



**istitutomarangoni**



**STUDY ABROAD  
FASHION DESIGN SEMESTER**

Version 02

### Brief Descriptive Summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare students with the necessary knowledge and know-how in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Art History and Culture.

### General Information

#### 1. Certification attained

Istituto Marangoni Certificate and Transcript\*

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

### Programme Information

#### 2. Educational & Programme Aims

##### 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 of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills;
- 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:

Study abroad courses provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends.

Study abroad semesters at Istituto Marangoni offer participants a chance to experience different styles of education and learn key skills from international experts in the field. The study abroad level is structured and taught at year two of a three-year undergraduate programme. According to the chosen course, credit transcripts or class (contact) hours are awarded on successful completion.

Courses are offered twice a year, in autumn and spring. Course content changes with each start date to offer a wider range of subjects, giving participants the opportunity to choose the course that best suits their needs

This semester course in Fashion Design covers skills in fashion illustration and garment construction, as well as investigating the engaging fashion industry through effective research, the basis to any fashion collection. Research is key to building an individual style and nurturing creativity.

Aimed at students with at least one-year previous undergraduate study in fashion design, fashion accessories, or similar field, this inspiring short course encourages participants to develop their own signature style or 'visual language', as well as broadening horizons for personal growth and future career development.

#### 3. Course Learning Outcomes

Students successfully completing the Semester Abroad programme in Fashion Design (Level 5) will have developed:

- LO 1 - A sound understanding of the principles involved in the design process used in the fashion industry and how to apply these principals to fashion product development;
- LO 2 - A detailed understanding of the new fabrics and technologies that support the changes within the fashion industry;
- LO 3 - The fundamental knowledge and understanding with a critical awareness of current trends and design ranges;
- LO 4 - An understanding of the cultural, social and environmental drivers and their impact on the fashion design industry;
- LO 5 - The ability to evaluate the appropriateness of different approaches to problem solving.

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

##### Curriculum:

##### Fashion Design Semester Abroad • October intake

###### Fashion Brand Exploration unit

In the unit Fashion Brand Exploration the students gain a broad understanding of the fashion industry and how to focus on a single brand.

They learn to plan and develop a range for a brand based on in-depth primary and secondary research.

When designing the collection, they investigate the brand from a global socio-economic, ethical and sustainable perspective, thereby designing a collection for a clearly identified market segment.

Students learn to use creative cutting, fabric manipulation, knits, prints and weave knowledge further, they are asked to investigate raglan and kimono sleeves as well as to explore the technical constructions of outerwear. This enables the student to apply the knowledge gained in creating more complex garments based onto original designs.

Theoretical studies of culture and design provide the students with the necessary skills to make a critical assessment of a brand's heritage, lifestyle and legacy as well as creating an awareness for the contemporary market and context.

Through the introduction of CAD skills such as Photoshop and InDesign, the collection is presented in a professional and creative manner- The objective of pattern cutting is focused on teaching techniques more evolved compared to the first year.

###### Art & Fashion Exploration unit

In the unit Art And Fashion Exploration the students design a collaborative fashion collection between a fashion label and an artist. Within this unit they are expected to show their creative journey, how they have generated ideas and show their individuality and personality within the project without losing the identity of the brand and artist; this will be represented in the final collection they show at the end of the unit. The fashion collection is separated in one part womenswear and another part menswear. Students also explore accessories and create a small collection to compliment and support the collection proposal. While designing the collection, students explore and research the world of both the brand and the artist they select. They investigate how the artist can work with and contribute to the brand with the view to add to the brand's awareness, while reflecting on sustainability and ethical issues.

In Pattern Cutting Skills the student focuses on multiple techniques more evolved for the creation and experimentation of shapes and volumes on the stand. This enables the student to apply the knowledge gained in creating more complex garments based on their own designs. The toiles will be fitted on a model at the end of the unit.

In Digital Design Skills the students expand their knowledge of Adobe Photoshop and Adobe Illustrator and explore rendering, layout and technical drawing techniques to support research and design subject.

###### Fashion, Art and Cultural Context unit

The unit Fashion, Art And Cultural Context will present students with a comprehensive critical analysis and evaluation of fashion intended as a socio-cultural global phenomenon and provide them with the theoretical knowledge necessary to interpret fashion practices in relation to art movements and other cultural manifestations.

This unit will adopt a diachronic approach to the study and evolution of fashion practices since the Industrial Revolution; nonetheless, whenever appropriate it will also adopt a thematic approach aiming at exploring the relationship established between fashion, art and the cultural framework within which these operate.

On completion of the unit students will have attained a sense of the cultural and global dimension of the fashion industry, of the challenging yet close relation it has established with art and have developed an informed sensibility with regards to all the above.

##### Fashion Design Semester Abroad • January intake

###### Art & Fashion Exploration unit

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In Pattern Cutting Skills the student focuses on multiple techniques more evolved for the creation and experimentation of shapes and volumes on the stand. This enables the student to apply the knowledge gained in creating more complex garments based on their own designs. The toiles will be fitted on a model at the end of the unit.

In Digital Design Skills the students expand their knowledge of Adobe Photoshop and Adobe Illustrator and explore rendering, layout and technical drawing techniques to support research and design subject.

### Personal Style Development unit

In the unit Personal Style Development students experiment independently and produce samples of design ideas while using technologies to inform a range plan. The work is based on their personal concepts and a broad research. Students learn to liaise and collaborate successfully with professionals, e.g. seamstresses and fabric suppliers in the field, considering the sourcing issues.

When designing the collection, the students are taught to conduct primary and secondary research from a variety of sources. Researching and applying a contemporary design philosophy, including in their reflection sustainability and ethical development strategies and using experimental methods in the field of prints, fabrics and technologies allows the students to design an Avant-Garde fashion collection with originality and personality.

In Pattern Cutting the students learn and apply creative and innovative pattern cutting and draping techniques. They develop various ways of resolving sampling issues.

### Fashion, Art and Cultural Context unit

The unit Fashion, Art And Cultural Context will present students with a comprehensive critical analysis and evaluation of fashion intended as a socio-cultural global phenomenon and provide them with the theoretical knowledge necessary to interpret fashion practices in relation to art movements and other cultural manifestations.

Taught across three terms, the unit will adopt a diachronic approach to the study and evolution of fashion practices since the Industrial Revolution; nonetheless, whenever appropriate it will also adopt a thematic approach aiming at exploring the relationship established between fashion, art and the cultural framework within which these operate.

On completion of the unit students will have attained a sense of the cultural and global dimension of the fashion industry, of the challenging yet close relation it has established with art and have developed an informed sensibility with regards to all the above.

### Programme teaching 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 situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;

- self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
- student record keeping: helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a “grade,” to see where they started and the progress they are making toward the learning goal.

**Summative Assessments:**

These **assessments** are a means of gauging student learning, at a particular point in time, relative to established marking criteria. Summative assessments can occur during as well as at the end of each unit and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit.

Practical Coursework allows the students to demonstrate their understanding and application of practical areas of study.

Written Reports are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously by staff.

**Formal Examinations are required in some study areas**

Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills. Student Projects are used when the student is required to submit work to be marked independently and anonymously.

**5. Course structure**

Fashion Design Semester Abroad • October intake

Term 1 • Fashion Brand Exploration unit

Subjects	Total Hours	IM Credits*
Fashion Brand Exploration	40	15
Pattern Cutting Skills	40	
Digital Design	20	

Term 2 • Art & Fashion Exploration unit

Subjects	Total Hours	IM Credits*
Art and Fashion Collection	40	15
Pattern Cutting Skills 2	40	
Digital Design Skills	20	

Term 1 and 2 • Fashion, Art and Cultural Context

Subjects	Total Hours	IM Credits*
Fashion, Art and Cultural Context	30	15

Fashion Design Semester Abroad • January intake

Term 2 • Art & Fashion Exploration unit

Subjects	Total Hours	IM Credits*
Art and Fashion Collection	40	15
Pattern Cutting Skills 2	40	
Digital Design Skills	20	

\*Istituto Marangoni credits system is equivalent to European Credit Transfer System (ECTS).

Term 3 • Personal Style Development unit

Subjects	Total Hours	IM Credits*
Personal Style Development	40	15
Pattern Cutting Skills	40	
Visual Communication	20	

Term 2 and 3 • Fashion, Art and Cultural Context

Subjects	Total Hours	IM Credits*
Fashion, Art and Cultural Context	30	15

\*Istituto Marangoni credits system is equivalent to European Credit Transfer System (ECTS).

## 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:

- Completed the first year (L4) of an Undergraduate Bachelor programme in Fashion Design or similar;
- For non English/French/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 5.0 without elements below 4.5);
- Portfolio;
- Good knowledge of pattern-making and fabrics;
- Drawing skills.

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:

- Signed personal statement;
- Transcript from an Undergraduate Bachelor programme in Fashion Design or similar;
- Portfolio;
- Certificate of the chosen language of the course.

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's 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.
- 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 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.

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

Participants will be asked to answer to a series of questions, for example, if it was clear what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new skills or improved the existing ones. 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.