istitutomarangoni ⓜ

THREE-YEAR COURSE
FASHION DESIGN & ACCESSORIES
(WOMENSWEAR/MENSWEAR)

AFAM Validated   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, Visual 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. Certificate / Diploma awarde

Participants who successfully complete this three year course will be awarded the First Level Academic Diploma. Recognised by the Italian Ministry of Education as an academic diploma equivalent to a university undergraduate level degree, participants will obtain 180 CFA (crediti formativi accademici) equivalent to 180 ECTS credits.

*The pathways held in Milano and Firenze 'Fashion Design & Accessories (Womenswear)', 'Fashion Design & Accessories (Menswear)' are a specialisation of the recognised AFAM main courses 'Fashion Design & Accessories' (Pathway final diplomas will state the main course title).

2. Course Description

The Three-year Course in Fashion Design is based on various learning and teaching methods including: seminars, tutorials, workshops, classroom lessons, ITC workshops, One-to-One monitoring of the work performed, group projects and individual research. In the first year, the programme enables the students, who have the personal knowledge identified in the admission test, to learn the fundamental basic concepts required to tackle the course as it develops in subsequent years.

Indeed, they will learn about the techniques of design and, by the end of the year, will be capable of illustrating their ideas in a way that meets the standards of the contemporary illustrative style.

They can carry out a specific research project on a fashion theme, creating Research Books with photographs, drawings, collages, fabric samples and other elements needed to design their first creative ideas.

Instead, the Pattern-making lessons will provide them with the basics of the specialist skills required to make patterns for the simplest garments.

The students will also learn to use the most widely-used graphic software and visual communication techniques.

A good part of these subjects therefore focuses on practical activities thanks to the various projects assigned by the Teachers. In addition to these, the students will also attend lectures which will form a solid basis for their studies. These require the students to observe the physics and functioning of the fashion system and the History of Art and Costume. Their objective is to provide students with a wide panorama of these areas based on the evolution of the same, from the most ancient testimonies until the end of the nineteenth century. Students will explore the relationship between the artistic movements and the evolution of clothing in a social, cultural, historical and political context and the way in which these are interpreted in the most recent fashion collections.

In the second year, the students will have the possibility of deciding how to continue their course of studies, choosing between men's clothing, women's clothing or accessories, so embarking upon a specialised learning pathway. The subjects studied therefore serve to encourage the students to analyse and present their ideas for discussion and to move closer to design by focusing in depth on the skills acquired in the first year.

To this end, the Teachers of Fashion Design will encourage the students to develop a personal style of their own and create collections based on the requirements of different market segments.

Students will work on patterns and prototypes during the pattern-making lessons, in a realistic working environment where they can gain experience in the use of fabrics by creating trial patterns and canvases, eliminate flaws from their garments, analyse the products and define the production processes.

The cultural subjects are based on Fashion and Design in the contemporary period, from 1900 until the present day, also analysing the visual languages of semiotics and fashion trends.

By the end of the year, the students will be capable of expressing, evaluating and presenting ideas and information clearly, and in an appropriate way, based on the situation and market.

In the 3rd year, the lessons will provide students with the opportunity to perform critical research on, and acquire in-depth knowledge of a specialist area within their field of study.

They are encouraged to experiment and their skills are refined to produce finished works that have been created to high standards and communicate their ideas with taste, contemporaneity and character.

During the design and prototyping lessons they can create a highly professional design in which to illustrate their personal vision of fashion. They will be expected to present creative choices supported by solid research foundations with social, economic, cultural and historical implications.

The Economics and Marketing lessons will help students research and analyse the various markets, understand customer demographics, competitors, sale prices, marketing methods, promotion and how to prepare a business plan.
Finally, a portfolio of works will be presented to support the final project, which for the students is a point of arrival enabling them to communicate their ideas effectively and preparing them to deal with the main players in the fashion industry: customers, employers and sponsors. Indeed, at this point, the students can aspire to work as professionals in the men's, women's or accessories segments.

Course Information

3. 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 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.

4. 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;
- express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- manage their professional development reflecting on progress and taking appropriate action.

Final Award Learning Outcomes
At the end of the three-year course in Fashion Design & Accessories, the student will be able to:
- create collections with a strong creative component, in which manual skills and the knowledge of artisanal-industrial techniques are applied in an expressive, innovative form, with a particular focus on clothing and fashion accessories;
- carry out research independently to create ideas for designs and illustrations of fashion accessories;
- use different design techniques to create illustrations of fashion clothing and accessories;
- use pattern-making techniques to create new details and to develop innovative forms;
- display knowledge of the materials used and display an ability to create effective technical drawings used to create and produce prototypes of bags and shoes;
- use ITC skills to create technical designs and 3D illustrations for presenting clothing and accessories professionally;
- design a collection of clothing and accessories that meets the requirements of the reference market;
- manage work and comply with deadlines in a professional manner.

5. Course structure

Year 1

Code	Subject	CFA
ISSC/03	Fashion History and Culture	4
ISST/02	Materials Science and Technology	6
ISDC/07	Image Digital Processing	8
ISSC/01	History of Applied Arts	6
ISDE/05	Fashion Design I	4
ISME/02	Basic Design	8
ISST/04	Fashion Design Realization: Mannequins I	8
ISDR/02	Representation Methods and Tools	8
ISSE/02	Foreign Language for Professionals	4
	Free Study Activities	4
	TOTAL	60

Year 2

Code	Subject	CFA
ISSC/03	History and Criticism of contemporary fashion	6
ISSC/01	History and Criticism of contemporary design	6
ISDC/06	Thecniques of Visual Communication	4
ISDE/05	Fashion Design II	8
ISST/04	Fashion Design Realization: Pattern II	8
ISDE/05	Fashion Collection Design I	12
ISME/03	Visual research	5
ISDE/04	Prototyping	6
	Free Study Activities	5
	TOTAL	60

Year 3

Code	Subject	CFA
ISSU/05	Sociology, Antropology and Psychology of Fashion	4
ISDR/03	Modelling	6
ISDE/05	Fashion Collection Design II	4
ISST/04	Realization of Experimental Prototypes	6
ISDE/01	Product Design	6
ISSE/03	Economics and Fashion Marketing	5
ISDC/02	Communication Tools and Techniques	4
ISDC/08	Fashion Project Communication	8
INT	Internship	9
DIS	Dissertation	8
	TOTAL	60

6. 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 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 students with another dimension to their leaning 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 Academic Regulations.

7. 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.

8. Course Specific Admission Requirements

To apply, the following documents are required:
- Copy of high school diploma or equivalent;
- Signed personal statement (motivational letter);
- Completion of entry test[1];
- For non English/Italian native speakers: certificate of language skills, level b1 of Common European Framework of Reference with specific requirements (e.g. IELTS 4.5 without elements below 4.0).

9. Student Support Strategy
Student Support Officer

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.

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1) Entry Test for creative courses: applicants are requested to submit 6 self-produced Creative Ideas and a skills test consisting of 4 multiple-choice questions.
The Creative Ideas can be anything that visually describes their inspiration and the area of study that they have chosen. They can be submitted in the form of sketches, drawings, photographs, moodboards and collages (the 6 creative ideas might also be a mix of these).
They can also be:
- personal reinterpretations of objects, environments, people, situations, etc..
- design ideas: representations of personal creations such as outfits/fashion collections, objects, furniture pieces, interior spaces, etc. (according to the desired course you are applying to).
All items must be submitted in A4 or A3 format, in .pdf,.tiff, .jpg, .zip.

10. 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.