



**istitutomarangoni**



**STUDY ABROAD  
FASHION DESIGN SEMESTER**

Version 02

### Brief Descriptive Summary

Over the past 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 programmes prepare students with the necessary knowledge and know-how approach in order to enter a professional career in different fields such as 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 the Study Abroad (semester) experience are recognised by the validating partner Regent's University London. In addition, applicants should also make sure that the experience also meets any internal arrangements and is fully 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 programmes provide an opportunity to see the world, experience new cultures, learn a new language, visit neighbouring countries, and make new lifelong friends.

Study abroad semester programmes delivered by Istituto Marangoni offer students a chance to experience different styles of education and learn key skills from international experts in the field. The programme is structured and taught at year two of a three-year undergraduate programme. According to the chosen programme, credit transcripts or class (contact) hours are awarded on successful completion. Programmes are offered twice a year. The content may change with each start date to offer a wider range of subjects, giving students the opportunity to choose the programme 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. Aimed at students with at least one-year previous undergraduate study in fashion design, fashion accessories, or similar field, this inspiring semester programme encourages participants to develop their own signature style or 'visual language', as well as broadening horizons for personal growth and future career development.

#### 3. Programme Learning Outcomes

Students successfully completing the Semester Abroad programme in Fashion Design 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 • October start

###### Fashion Brand Exploration unit

In the unit Fashion Brand Exploration, students will gain a broad understanding of the fashion industry and how to focus on a single brand. Students will plan and develop a range for a brand based on in-depth primary and secondary research.

When designing the collection, students will investigate the brand from a global socio-economic, ethical and sustainable perspective, thereby designing a collection for a clearly identified market segment. The responsibility is demonstrated from the perspective of localised environments, and what makes them individual to the market.

Students will learn to use creative cutting, fabric manipulation, knits, prints and weaving in their garments. Students will be asked to investigate reglan and kimono sleeves as well as to explore the technical constructions of outerwear. This enables them to apply the knowledge gained in creating more complex garments based on their original designs.

Theoretical studies of culture, art and design will provide them with 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 that is appropriate to the brand. The objective of pattern cutting is focused on teaching techniques more evolved compared to the first year and to enrich the student's overall experience of garment realisation.

###### Art and Fashion Collection unit

In the Art and Fashion Collection unit students will design a collaborative fashion collection based on a fashion label and an artist. Within this unit students will be 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. The collaboration will be represented in the final collection they will show at the end of the unit. The fashion collection will be separated into one part womenswear and another part menswear. They will also explore accessories and create a small collection to complement and support the collection proposal.

While designing the collection, students will explore and research the world of both the brand and the artist selected. Students will investigate how the artist can work with and contribute to the brand with the view to add to the brand's awareness, while engaging with sustainable processes and reflecting on corporate social responsibility.

In pattern cutting skills students will focus on multiple techniques more evolved for the creation and experimentation of shapes and volumes on the stand. This will enable students to apply the knowledge gained in creating more complex garments based on their own designs. In Clo3D lessons students will learn how to use softwares to realise garments virtually.

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

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

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

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, together with the challenging yet close relation it has established with art and have developed an informed sensibility with regards to all the above.

##### Fashion Design • January start

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### Personal Style Development unit

In the unit Personal Style Development, students will 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 broad research. Students will learn to liaise and collaborate successfully with professionals, e.g., seamstresses and fabric suppliers in the field.

When designing the collection, students will be taught to conduct primary and secondary research from a variety of sources. Researching and applying a contemporary design philosophy and using experimental methods in the field of prints, fabrics and technologies will allow students to design a contemporary and relevant fashion collection with originality and personality.

In pattern cutting, students will learn and apply creative and innovative pattern cutting and drapping techniques, and students will develop various ways of resolving sampling issues. In Clo3D lessons students will develop their skills in realising their own designs virtually.

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### Programme teaching methods

The programme is designed to facilitate the development of students 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 may include (but not limited to):

- projects to encourage independent learning through investigation, inquiry 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.

### Programme 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.

#### Formative Assessment:

**Formative Assessment** informs both teachers and students about student understanding at a point when timely adjustments can be made. During 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 towards the learning goal.

**Summative Assessments:**

These **assessments** are means of gauging students’ 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 me marked independently and anonymously by staff.

**5. Programme structure**
**Fashion Design Semester Abroad • October start**

Term 1 • Fashion Brand Exploration unit

Subjects	Total Hours	IM Credits
Fashion Brand Exploration	40	30 (equivalent to 15 ECTS credits)
Pattern Cutting Skills	40	
Digital Design	20	

Term 2 • Art & Fashion Collection unit

Subjects	Total Hours	IM Credits
Art and Fashion Collection	40	30 (equivalent to 15 ECTS credits)
Pattern Cutting Skills 2	20	
Digital Design Skills	20	
Clo3D	20	

Term 1 and 2 • Fashion, Art and Cultural Context

Subjects	Total Hours	IM Credits
Fashion, Art and Cultural Context	40	20 (equivalent to 10 ECTS credits)

**Fashion Design Semester Abroad • January start**

Term 2 • Art & Fashion Collection unit

Subjects	Total Hours	IM Credits
Art and Fashion Collection	40	30 (equivalent to 15 ECTS credits)
Pattern Cutting Skills 2	20	
Digital Design Skills	20	
Clo3D	20	

Term 3 • Personal Style Development unit

Subjects	Total Hours	IM Credits
Personal Style Development	40	30 (equivalent to 15 ECTS credits)
Pattern Cutting Skills	20	
Digital Design Skills	20	
Clo3D	20	

Term 2 and 3 • Fashion, Art and Cultural Context

Subjects	Total Hours	IM Credits
Fashion, Art and Cultural Context	40	20 (equivalent to 10 ECTS credits)

### 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 programme all students are given the opportunity to meet with a member of the Careers Service team to discuss their future employability possibilities.

### 7. Career Service for Three Year Programmes

The purpose of the Istituto Marangoni Career Service is to bridge the gap between programme 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. Programme 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 programme;
- For non English/French/Italian native speakers: certificate of language skills, level b2 of Common European Framework of Reference with specific requirements (e.g. IELTS Academic 6.0 overall, no less than 5.5 for each element);
- Portfolio;
- Good knowledge of pattern-making and fabrics;
- Drawing skills;
- Personal statement.

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 may be revised from time to time in order to comply with entry requirement regulations).

### 9. Student support strategy

Istituto Marangoni London provides a range of student support mechanisms which include (but not limited to):

- Admissions: the department provides information about all the programmes and study opportunities at Istituto Marangoni, supports and assists applicants throughout all stages of admission from initial enquiry, application to enrolment.
- Academic and Student Services: the aim is to support and enhance student experience allowing individual growth and success. The department provides pastoral, academic, social and wellbeing support and guidance as well as advice regarding timetables, deadlines, and School regulations.
- Library: the library service aims to deliver a high quality engaging and supportive service for students in support of an outstanding, inspiring, diverse, innovative, and creative educational experience. The service intends to inspire students to discover more about their subjects and other relevant disciplines as well as provide information and materials to support the syllabi for all subjects taught in the school.
- Careers Service: the department supports students and alumni, offering guidance on all aspects of their career journey, providing practical advice, and helping students connect with industry.
- SEN support: the School aims to improve equal opportunities for all its students. Tutor support is intended to remove any barriers that may prevent students from fulfilling their potential and the School is always ready to respond positively to their needs. Any students identified for learning support have their needs addressed by Academic and Student Services jointly with the Programme Leaders team who assist them in areas such as time management, identifying and dealing with learning difficulties and helping to prepare their Personal Learning Plan. The arrangements are being kept under review on annual basis.

## 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 programme 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.

Students 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.