istitutomarangoni

STUDY ABROAD
FASHION STYLING &
CREATIVE DIRECTION SEMESTER

Version 01

Brief Descriptive Summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare students with the necessary knowledge and know-how in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, 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 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 further develops skills in styling and direction including graphic design, photography, production and set design, as well as broadening horizons for personal growth and future career development. Aimed at students with at least one-year previous undergraduate study in fashion styling, communication, or similar field, this inspiring short course encourages participants to develop new narratives to ensure that what goes in the fashion magazines, appears online or on the catwalk, communicates the right messages, at the right time, and to the right target audience. Recognise, reinvent and define style and image for a garment, a product, or brand.

3. Course Learning Outcomes
Students successfully completing the Semester Abroad programme in Fashion Styling and Creative Direction (Level 5) will have developed:
LO 1 - A sound understanding of the principals involved in style and trend analysis process used in the fashion media industry and how to apply these principals in an editorial context;
LO 2 - A detailed understanding of the new technologies supporting the editorial market;
LO 3 - An understanding of the cultural, social and environmental drivers and their impact on the fashion industry;
LO 4 - The ability to evaluate the appropriateness of different approaches to problem solving.

4. Teaching/Learning and Assessment Strategy
Curriculum:

Fashion Styling and Creative Direction Semester Abroad · October intake

Fashion Branding unit
The Fashion Branding unit provides students with an introduction to marketing, digital marketing and entrepreneurship.
Theoretical studies of marketing and brands create an awareness of the meaning of identity for contemporary fashion markets and contextualise how brands operate and respond to innovation, demands and change within these markets.
At the end of this first Unit, students research and propose a new fashion visual brand identity for a clearly identified market segment. Aplication of theory taught, will underpin the proposal, documented in a written format and supported with a verbal presentation.
The written proposal document evidences the application of interpretation of information, validity of ideas and relevance of work; in terms of a proposal reflecting current industry demands that explore new markets and consumers.
In addition, the students gain a real understanding of a specific professional role undertaken by a stylist, namely the personal stylist. The Personal Styling course will also underline the development of ethical in the fashion styling industry.

Still Life unit
In the Still Life unit students create their first Still Life editorial and Advertorial Campaign.
Students plan, organise and realise their projects from Idea development to editing final images. A set design proposal is researched and implemented.
Students are involved in the organisational and production process, finding and using props, styling fashion product and accessories and directing the photographer. This process encourages and practices skills development in problem solving and communication, preparing them for 'real life' industry scenarios.
Students are required to build a research book which will support the final outcomes and will help them to communicate their ideas and concepts. Areas of research include: fashion, art, cinema, architecture, music, exhibition, museum visits, theatre, social and cultural activities. Any inspiration and any form of digital camera can be used to make images and enrich the research.

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.
Tis 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 Styling and Creative Direction Semester Abroad · January intake

Still Life unit
In the Still Life unit students create their first Still Life editorial and Advertorial Campaign.
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Fashion Editorial unit
In the Fashion Editorial unit, students plan, organise and realise their first photo-shoot with a model. After learning analytical and interpretation techniques, the students interpret a concept in a contemporary manner, work on the set and direct the photographer and their team (hair stylist, makeup artist, model, and assistant).
Students also discover beauty, hair and makeup from the history to the upcoming trends. This area enhances the students' skills in being able to consider the models' appearance and select the most appropriate makeup.

Students are required to build a research book, which will support the final outcomes and will help them to communicate their ideas and concepts. Areas of research include: fashion, art, cinema, architecture, music, exhibition, museum visits, theatre, social and cultural activities.

Any inspiration and any form of digital camera can be used to make images and enrich the researches. Reflecting on their own ability and that of their peers is a core objective of this Unit.

In addition, an ethical focus in Fashion Styling will be explored within the Fashion Styling course and the realisation of a fashion story. When concepting their fashion magazine, the students will apply all the acquirted notions related to the sustainability within the printing industry.

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 leaning experience;

• guest speakers provide the students with a full, broader and real prospective 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 is some study areas, where a clear and structured brief is provided and the students are asked to submit work to me marked independently and anonymously by staff.

Formal Examinations are required is 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 Styling and Creative Direction Semester Abroad • October intake

Term 1 • Fashion Branding unit

Subjects	Total Hours	IM Credits*
Market Insight	20	15
Brand Identity	20	
Digital Marketing	20	
Interdisciplinary Project	20	
Styling & Research	20	

Term 2 • Still Life Unit

Subjects	Total Hours	IM Credits*
Styling	20	15
Photography 1	20	
Adv & Art Direction	20	
Production 1	20	
Graphic Design	20	

Term 1 and 2 • Fashion, Art and Cultural Context

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

Fashion Styling and Creative Direction Semester Abroad • January intake

Term 2 • Still Life Unit

Subjects	Total Hours	IM Credits*
Styling	20	15
Photography 1	20	
Adv & Art Direction	20	
Production 1	20	
Graphic Design	20	

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

Term 3 • Fashion Editorial Unit

Subjects	Total Hours	IM Credits*
Editorial Styling	20	15
Graphic Design 2	20	
Editorial Styling 2	20	
Production 2	20	
Photography 2	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. 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 Styling 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 photography, graphic design and new media.
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 attedance, 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.

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