



istitutomarangoni



**THREE-YEAR COURSE
PRODUCT DESIGN**

AFAM Validated

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, Visual Design, Art History and Culture.

Students will initially acquire basic skills, advancing over the 3 years into independent learners, ready for a career in their chosen profession.

General Information

1. Certificate / Diploma Awarded

Participants who successfully complete this three year course will be awarded the First Level Academic Diploma. Recognised by the Italian Ministry of Education as an academic diploma equivalent to a university undergraduate level degree, participants will obtain 180 CFA (crediti formativi accademici) equivalent to 180 ECTS credits.

2. Course Description

The First Level Academic Diploma in Product Design runs for a total duration of three years, each of which is dedicated to a specific aspect of the curriculum. Gradually and by combining an academic teaching method with an approach more geared towards professionalization, the curriculum helps students gain the technical practical, instrumental and strategic knowledge that characterises the professional role of the designer, as an expert who is capable of controlling both the technical and pragmatic aspects of the project and the aspects regarding quality linked to the aesthetic experience of the object and the context in which it will be used. In particular, in the first year, students will study the fundamental coordinates which characterise the field of design as a multi-disciplinary sector in which elements from the historic and humanistic context of a product, acquired by studying the history and culture of design, are just as important as its technological and scientific heritage. They will do so by examining the technical and physical aspects that characterise the object of design in depth. In terms of design, particular attention is paid to the basic forms of the product and the piece of furniture or décor, starting from how it interacts with the human body. The course focuses on studying the tools used to represent and communicate the design, both by way of freehand drawing and also with the use of the most modern ITC software programs.

Moving on from the basics established in the first year, in the second year of the course, the student's knowledge of the design scenario is consolidated through lessons linked to the social and anthropological sciences. The technical skills that serve as support for the design activity are reinforced, as the students perform an in-depth study on how to use the various materials, in preparation for the complete definition of the design. The concept of the product system is also introduced: here the industrial product is seen as an "extended" entity that is not only produced by determining the form but also by preparing the production and distribution processes, as well as the life cycle of the product. Simultaneously, the methodological subjects help the student to fine-tune their abilities to carry out research independently, with a view to building a global approach to design, also supported by the use of advanced model-making and rendering tools.

The third year introduces a new level of complexity, putting the student into a perspective geared towards the development of the design in the wider context of a corporate environment and its dynamics. This is achieved through the use of dedicated teaching materials and also by having the student work with important companies in the industry and developing the skills required to manage the profession. The student's course will be completed with advanced level studies of humanistic culture and design technology, not only helping to complete their training on a strategic level, but also to acquire a solid ability to work autonomously on a project and indeed in the profession as a whole.

Course Information

3. 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 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. Course Learning Outcomes

Educational Outcomes (“Dublin Descriptors”)

Outcomes and skills achieved by students after completing the curriculum of studies:

- Knowledge and understanding
In-depth knowledge and ability to analyse and understand autonomously the culture of design, identifying historical, social and cultural phenomena that have relevance in defining the design scene. Ability to use advanced text books that deal with themes related to design culture, as well as cutting-edge themes in one’s own field of study, also making use of online and multimedia resources.
- Applying knowledge and understanding
Ability to recognise autonomously how to apply the methods, techniques and knowledge related to product design, integrated with the correct use of analogic and digital tools to support the design process. Professional approach to the work of product designer and suitable skills for devising and sustaining reasoned arguments, as well as for solving design problems, both technical and aesthetic, in the context of product design.
- Making judgements
Ability to develop and interpret the data in the context of design culture and product planning, used to support autonomous judgements and personal reflections, relating also to social, scientific and ethical themes linked to product design.
- Communication skills
Ability to communicate professionally information, ideas, problems and solutions in the field of product design, including matters of a technological, material, aesthetic and ergonomic nature.
- Learning skills
Ability to develop one’s own learning, necessary for tackling subsequent studies in the area of design with a high level of autonomy.

Final Award Learning Outcomes

At the end of the three-year course in Product Design, the student will be capable of:

- developing knowledge and know-how regarding the industrial system, the relative technological tools, production processes and materials and presenting their work and ideas to the companies and the market in general;
- developing critical analysis skills in relation to design methodology and product engineering;
- analysing various consumer behaviours, defining how social changes lead to new product design and research solutions;
- contextualising the product by analysing its historical and theoretical aspects and the elements of the social context in which it acquires significance;
- evaluating how a product can be used to communicate a company’s brand identity;
- critically analysing the choice of the materials and their use in the production process, creating innovative products capable of meeting the requirements in terms of use and ergonomics;
- interpreting and professionally developing a design project and its graphic renderings.

5. Course structure

Year 1

| Code | Subject Title | Credits CFA (ECTS) |
|---------|--|--------------------|
| ISSC/01 | Design History and Culture | 3 |
| ISDR/02 | Technical Drawing | 4 |
| ISSU/04 | Ergonomics | 4 |
| ISDC/07 | Information Technology Fundamentals | 4 |
| ISSC/03 | Aesthetics Trends History | 1 |
| ISME/02 | Basic Design | 6 |
| ISDC/03 | Graphic Design | 8 |
| | Foreign Language | 4 |
| ISST/01 | Physics for Design | 2 |
| ISSC/01 | Design History and Culture | 3 |
| ISDR/02 | Representation Methods and Tools | 4 |
| ISME/01 | Introduction to Design Methodology | 4 |
| ISDR/01 | Form and Planning: Analysis and Representation | 8 |
| | Free Study Activities | 5 |
| | TOTAL | 60 |

Year 2

| Code | Subject Title | Credits CFA (ECTS) |
|---------|------------------------------------|--------------------|
| ISST/02 | Materials Science and Technology | 8 |
| ISSU/01 | Anthropology of Design | 3 |
| ISSC/03 | Aesthetics Trends History | 2 |
| ISDE/03 | Design of the Product System | 4 |
| ISDE/04 | CAD CAM Modelling | 8 |
| ISME/01 | Design Methods | 12 |
| ISDR/03 | Modelling | 8 |
| ISSU/01 | Sociology of Design | 3 |
| ISDE/03 | Design of the Product System | 4 |
| ISDR/03 | Techniques of Design Communication | 4 |
| | Free Study Activities | 4 |
| | TOTAL | 60 |

Year 3

| Code | Subject Title | Credits CFA (ECTS) |
|---------|---|--------------------|
| ISSC/03 | Aesthetics Trends History | 3 |
| ISDR/03 | Techniques of Design Communication | 4 |
| ISDE/04 | Prototype Design Patterns | 4 |
| ISST/03 | Innovative Materials and Processes | 5 |
| ISSE/01 | Economics and Business Management | 5 |
| ISDR/03 | Design Rendering and Communication | 6 |
| ISDE/04 | Integrated Product Design | 4 |
| ISST/03 | Production Processes | 8 |
| ISSE/02 | Organization Skills and Enterprise Performance Management | 4 |
| | R&D internship | 9 |
| | Dissertation | 8 |
| | TOTAL | 60 |

6. Learning and Assessment Strategy

Programme methods:

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 students with another dimension to their learning experience;
- guest speakers provide students with a full, broader and real perspective to their specialist field of study.

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. Various forms of assessment are 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 curve. This process not only engages students, it also helps them see the progress they are making toward the learning goal.

Summative Assessment:

These assessments are a means of evaluating 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 subject - concentrating 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 subject;
- **Practical Coursework** allows 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;
- **Formal Examinations:**
- **Presentations** may also be used to allow the student to develop their professional communication and presentation skills.

Attendance:

The exams are processes designed to verify the learning outcomes and the knowledge acquired by the students within the single courses.

To gain admission to the exams, students must have attended at least 80% of the hours of lessons scheduled in the study plan for each course. The attendance is verified by the teachers of the individual courses, who will only admit the students who have complied with this requirement to the exams. Should the student fail to reach the required attendance level in one or more courses, they must attend said courses again before they will be allowed to sit the exam and be admitted to the next Academic Year.

Grades:

The exams are graded by assigning them marks out of thirty. The minimum mark is 18; The Board can also decide to award an additional merit to students who obtain the maximum mark of 30/30 in the form of the mention "Cum Laude".

Full details on attendance and assessment are explained in the Academic Regulations.

7. Career service

The purpose of the Istituto Marangoni Career service is to bridge the gap between course 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.

Additionally, the Academic Board, by way of a specially appointed committee, will evaluate the contents and commitment in terms of time invested in the traineeship for the purposes of assigning credits. The above-mentioned committee will be responsible for assessing the results, having indicated the methods for doing so to the student before the traineeship commences.

When assessing the traineeship, the committee will be assisted by the teacher who has acted as the student's tutor during the traineeship or apprenticeship activities.

The traineeship activity is regulated by a specific convention that indicates: duration of the traineeship, place where the activities are performed, any payment or reimbursement of expenses, insurance covers, the name of the tutor, indicated by the student and appointed by the Director based on the indications provided by the Academic Board, and the name of the company tutor.

The learning activities performed by the students at other institutes in Italy, Europe or other countries, which are fruit of activated agreements, will be recognised. The results achieved are evaluated either by the Exam Board, considering the correspondence of the learning activities performed, or by a specific committee appointed by the Academic Board.

8. Course Specific Admission Requirements

To apply, the following documents are required:

- Copy of high school diploma or equivalent;
- Signed personal statement (motivational letter);
- Completion of entry test¹.
- An aptitude interview: candidates are required to take an aptitude interview either via Skype or face to face.
- For non English/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 4.5 without elements below 4.0).

¹) Entry Test for creative courses: applicants are requested to submit 6 self-produced Creative Ideas and a skills test consisting of 4 multiple-choice questions.

The Creative Ideas can be anything that visually describes their inspiration and the area of study that they have chosen. They can be submitted in the form of sketches, drawings, photographs, moodboards and collages (the 6 creative ideas might also be a mix of these).

They can also be:

- personal reinterpretations of objects, environments, people, situations, etc..

- design ideas: representations of personal creations such as outfits/fashion collections, objects, furniture pieces, interior spaces, etc. (according to the desired course you are applying to).

All items must be submitted in A4 or A3 format, in .pdf, .tiff, .jpg, .zip.

9. Student Support Strategy

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, in person (by contacting reception) or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

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 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.