



**istitutomarangoni**



**BACHELOR OF ARTS  
IN PRODUCT DESIGN**  
Academic Year 2023-24  
DUBAI

<b>Bachelor of Arts</b>	<b>Undergraduate Course</b>	<b>Product Design</b>	<b>02</b>
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## BRIEF OVERVIEW

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 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.

## ACADEMIC CERTIFICATE AWARDED (Study Title)

Participants who successfully complete this course will be awarded a BA Degree - accredited by CAA (Commission for Academic Accreditation). Participants will obtain 180 credits.

Students who have completed their high school diploma in 12 years will be required to sit for the Foundation year, and then they will earn 240 ECTS.

## COURSE DESCRIPTION (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 characterizes 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 characterize 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 characterize 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.

## FOUNDATION

### FOUNDATION YEAR

#### Global Culture & Contextual Studies

The course will provide students with an overview of global culture, with special focus on a variety of areas which make it a reality. The course "Global culture and contextual studies" offers a holistic view on the key topics and drivers of change to consider as a creative and critical thinker in the 21st century. The course invites students to think beyond the fashion and design industries with a view to becoming key opinion leaders with a sensitivity to geopolitical, environmental, and societal issues. The students will be invited to speak up about causes that matter to them and society at large - reframing what it means to make an impact through fashion & design. Focus will be placed on stepping into becoming creative advocates by learning about the concepts of awareness, attention, action, and accountability.

### Design Methods

The course aims to bring a basic knowledge of different design methods within creative industry. We will outline key design methods and techniques for creative practice. Students will develop fundamental design processes used in creating a project and will learn how to analyze, research, and visually communicate their design concepts. They will be guided in a process of researching, analyzing, and engaging with visual and design-oriented references and materials.

The creative research process will focus on fashion, art, trends and style and students will learn how to conceptualize and generate concepts and ways of working that have relevance to the fashion industry.

Students will learn basic graphic design and methods of visual communication to develop and communicate ideas. They will acquire the necessary skills required for the construction and manipulation of images and visual messages. Students will apply fundamental concepts, techniques, and the use of tools in the creation of a personal expression that responds to a defined objective. Students will be asked to express and document their ideas through visual and graphic presentations.

### Fine Arts Studies

This course is aimed at developing students' familiarity with styles and aesthetic languages that cross the boundaries between design, interiors, arts, fashion, therefore training both their observational skills and critical abilities and providing inspirations. The program is centered on the individual student's potential and imagination. Alongside and in support of each lesson, various types of homework assignments will be set: reading, museum and exhibition visits, films, group, and individual research projects. In this course students will be introduced to the foundations of visual languages and fine arts as a cultural construct and as a primary component in fashion and design communications.

The identification and comprehension of essential elements that underpin visual literacy as applied to creative arts and design will be introduced. The course ranges from cinema to literature, from figurative arts to music, aimed at familiarizing students on how arts influence fashion and design (and vice versa).

The course has a clear experience-based structure, with students actively taking part during the lessons. Furthermore, a series of visits to exhibitions, shows, events and museums will also be included. The course will ignite students' creativity and fuel their intellectual curiosity according to a multidisciplinary approach.

### Visual Design Workshop

This course aims to teach students to interpret basic information coming from the world of styling such as images, colors, symbols, styles, fashion shows, exploring and comparing different phenomena.

Students will thus be able to re-elaborate their creative inspirations in a personal key, to present the basic information that will introduce them to the world of fashion styling. The course includes a photoshoot preparation group project that will lead students to a real photoshoot experience in the following year.

### Product Workshop

The course will teach students the importance of developing a proper product range as a crucial phase in the value chain of a company operating or in the fashion or in the design sectors. Students will embrace a strategic perspective in dealing with products, to understand how to align a company's vision and mission with the target's needs and expectations, through the development of a diversified range of products or through the use of the most appropriate marketing and communication strategies. Students will become familiar with the concept of brand's positioning drawing on theories, models, and concepts from academic research. Students will gain an understanding on the trends and developments in corporate communication within organizations. During the lessons, students will assess the alignment for products range between a company's vision and mission, culture, and communication, drawing on theories, models, and concepts from academic research.

The course aims to provide students with comprehensive insights into the key issues — corporate social responsibility, corporate branding, corporate identity — that define this area of practice and how to deal with them. The student will thus have a general overview on the key activities and skills in specific disciplines and emerging areas of practice, including social media, management, and leadership. The course will equip students with an understanding of the concepts and tools in marketing and public relations activities and their overlap in addition to a summary on product development.

### Italian Creative Culture

The course will provide students with an analysis of the links between their culture and Italian culture, with a clear experience-based structure, and students actively taking part during the lessons. The course aims to analyze the specificities of Italian culture, in terms of beliefs, attitudes, but also in terms of Italian "genius loci", lifestyle, production system based on districts, peculiarities of the so-called "Made In Italy" system, a focus on the Milanese cultural system, and the Milanese Fashion and Design sceneries. Students will be encouraged to compare the approach of Italian culture with the student country culture.

The student will thus get a general overview of Italian culture, focusing on a series of disciplines (visual arts, design, cinema, food), as well as outlining links and reciprocal influences between design, fashion and culture.

### **Fundamentals of Sustainability in Design**

The course aims to develop students' capability to understand the imperative of sustainability from a manifold point of view: in terms of product design, materials research, manufacturing processes and distribution, the rethinking of business models with a view to the rise of phenomena such as slow fashion, regenerative culture, and circular design. In particular the course will cover among the other topics: the competitive advantage of sustainability, the global appointment with the Sustainable Development Goals, the rise of the environmentally friendly customer, the energy crisis, green washing, digital pollution, the boom of upcycling and recycling and of the rise of Secondhand marketplaces, block-chain based solution to ensure the traceability of the supply chain.

The course 'Fundamentals of sustainability in design' offers a deep dive into the theoretical and practical aspects to be considered in aligning design with sustainable practices. The course includes the study of terminology and case studies around circular economy, the *raison d'être* of the United Nations Sustainable Development Goals (the so-called '17 SDGs') as well as the importance of the ESG standards - Environmental, Social and Governance. An "hands-on approach" workshop will crown the course, to enable students' creative skills in leveraging the principles of circularity.

### **Creative Production**

The course aims to support students in obtaining basic visual communication skills and layout skills for the preparation of their portfolio. Using Adobe InDesign tools, students will learn to present their projects effectively and in a personal way. The course will explore the world of graphic design and visual communication focusing on developing students' skills in Adobe InDesign, typography, and visual representation. The course covers the essential tools of Adobe InDesign, helping to understand and recognize how to use the tools effectively, learning how to collect and evaluate accurate images to visually represent ideas, as well as understand and apply basic knowledge about typography. The course culminates in the creation of a visual portfolio, which showcases students' skills and communicates ideas clearly and professionally.

### **Entrepreneurial Mindset**

Why is entrepreneurship important these days? Entrepreneurship is a discipline inside management that has only begun to be studied and a very relevant body of knowledge has been developed around it to help and support creative minds in developing their entrepreneurial mindset. Innovation is a discipline, together with entrepreneurship, for which methodologies have been developed and taught to people who innovate. When these disciplines are brought together they create the concept of innovative entrepreneurship.

The course will define the concept of entrepreneurship across various scales and global markets, as well as the development of creatives from a historical sense, with an emphasis on the key traits of an entrepreneurial mindset. Students will learn the opportunities and challenges faced by prominent entrepreneurs and the habits they had to build to thrive in the industry. The course will include several modules, worksheets, interviews, videos and content, and students will develop a strong sense of self-branding required to further research, plan, and develop their own entrepreneurial approach to become founders of their own brands. This will touch upon an overview of diverse resources, from theoretical work to practical business models successfully applied in fashion, art, and design. Students will also enhance their leadership skills and develop a clearer understanding of their potential as an entrepreneur.

### **Language – General Skills**

The course is designed to broaden and improve students' English language skills in different contexts and situations related to both their chosen disciplines as well as real-life contexts. We will be looking at the principles of effective communication and through class practice and assignments, students will be given tools and tips to enhance their communication, develop their self-awareness as well as audience-awareness when it comes to the two main forms of communication, written and oral.

This will also include looking at body language in different cultures and countries to complement students' learning journey on communication and help them build good relationships at school and in real-life.

### **Language – Fashion & Design Fields Terminology**

In this Course students will acquire new terms and specific phrases. used in the fields of fashion, design, creativity. Students will gain a specific vocabulary of the creative industry, being involved in conversations in class with the teacher as well as with their classmates, focusing on specific topics belonging to design culture, methods, and techniques. Students will be encouraged to reflect on the topics and compare their personal opinion with that of their classmates by using appropriate technical terminology and professional phrasing.

### **Interior Design Project Workshop**

In this course students will learn how to manage the design of a whole interior space at a basic level by defining the appropriate mood, choosing the color palette, and the furniture style. Students will learn how to gather project information properly and on how to organize their projects in a comprehensive and effective way. Quality will be enhanced instead of quantity by applying specific techniques and professional formats.

## COURSE DESCRIPTIONS (Subjects)

### FIRST YEAR

#### History and Culture of Design

The course introduces the main moments of historical and critical debate that characterized the History and Culture of Design between the nineteenth and twentieth centuries.

The course combines three different perspectives: the historiographic, critical, and vocabulary-based stances.

Students will be provided with the ability to focus on the development of the main movements in a historical perspective but also to develop and argue in line with his or her own opinions on the various issues that have characterized industrial design and aesthetic culture in the West [European and American], East and Far East [India, Japan, China], and MENA [Middle East and North Africa].

Students will refer to major world events as an inspiration for design projects.

Students will have the opportunity to demonstrate their knowledge of historical content identifying key figures, their roles, and movements of the History of Design of the nineteenth and twentieth century in relation to the socio-cultural context.

Students will produce a series of creative products that reflect their comprehension of both historical content and relevant design skills, all collected in a portfolio along with insight research.

The final portfolio contents will reflect chronologically the different periods of evolution in design and context, by creating a thematic historical timeline.

#### Technical Drawing

The course aims at giving students basic methods and tools for the execution of technical drawing as a means to define and illustrate the dimensions and measurements of a physical product.

Students will learn to operate with AutoCAD 2D software to gradually make more and more detailed and professional technical documentation of a product or furniture element.

#### Design Semiotics

The subject aims to provide students with an advanced, specific knowledge of design languages seen in their historical evolution, analyzed with a semiotic approach against the background of the social and cultural context of reference. The student will learn how the relevant contents of a given era are translated into recurrent aesthetic styles applied to product design and furniture elements as well as their use in interior design projects. Particular attention is given to the contemporary scenario and the latest development of design languages.

Students will develop semiotic skills to be applied to visual production and to how these can be used to convey specific cultural contents.

#### Introduction to Design Methodology

A designer is a figure able to see and develop new objects, new solutions, new ideas. A designer should manage every phase of the project, from aesthetic innovation to technical development.

In this course the student will have to develop a product design project working in all the phases: Research, Concept Generation, Product Development (+ storytelling).

The course is developed with a project-based approach. Given a brief, the student will be called upon to manage every single design phase, with the aim of generating an innovative solution - in every aspect - through the development of a product or system of products.

#### Form and Planning: Analysis and Representation

This subject provides students with practical and methodological skills for sketching, drawing and coloring to better express concepts and ideas in a rich visible manner. Sketching not only provides a way for students to display their thoughts visually, but it also helps in developing problem-solving skills. Sketching is also a great way of defining and developing a product when the final project is still not clear or well understood. Simple drawings can help present and discuss a project with a client, colleague or teacher. Overall, sketching is a skill that creates more capable product designers.

#### Basic Design

The course addresses the critical analysis of the action space of visual communication, phenomena related to the perception of shapes and spatial languages and balance in the graphics field. In preparation for global activity in the Visual Design field, the course addresses the psychological aspects of the theory of form, color and figuration (Gestalt) and also the more complex areas of graphic culture: relevancy, influences of light and color, from spatial forms of language to interdisciplinary experimentation. The course adopts both an analytical and a practical approach, addressing the design of 2D and 3D objects by defining them as basic compositions of formal elements. Objects are defined as arrangements of geometric bodies, combining them with different compositional strategies. Special attention is given to modularity and structural joints as well as to the volumetric and

morphological definition. Colour and shape combination is addressed as part of the object design. Chromatic, tactile, olfactory and “sensory” values are also taken into consideration as key aspects of conceptual modeling for design.

### **Graphic Design**

The course’s aim is to provide first year’s students with fundamentals of theories as well as technical and software skills needed for designing and producing graphic design artworks which are effective and professional forms of communication.

The course’s structure is based on alternation between learning phases (dedicated to elements such as layout, grids, color, typography and image), discussion phases and application of this knowledge through exercises and experimentation with the main graphic design software tools, especially the Adobe Creative Suite. The final part of the course’s schedule supports Product Design classes through one-to-one revisions, dedicated to the final presentation for the design of a product.

### **Computer Aided Design (CAD)**

During the first semester the software AutoCAD 3D will be employed as a fundamental instrument for the representation of project forms. The course is to learn basic techniques of 3D modeling software, namely AutoCAD 3D, Fusion 360, and Rhinoceros. Students will learn to make and digital modeling of different kinds of products and to extrapolate technical drawings from a 3D model.

## **SECOND YEAR**

### **Sociology and Anthropology of Design 1**

The course 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.

### **Materials Science and Technology**

The course focuses on the presentation of selected design companies, grouped in materials and process clusters. Starting from the acquisition of the basic notions of research methods, a methodological introduction to give an extensive scaffold in support to the students, thus for acquiring the research knowledge and criteria, through research driven process applied to the field of product and furniture design.

During the course, students will analyze the contemporary scenario of furniture and product design, past and contemporary examples, that also represent the important aspects of the Italian Design culture, through different “themes” for each lesson. Students will build a critical approach to the methodology of academic research in relation to contemporary design.

Students are encouraged to develop in class and at home research, based on the handouts and notions presented during the lessons. Showroom visits and collection of photos and clues collected during the external visits, made in groups or in autonomy will be highly encouraged. The class will develop individual research skills, proving the outcomes of their focuses and discussing the different results in a collective debate. Purposes of this subject is to increase the awareness and invite the students to reflect about how design creativity has different origins and approaches, related with each material and production process.

### **Product Design 1**

The subject includes two main parts. In the first part students will acquire the methodological tools to envision a new idea for a product or furniture element. In the second part they will learn how to study and approach a company to design something original for them. They will be challenged to develop design solutions to a specific theme identified after a first phase of study, analysis and critical research of the current global context.

### **CAD CAM Modelling**

The course aims to provide students with advanced skills and methods of 3D CAD software and rendering software. Students will acquire the ability to use a varied set of tools comprising Fusion 360, Rhinoceros, and 3dsMAX for 3D modeling, and V-Ray and Key-Shot for rendering images.

All classes will comprise a software learning part, during which students will deepen their 3D and rendering skills, and a tutoring part, they will be guided and supported in preparing virtual models and rendering images for their projects.

### **Techniques of Design Communication**

The course aims to deepen the applications of graphic design methods and tools covered in the year.

Software application is intensified, and the cultural knowledge of graphic design and its principles is strengthened. This is an advanced design course with an emphasis on brand identity development.

Topics include logo development, product packaging, marketing and advertising collateral as well as web branding. Special attention is given to the creation of the packaging and the whole presentation. Students will learn to combine typography, color theory and layout to form a cohesive brand identity and apply that identity.



**Modelling**

The course aims to provide students with practical and methodological skills for the use of laboratories as a working place where design concepts and product ideas undergo a structural and dimensional verification. In the first part, students will learn how to employ basic tools and materials for conceptual and physical modeling. In the second part, modeling lessons will support the projects that students will be working on with project tutors so as to proceed with a constant physical verification as part of the design process. Part of lessons will be dedicated to 3D printing as a means to build models to rapidly scrutinize ideas sensorially. In the last part, lessons will be dedicated to the development and fine-tuning of the models to be presented on the exam as an integral part of project documentation.

**THIRD YEAR****Sociology and Anthropology of Design 2**

Students will be provided with an understanding of the impact that products have on social life. They will discover, analyze, and study the links between sociology and design. Students will learn to forecast how their objects would affect everyday people's lives, investigating the answers to questions such as: Can we control and guide the outcomes? Why is it important? They will study issues such as global warming, gender-based violence, the floating plastic island within the ocean, and the "Hikikomori" phenomenon. Besides, students will work in groups to present a concept solution for the chosen situation and learn an alternative approach to the traditional design process based on participatory design.

**Product Design 2**

The subject aims at providing students with actionable knowledge and operational methods to approach production processes and apply them to design. Students will compare a range of different processes to identify those which fit better the designer's intention and will be encouraged to take advantage of it also exploring unusual employment opportunities.

Students will develop a project of a product or a furniture element by factoring in technological feasibility, aesthetic strategy, and business requirements with reference to a chosen field or market segment.

**Integrated Product Design**

The course aims to provide students with an integrated approach to product and furniture design that combines strong technological content with a highly speculative tension. Students will use design to investigate new scenarios and conceive projects meant to have a deep impact on society and people's life. Students will be encouraged to explore unusual paths to tackle the main issues of the contemporary world including that of sustainability and that of the human relation with digital devices.

**Prototyping**

The subject aims at training students to approach a design project professionally. Students will be encouraged to consider several possible scenarios of development for their project. The choices depend on the context in which the project is being developed (type of client) and the manufacturing processes available. The process and production scale can affect an otherwise original and innovative idea and can change the final appearance, function, and overall cost of the final object as well as the market in which it will be placed. While the initial idea may be the same, it will follow a different outcome based upon the choices made during its development which in turn will decide its market placement, market, and customer.

**Rendering**

The course combines the most important skills for professional visual communication of a product and furniture design project. In the first part of the course, students will learn advanced 3D modeling and image rendering techniques, enriched with effects created in post-production and image editing in order to best present the product.

In the second part of the course, students will be working on their projects along with acquiring advanced techniques of 3D modeling and rendering

**Product Communication**

The course aims to train the students with graphic design skills theoretically and practically by teaching basic tools in Adobe Photoshop, Illustrator and InDesign.

This course will also help the students to complete the visual presentation on their projects professionally. Students will acquire the basic knowledge and actionable skills to make the graphic design of their product presentation.

**Management of Enterprise Performance**

The course will focus on developing individual and team soft skills, such as networking, empathy, organization, communications, and conversation skills. Practice and learning by doing and exposure to case studies and guests will be the key to the course to help students be ready to enter the real-life work environment and possibly open and manage their own studio and business and activities.



Students will gain professional skills on how to contact people and build a professional network, how to manage their own studio, how to increase their brand awareness, how to communicate their own business and studio, and how to write a professional email. The field trips and guests' lectures will be announced and defined step by step during the Semester, according to their availability.

### Final Project (Dissertation)

The final project is the assessment of the competences gained by the Student, his/her maturity in the methodologic approach and the acquisition of the relevant technical and cultural tools; this will translate into a final work that will show evidence of all aspects and steps that are part of the candidates' educational path. It will consist in the development of a work that will demonstrate a concrete application of the theoretical and cultural/creative studies undertaken.

### Internship

As part of the didactical experience provided to its students, the Undergraduate programmes include an internship period which is embedded in the Study Plan of each programme.

This working experience allows students to take advantage of skills and topics learned during lessons, putting them into concrete practice within a real professional environment.

The internship consists of a period of an experience in professional practice through the realization of individual or group projects in collaboration with institutions or companies on their premises or on the School premises (internship on campus).

## EDUCATIONAL MISSION OF ISTITUTO MARANGONI

- 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.

## PROGRAMME LEARNING OUTCOMES: FRAMEWORK

**Knowledge [K]:** outcome of the assimilation of information through learning, set of facts, principles, theories, and practices that are linked to an area of work or study.

**Skills [S]:** ability to apply knowledge and use know-how to complete tasks and solve problems.

**Competence [C]:** proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

## PROGRAMME LEARNING OUTCOMES

At the end of the course in Product Design, the student will be able to:

### Knowledge:

1. Understand how to collect, assess, record, and apply appropriate information to interpret it critically by considering diverse points of view to reach well-reasoned conclusions.
2. Understand different styles and semiotic design languages turning it into a selling point in the global market.

### Skills:

1. Proficient in communicating ideas effectively, both verbally, in writing and through graphic means, utilizing manual techniques and digital tools.
2. Evaluate the evolution of the design panorama embracing a sociological, historical and anthropological perspective to understand the impact of key drivers of change such as sustainability, globalization and digital disruption.
3. Proficiency in using material science and manufacturing knowledge to produce functional and high-quality design prototypes.

**Competencies:**

1. Manipulate and create new product systems and solutions by applying the most appropriate design methods, efficiently for both community and industrial needs, with a view to users' new emerging needs.
2. Demonstrate competencies in using digital software and tools and select the most appropriate techniques for the creation of a design portfolio in order to communicate creative concepts professionally.
3. Develop autonomy in the organization and management of a design process.

**STUDY PLAN**

Foundation in Fashion &amp; Design - Pathway in Design

Semester	Disciplinary Fields	Lesson Type	Lesson Hours	Study Hours	Total Hours	ECTS	Hours/credits ratio	Type of Assessment	Numero di lezioni
I / II	Language - General Skills	T	75	175	250	10	25	E	30,0
I / II	Language - Fashion & Design Fields Terminology	T	75	175	250	10	25	E	30,0
I	Global Culture & Contextual Studies	T	38	88	125	5	25	E	15,0
I	Design Methods	TP	38	38	75	3	25	E	15,0
I	Fine Arts Studies	T	30	70	100	4	25	E	12,0
I	Visual Design Workshop	TP	38	38	75	3	25	E	15,0
I	Product Workshop	TP	50	50	100	4	25	E	20,0
II	Interior Design Project Workshop	TP	75	75	150	6	25	E	30,0
II	Italian Creative Culture	T	38	88	125	5	25	E	15,0
II	Fundamentals of Sustainability in Design	T	23	53	75	3	25	E	9,0
II	Entrepreneurial Mindset	T	30	70	100	4	25	E	12,0
II	Creative Production	TP	38	38	75	3	25	E	15,0
Total			545	955	1.500	60			

Year 1

Subject Code	Subject	Credits CFA (ECTS)
ISDC/01	Design Semiotics	4
ISDR/02	Technical Drawing	4
ISSC/01	Design History and Culture	6
ISDC/03	Graphic Design	8
ISDR/01	Form and Planning: Analysis and Representation	8
ISDR/03	Computer Aided Design (CAD)	8
ISME/01	Design Methods	8
ISME/02	Basic Design	6
ISSE/02	Foreign Language	4
AA	Free study Activities	4

Year 2

Subject Code	Subject	Credits CFA (ECTS)
ISSU/01	Sociology and Anthropology of Design 1	5
ISST/02	Materials Science and Technology	8
ISDE/01	Product Design 1	12
ISDE/04	CAD CAM Modelling	12
ISDR/03	Techniques of Design Communication	10
ISDR/03	Modelling	8
AA	Free Study Activities	5

Year 3

Subject Code	Subject	Credits CFA (ECTS)
ISSU/01	Sociology and Antropology of Design	5
ISDE/01	Product Design 2	12
ISDE/04	Integrated Product Design	6
ISDE/04	Prototyping	4
ISDR/03	Rendering	8
ISDC/05	Product Communication	4
ISSE/02	Management of Enterprise Performance	4
INT	Internship	9
DIS	Dissertation	8

## 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 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 prospective 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 student handbook and in the Academic Regulation.

**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.

**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.

## **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 Course Evaluation;
- end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school.

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.