



**istitutomarangoni**



**THREE-YEAR COURSES  
FASHION STYLING  
SPECIALISATION IN  
VISUAL MERCHANDISING**

**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.

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. Certification attained**

Istituto Marangoni certificate

**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.

**Programme Aims:**

The aim of the course in **Fashion Styling** is to produce students who are creative, with transferable skills and subject specific skills in trend forecasting, analysis and interpretation of style and brands, visual communication and merchandising, who can apply these skills to the present and emerging technologies in today's fashion communication industry and who have an understanding of operations and business practice within the global fashion industry.

**3. Course Learning Outcomes****Educational Outcomes:**

On successful completion of their course of study students will be able to:

- 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**

On successful completion of the Fashion Styling three year course, students will be able to:

- Understand the fashion styling and visual merchandising process and develop the creative, intellectual and technical skills necessary to practice within the fashion industry;
- Apply relevant technology both, current and emerging, with the intention of demonstrating an understanding of the role and application of this;
- Demonstrate an ability to collate and communicate ideas and information within the profession;
- Develop retail strategies demonstrating market and marketing knowledge of the fashion industry;
- Engender a professional approach by demonstrating skills to solve problems, evaluate evidence, conclude and present arguments appropriate for graduate employment or education at Postgraduate level.

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

##### Curriculum:

The pathway into fashion styling and visual merchandising, enables students to combine both creative skills with business acumen, applied to a variety of industry inspired innovative fashion concepts and outcomes.

Investigation will progress learning from exterior communication strategies found in windows, to physical in store displays. The basics of display dynamics will be taught, understanding how to present fashion product, working to principles of styling and outfit building /creating core looks in order to engage the fashion consumer and generate sales.

Students will gain knowledge of how fashion product is displayed in both functional and creative ways, from looking at fixture and fitting styles and types, to use of mannequins and forms. Display installations and use of set building and propping techniques provide insight into more interactive consumer engagement as well as creating in store focal points and features.

Further investigation will explore retail environments in both physical and digital spaces, looking at case studies in store design and researching and interpreting VM trends and forecasting.

Students will discover the functions of in store layout, with topics such as planning spatial hierarchies, product adjacencies, focal points and sightlines, informing exercises such as space planning and creation of floor plans.

The creative process and outcomes will be supported by robust methods of research, evidencing and rationalising concept development, processes and production of visuals. Verbal presentation techniques will be taught in order to gain practice in 'pitching' to a client. Graphics and Cad will be taught to gain professional skills in presentation and contribute to the building of a professional portfolio.

Final units will further students to gain insight in retail business strategies, and include exploration into the role of the buyer, fashion communication and branding.

Students will progress to analyse new retail concepts, consumer behaviour and current retail models through Omni channels. A self-directed approach informs the research, development and realisation of a final major concept, presented in a portfolio format.

Theory and academic writing will underpin the delivery of the creative pathway through the proposal and writing of a final dissertation, which will investigate a personal topic of interest.

##### 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 perspective 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 situa-

tions 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 structures

### Year 1

Core Units		
Code	Status	Unit Title
FI	Core	Fashion Image
NME	Core	New Media Environment
PFP	Core	Professional Fashion Panorama
FCC	Core	Fashion Cultures Contextualisation

### Year 2

Core Units		
Code	Status	Unit Title
FB	Core	Fashion Branding
VDS	Core	Visual Display Strategies
RE	Core	Retail Environment
HAD	Core	History of Art and Design

### Year 3

Core Units		
Code	Status	Unit Title
FRS	Core	Fashion Retail Strategies
FMPFSVM	Core	Final Major Project Fashion Styling and Visual Merchandising

## 6. Personal Development Planning

The Personal Development Plan is a structured and supported process to develop the capacity of individuals to reflect on their own learning and to plan for their personal and educational career development.

All students may participate to receive guidance and where appropriate, set individual development goals. Success in achieving these goals will be determined through their studies and through extra-curricular activities etc. At the end of the course all students are given the opportunity to meet with the school placement officer and discuss their future employment possibilities.

## 7. 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.

## 8. Course Specific Admission Requirements

Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award.

Admission requirements are listed below.

Candidates must have a sufficient command of the English or the chosen language of the course to be able to meet the requirements of the programme in every respect.

When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:

- the applicant's qualifications (High School Diploma or equivalent school certificate);
- the applicant's personal statement;
- a portfolio of work (if appropriate to the subject).

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate).

(Admission requirements are subject to change in order to comply with entry requirement regulations).

## 9. 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.

## 10. 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.

## 11. 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.

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