design Methods

The course focuses on Project Management in order to enable students to successfully manage complex processes and operations related to fashion product development, manufacturing, promotion and distribution.

### Fashion Trend Forecasting

Students learn the fundamental 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.

### 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.

### Fashion Management Semester Abroad • February intake

#### Economics and Fashion Marketing

The course focuses on the new frontiers of Tech-Powered Marketing, making students familiar with the theoretical frameworks and methodologies of Digital Marketing, Engagement Marketing and Agile Marketing.

In this framework, students learn how to implement data-driven solutions and build marketing predictive models, also exploring the opportunities offered by smart sensing infrastructures and tech-empowered interaction. Moreover, they learn how to manage pricing strategies for virtual products, also including crypto-currencies and tokens.

#### Fashion Product Technologies

The course deepens the role of technology in fashion design and operations, enabling students to understand the phenomenon of the digitalization of the fashion supply chain. Specifically, students will become familiar with 3D product design, AI supported merchandise planning, virtual sampling, virtual showrooms, pure digital categories and NFTs, customization & on-demand production, blockchain & product traceability.

#### Integrated Product Design

##### TECH-POWERED PROJECT MANAGEMENT

An advanced Project Management course where students learn how technology can support fashion companies in designing their strategies and managing their operations. To this end, the course deals with processes and data integration, intelligence data management, predictive models, decision engines, and organizational design.

#### Breakeven Analysis

##### FINANCE & MANAGEMENT CONTROL

Students learn how to apply financial theories, techniques and investment analysis for decision making in a fashion business. The participants learn how to identify the main components and characteristics of management control systems, mastering

how to implement various control systems techniques to measure the overall performance of the company and evaluate the financial and economic performances of an organization.

A special attention is paid to cost management, enabling the students to be familiar with all the element of costs in range planning and supply chain management.

### **Fashion Business Organization**

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.

### **Programme 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 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 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 Study Plan

Fashion Management Semester Abroad • October intake

Subjects	Lesson Hours	IM Credits*
History and Criticism of Contemporary Fashion	36	6
Psychology of Fashion	36	6
History and Criticism of Contemporary Design II	18	3
Production Processes	40	4
Design Methods	20	2
Fashion Trend Forecasting	40	4
Brand Communication	18	3

Fashion Management Semester Abroad • February intake

Subjects	Lesson Hours	IM Credits*
Economics and Fashion Marketing	40	4
Fashion Product Technologies	20	2
Integrated Product Design	36	6
Breakeven Analysis	36	6
Fashion Business Organization	54	9

## 6. Programme Leader 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.

Programme Leader's Responsibilities:

- 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.

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

## 7. 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.

## 8. 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, and through appointments with academic staff;
- end of Unit Evaluation;
- end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school. Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
- Programme Committee.

Istituto Marangoni would prefer that on most occasions students be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and Istituto Marangoni recognizes this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.

In order to 'close the feedback loop' and to communicate any improvements resulting from student participation at least once every academic year, programme teams relate back to students the actions taken in response to student views.

Students will be asked to respond to a series of questions, for example, if they were clear about what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new or existing skills. 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.