



istitutomarangoni



**PROGRAMME SPECIFICATION
THREE-YEAR COURSE IN FASHION STYLING
& VISUAL MERCHANDISING**

Version 01

ISTITUTO MARANGONI ACADEMIC MISSION

Over the past 85 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 management skills which are subject specific and relevant to the international fashion, design or art fields. Istituto Marangoni Master's courses provide students with a focused and in-depth knowledge and *know-how* for a successful professional career at various levels of the above-mentioned industries. There is a strong focus on project-based, industry-linked teaching methods delivered by experienced industry specialists and professionals.

PROGRAMME INFORMATION

EDUCATIONAL APPROACH

Istituto Marangoni's academic approach is shaped by the following educational aims:

- develop a flexible and updated approach to programme delivery and student support which reflect the needs and expectations of all students;
- provide a supportive and inclusive learning environment which will enable success for all learners;
- encourage and nurture the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and soft skills that will enhance global employment opportunities in all programmes;
- 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;
- provide a learning experience that is informed by research, scholarship, reflective practice and engagement with the industry and the professions.

CONTENTS' OVERVIEW

Curriculum

This course is part of the Fashion Styling study pathways; with fashion visual merchandising as the core subject, you will specialise in the chosen area of interest (visual merchandising) completing the course with a distinct professional profile.

The Fashion Styling and Creative Direction programme encompasses the inspirational, and experimental elements of the fashion creative industries and beyond. With a focus on enhancing and curating individual styles, and polished yet contemporary creative outcomes via multiple media. We focus on challenging the intersection between fashion, communication and innovation. With your projects seeking to drive meaningful change in the discipline through informed, researched and detailed proposals combined with an intuitive vision, and solid communication and design skills embedded in a creative strategy. Through an in-depth immersion into industry practice, both in terms of simulated scenarios and real projects, you can expect to gain practical skills in an environment where you will have the opportunity to plan and organise fashion-based content, as well as explore the fashion network on a global scale.

When considering the industry today, practical skills, and the links to elements such as sustainability are reflected upon heavily. We introduce you to the journey of an informed circular economy, and ethical practices with regards to production, set management, printing and more. The creative outputs gained from this course, will be generated using both analogue and digital formats. An extensive research methodology for each output will also be supported by rationale.

The pathway of Fashion Styling and Visual Merchandising starts in Level 5 Term 2, enabling you to combine both creative skills with business acumen, applied to a variety of industry inspired innovative fashion concepts and outcomes.

The basics of display dynamics will be taught, understanding how to present a fashion product, working on principles of styling and outfit building /creating core looks, in order to engage the fashion consumer and generate sales. You will consider the methods and techniques used in visual merchandising to strengthen a brand's image and engage an audience, including store layout, lighting, fixtures, window presentations, graphic design, in-store displays, and overall store environment. When developing retail environments, you will have the opportunity to create phygital spaces, as well as consider an omnichannel approach. Ultimately, you will be able to develop and perfect the skills required to create immersive consumer experiences, reflecting the contemporary increasingly interactive and visual panorama. The course is suitable for creative and practical students with business and design acumen.

LEARNING OUTCOMES

Educational Outcomes

Students who attend Programmes at Postgraduate level, on successful completion of their course of study, will be able to:

- apply skills of critical analysis to real situations within a defined range of contexts;
- select and define a research topic and implement a research plan using appropriate methodologies – within their specialist

field of study;

- 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;
- critically analyse their results and draw logical conclusions;
- 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;
- exercise initiative and personal responsibility in the work environment;
- continue as a researcher in an academic or commercial setting and have the potential to extend the bounds of knowledge in their chosen field;
- carry out further independent learning or continuing professional development.

Programme-Specific Learning Outcomes

Students who successfully complete this specific Programme shall be able to:

- Independently source, navigate, analyse, communicate and apply extensive research material from a variety of sources to the development of responses to written and creative briefs.
- Independently analyse, reflect and evaluate critically, across different contexts and environments within Fashion Styling and Visual Merchandising industries; involving the different methods and principles employed within professional practice.
- Autonomously engage creatively in the generation, and realisation of concepts and solutions to Fashion Styling and Creative Direction briefs, relevant to context and audience; utilising innovation and informing professional outcomes.
- Demonstrate advanced application of current and emerging processes, tools, materials, digital mediums and technologies employed within Fashion Styling and Visual Merchandising Industries; enabling independent selection and use of appropriate tools, to create professional standard outcomes and solutions.
- Communicate professionally in presenting research, ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate.
- Apply entrepreneurial skill, innovation and enterprise to positioning your own work and operating effectively within the context of the professional practice and environment of Fashion Styling, Visual Merchandising and related Fashion Industries.
- Independently manage yourself constructively, efficiently, and ethically addressing sustainability, in order to produce coherent, relevant and critical visual and written work, which conforms to specific conventions of referencing.
- Work effectively with others, through collaboration, collective endeavour and negotiation to achieve the shared objectives.
- Employ complex knowledge and critical understanding of global, economic, historical, theoretical, ethical, social, cultural, political and environmental contexts and frameworks, pertaining to current and emerging Fashion styling, Visual Merchandising and wider Fashion industries and markets.

TEACHING AND LEARNING METHODS

Course teaching methods are based around a wide variety of formats, such as frontal lectures, workshops, seminars, case-studies and self-directed study: experienced professionals and visiting specialist Lecturers (industry professionals) make valuable contributions and enrich the learning experience of all students.

Self-Directed Study

This plays a major role in the programme, as students are expected to spend time researching and analysing subject matters independently to support and substantiate taught material.

Frontal Lectures

An integral part of the programme - with formal delivery of subject-specific contents to the whole cohort of students. At this level it is expected that students will use the lectures as a stimulus for further study/reading.

Seminars

Used to build on themes that are connected to the contents part of the Study Plan. Students are encouraged to make an active contribution by sharing in the argument and debate, while expressing their views.

Case Studies

a detailed discussion and in-depth analysis of real-life situations and existing Brands - to substantiate and assess concrete examples of contents and theories studies in class.

Workshop / Laboratory / Practical Sessions

Used to enable and nurture the creative and practical skill development of the student in an environment which simulates what happens in the industry.

Team Work

Requires students to operate as a member of a group or team and they usually have clearly identified roles. The emphasis is on collective responsibility, individual responsibility to the group and joint decision-making.

Study Trips (when applicable)

An exciting opportunity to enhance the students' learning path and consolidate their understanding of specific-subject contents. If assessment is dependent on information collected whilst undertaking the study trip, the trip would be considered mandatory. The cost of study trips can be either the responsibility of the student or on occasion included in the annual study fee. If the visit is within the city students pay for public transport.

ASSESSMENT STRATEGY

The assessment strategy for the programme is designed to incorporate a variety of assessment methods to enable all students to demonstrate their learning in a fair and comprehensive manner.

Assessment Methods

Formative assessment is used as an interim review of student work undertaken at key points during the semester. It provides an indicative measure of progress, allows students to consider their work in relation to that of their peers, allowing students to agree with staff any adjustments that are necessary to make in order to satisfy course requirements. It is designed to help improve student performance.

Summative assessment provides an evaluation of student progress and learning during an entire semester: it generates a final mark, constructive feedback and confirms the conditions (if any) for exam recovery in the allowed modalities.

Peer and Self-assessment requires students to assess their own work and that of fellow students. It encourages:

- a sense of ownership of the process of assessment;
- assists the student to become an autonomous learner;
- helps to develop a range of transferable skills;
- makes assessment part of the learning process rather than an adjunct to it.

Assessment Types

- Portfolio Assessment is used to assess a variety of projects that have been developed.
- Practical and Class Based Projects – allow the students to demonstrate their understanding of a specific subject area and application of practical areas of the programme.
- 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 – will be used in some subjects to permit students to demonstrate their understanding of a subject within a constrained timeframe.
- Individual / Group Presentations are used in some subjects to allow the student to develop their professional communication, presentation skills and to argue critical reflection and interpret findings.

Avoiding Plagiarism

Plagiarism is defined as stealing another person's ideas and presenting them as though they were the student's own. The reference framework adopted in all Istituto Marangoni Schools is the Harvard Referencing System - please refer to the Student Handbook for further details.

STUDY PLAN

Year	Unit Code	Unit Title	Credits
Level 4	FI	Fashion Image	30
Level 4	NME	New Media Environment	30
Level 4	PFP	Professional Fashion Panorama	30
Level 4	HAF	History of Art and Fashion	30
Level 5	FB	Fashion Branding	30
Level 5	VSD	Visual Display Strategies	30
Level 5	RE	Retail Environment	30
Level 5	FACC	Fashion Art and Cultural Context	30
Level 6	FRS	Fashion Retail Strategies	30

Year	Unit Code	Unit Title	Credits
Level 6	FMP	Final Major Project Fashion Styling and Visual Merchandising	60
Level 6	FD	Final Dissertation	30

CAREER SERVICE FOR THREE-YEAR COURSES

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.

STUDENT SUPPORT STRATEGY

Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:

- Programme Leaders / Directors of Education: 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;
- 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.