

Study Group ISCs UK & Europe PROGRAMME SPECIFICATION*

Unless otherwise stated, all sections must be completed.

1 HEI partner	Istituto Marangoni
2 ISC name	Istituto Marangoni ISC
3 Programme Accreditation (if applicable)	N/A
4 Final Award (s) – progression degree programmes	<p><i>BA (Hons) degree in:</i></p> <ul style="list-style-type: none"> ➤ <i>Fashion Design</i> ➤ <i>Fashion Styling</i> ➤ <i>Fashion Business</i>
5 Title of Programme/Route/Pathway	<ul style="list-style-type: none"> • <i>Foundation Year</i>
6 Benchmarking Group (QAA or other) where appropriate	<p><i>RQF@L3</i></p> <p><i>FHEQ@L3</i></p> <p><i>IELTS@6.0</i></p>

8 Educational aims of Programme

The main educational aims of the programme are to:

- prepare students for their transition to UG study at the Istituto Marangoni;
- introduce students to theoretical concepts and knowledge associated with the subject/area of study;
- develop the student’s English language and study skills ability, in line with the requirements of the Istituto Marangoni;
- consolidate and build upon a student’s prior learning;
- introduce students to a range of learning and teaching methodologies in the UK;
- equip students with the knowledge, ability and skills to become independent learners and progress to UG study in the UK.

9 Learning outcomes of a programme and teaching, learning and assessment strategies

**subject to change*

<p>A Knowledge and understanding</p> <p>In order to <u>pass</u> (40%+) the Foundation Year, and progress to UG study, students must demonstrate they:</p> <p>A1 Have gained a foundation in the principles of fashion design, styling or business.</p> <p>A2 Are able to make informed degree and career progression choices.</p> <p>A3 Have an understanding of the relationship between contemporary fashion practice and historical and socio-cultural contexts.</p> <p>A4 Understand the academic conventions expected at undergraduate level study.</p>	<p>Teaching/learning methods</p> <p>The learning and teaching methods will take into consideration the divergent learning styles and experiences of international students on the programme. There will be opportunities to enhance knowledge and understanding, intellectual, practical and transferable skills, as well as English language and academic skills.</p> <p>Where possible, tutors will use subject-specific materials to enable students to engage with Academic English Skills alongside their pathway area studies. Students will be taught how to further develop their creative, academic and linguistic abilities to enable them to become autonomous, independent learners as they progress onto their degree programmes at the Istituto Marangoni. Students will be encouraged to develop their own interests and expertise as part of this process and will be asked to draw upon prior learning experiences as well as reflect on personal development.</p> <p>Assessment</p> <p>Varied summative coursework assessments and final summative exams test the learning outcomes. These include:</p> <ul style="list-style-type: none"> • Research sketchbook • Careers and Progression Portfolio • Project proposal • Business Model Comparison • Business Plan • Fashion Editorial • 3D Outcome • Visual Analysis • Extended Research essay • Source Evaluation and Essay Plan • Reading Exam
<p>B Subject specific/practical skills</p>	<p>Teaching/Learning methods</p> <p>Students will experience a range of activities to</p>

In order to pass (40%+) the Foundation Year, students must demonstrate they can:

B1 Create a fashion-based body of work, for example a portfolio, within a subject specific area.

B2 Demonstrate practice based and technical skills and knowledge of creative techniques and processes, which prepare for degree level study.

provide a sequenced learning approach to the development of their pathway area knowledge, language and study skills. They will be introduced to the concepts, expectations and processes involved in producing successful work at degree level in the UK, with significant emphasis placed on visual, spoken and written communication.

Cognitive skills are promoted via classes which contain an element of interactivity and frequently involve group work, including group discussions. In the teaching, key issues are raised and discussed and in the assignments set there are opportunities to analyse materials provided or researched by the students, for them to be selective in drawing together materials to respond effectively to questions set, and to show evidence of their own independent and critical thought processes.

Practical skills are developed and advice is given on specialist vocabulary and on how to acquire the practical study skills relevant to practise in related areas. Class discussions and the setting of appropriate assignments provide the opportunities for students to practice and improve on their practical skills.

Assessment

Varied summative coursework assessments and final summative exams test the Learning outcomes. These include:

- Research sketchbook
- Project proposal
- Final Portfolio
- Business Plan
- Fashion Editorial
- 3D Outcome

<p>C Key skills (including any employability skills)</p> <p>By the end of the Foundation Year, <i>all</i> students will demonstrate they:</p> <p>C1 Are able to find and evaluate information from a variety of sources.</p> <p>C2 Have developed enterprise, teamwork, employability and IT skills.</p> <p>C3 Are able to communicate ideas through a variety of different formats.</p>	<p>Teaching/learning methods</p> <p>All key skills are taught through a combination of classroom-based activities such as lectures and seminars. Other activities and exercises may be used such as discussions, debates, presentations, enhancement/ educational trips and group-work.</p> <p>All key skills are assessed through a combination of individual written assignments, tests, presentations, practical reports and exams.</p> <p>A key focus of the Foundation Year is to ensure that students understand and develop skills of participating within the University experience. In terms of the delivery of the IFY this includes the following:</p> <ul style="list-style-type: none"> • Research sketchbook • Careers and Progression Portfolio • Project proposal • Business Plan • Fashion Editorial • 3D Outcome • Visual Analysis • Extended Research essay • Source Evaluation and Essay Plan • Reading Exam • Listening Exam • Presentation • Seminar Discussion
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10 Key skills strategy

Given an International student at a Study Group ISC is studying to transition from their home high school system to a UK University Degree programme, it is critical that any support we give regarding Employment Outcomes is appropriate for level of development of the students and the context. In particular, students will need to use their time at a Study Group ISC to raise their English Language capability, close any academic gaps and prepare for a very different learning environment to their home school. With this in mind, certain design criteria were set for the Employability Enhancement:

1. Easy to articulate to Students, University Partners and Agents

2. Raise students' awareness of:
 - Employment trends in their home market and study destination market
 - What skills they need to be able to demonstrate on graduation to improve their chances of getting a good job in their chosen field
 - How existing experience they have may enhance their employability
 - How graduate recruiters assess candidates
 - Their natural strengths and weaknesses and what areas they need to develop to enhance their chances of employment
3. Drive student engagement with existing campus based facilities, services and other developmental opportunities both pre- and post-progression
4. Minimal additional curriculum time given the required focus on raising academic and English preparedness so students progress and then perform at university

11 Assessment strategy or approach

Students will be assessed through both formative and summative formats. Formative assessments will be set according to learner needs in order to track progress, identify issues and provide information to enable students to reflect on their learning and improve their performance. Students are required to complete summative assessments in order to demonstrate that they meet the threshold standards described by learning outcomes. All learning outcomes are assessed. Assessment methods used are relevant to the unit learning outcomes they assess and are set on this basis. See IM ISC Teaching, Learning and Assessment Strategy for more information.

In order to support transition into the host HEI, the level descriptors used by Istituto Marangoni are those that are adopted by the ISC for the foundation year programme. These criteria also align with the provider criteria.

Istituto Marangoni ISC FY Descriptors – Level 3

Graduate outcome	1	2	3	4	5	6	7	
	Apply skills of critical analysis to real world situations within a defined range of contexts	Demonstrate a high degree of professionalism* eg initiative, creativity, motivation, professional practice 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	
Grade range	86%-100%	Unexpected insights are brought to the link between theory and practice.	Their own attributes are evaluated in relation to those of a professional.	Work is creatively structured and extremely clear and presented creatively to a small group of peers	Characteristics of successful team membership are demonstrated in the work .	Professional development planning is ambitious and integrates what has been learned	Unexpected insights are brought to new questions or situations	Unexpected insights are brought to the social and community contexts relevant to this level.

70%-85% 1	Links between theory and practice are made which go beyond those presented in the course material.	Their own attributes are considered in relation to those of a professional.	Work is well structured and very clear and presented fluently to a small group of peers.	The characteristics of successful teams are evaluated in relation to their own work.	Professional development planning shows some insight into future directions.	Information beyond that presented in the course is applied to new questions or situations.	Observations are made about social and community contexts which go beyond the course material.
60%-69% 2:1	Links between theory and practice are discussed beyond the information presented in the course materials.	The characteristics of a professional are related loosely to their own work.	Work is carefully structured and clear and presented confidently to an audience of peers.	The characteristics of successful teams are discussed and related to their own work.	A feasible professional development plan is described.	Show evidence of working beyond the information presented in the course to address new questions or situations.	Social and community contexts within the disciplinary field are discussed thoroughly.
50%-59% 2:2	Links between theory and practice presented in the course materials are discussed.	Their own attributes are described in relation to those of a professional.	Work is coherently structured and presented clearly to an audience of peers.	The characteristics of successful teams are identified and linked loosely to their own work.	A clear professional development plan is described.	Information presented in the course is applied thoughtfully to new questions or situations.	Social and community contexts within the disciplinary field are identified.
40%-49% 3	Links between theory and practice are identified.	The characteristics of a professional are identified.	Work is recognisably structured and presented to a small group of peers.	The characteristics of successful teams are identified.	The key features of a professional development plan are described.	Information presented in the course is applied to new questions or situations.	Social and community contexts within the disciplinary field are described
35%-39%	Some links between theory and practice are identified, but key ones are missed.	Some characteristics of a professional are identified, but key ones are missed.	Work is poorly structured or lacking in clarity and presented to a small group of peers in a confused or incomplete way.	Some characteristics of successful teams are identified, but key ones are missed.	Describe some features of a professional development plan, are identified, but key ones are missed.	Information presented in the course is partially applied to new questions or situations.	Some awareness of social and community contexts within the disciplinary field is shown.
20%-34%	Very limited or erroneous links between theory and practice are identified.	Very limited or erroneous characteristics of a professional are identified.	Work is unstructured or confused and presented to a small group of peers in a confused and incomplete way.	Very few, or erroneous, characteristics of successful teams are identified.	Very limited or erroneous features of a professional development plan, are identified.	Information presented in the course is not applied to new questions or situations, or is confused.	Very limited awareness of social and community contexts within the disciplinary field is shown, or erroneous judgements are made.
0%-19%	No links between theory and practice are identified.	No key characteristics of a professional are identified.	Work which is unstructured and confused and presented to a small group of peers which are incomplete and confused.	No characteristics of successful teams are identified.	No key features of a professional development plan are identified.	New questions or situations are not addressed.	No awareness is shown of social and community contexts within the disciplinary field

12 Programme structure

Core Units

The programme is structured to provide students with the necessary knowledge and skills to achieve the various aims outlined in section 8. Although the programme is delivered across three terms (totalling 30 weeks), the programme aims to ‘backload’ summative assessments (the majority of which fall within the second and third terms), which has been deemed appropriate for a programme in which knowledge and skills are built upon systematically, leading to assessment outputs that are the culmination of incremental programme stages and aims.

See programme map below.

Focus	Unit	Credits (%)	GLHs
Practical, visual and digital skills	Pathway Skills in: Fashion Business/ Design/ Styling	50 (41.7%)	7.5 for 2 Terms + 10 for 1 Term
Theory	Historical and Contextual Studies	15 (12.5%)	2.5 for 3 Terms
Employability and Core Skills	Fashion Skills	25 (20.8%)	7.5 for 1 Term
Academic Skills/Language	Academic English Skills	30 (25%)	5 for 2 Terms + 2.5 for 1 Term

IELTS and the IELTS Course

Additional to the core units of the programme, Foundation Year students are required to achieve the minimum English language requirements for undergraduate degree-level study at Istituto Marangoni. In most cases, this requires students to have achieved an overall IELTS score of 6.0 with no one element below 5.5, or a recognised equivalent qualification.

Where a student fails to meet this requirement upon entry to the Foundation Year, they will be required to attend an IELTS preparation course, which runs additional to the above-mentioned core

units of the programme over 5 hours of each week of each term's eight teaching weeks.

The overall guided learning hours for a student that is required to attend the IELTS Course is therefore 20 (5 IELTS + 15 Core Units).

Although recommended assessment points are established at the end of each of the three terms, students may book and take an IELTS examination at any point during the academic cycle and will be immediately exempt from the IELTS Course upon presentation of a valid IELTS certificate that demonstrates having met the minimum visa and language requirements for undergraduate degree-level study at Istituto Marangoni, as outlined above.

13 Admissions Policy and criteria

The admissions policy and requirements that apply to this programme:

Admission of students onto the course is the responsibility of Study Group, in consultation with the Istituto Marangoni. The minimum admissions requirements conform to the criteria agreed between Study Group and Istituto Marangoni. The minimum criteria for entry to the Foundation Year are:

- Applicants have attained an English language level of, or equivalent to, IELTS 5.0 overall, with 4.5 in all skills.
- Good High School Graduation grades or equivalent academic study – Refer to SG Admissions Grid.
- Applicants will be a minimum age of 17 at the start of the Foundation Year programme.
- There will be no further recognition of prior learning to allow admission with advanced standing.

Documentary evidence showing that a student has met these admission criteria should be received and verified before an offer of a place on the programme can be issued. Where no CAS is required, the evidence of an appropriate level of English may be the result of a Study Group English test.

Any changes in these admission criteria will only be made following consultation between and with the full agreement of both Study Group and the Istituto Marangoni.

New students will be able to start the programme in either October or January in any academic year. Normally, students would not be able to commence the programme after the end of the second week of term.

14 Assessment Regulations

The Foundation Year is approved provision, which is endorsed by the HEI, and the assessment

regulations of Study Group apply to the programme. Study Group is responsible for the maintenance and assurance of academic standards.

Full Assessment regulations are available in the Istituto Marangoni ISC Student Handbook.

15 Support for learning

As detailed below, Istituto Marangoni provides some support services, while Study Group provides others.

Istituto Marangoni (HEI) provides the following support services for students:

- Students have full access to all Library and IT services.

Study Group (Provider) provides the following support services for students:

- Use of Study Smart VLE where all units and information regarding the units are uploaded on a regular basis in order to inform students and support their learning
- A structured induction programme for orientation and to assist with transition from previous educational experience to the ISC
- A structured personal and academic tutorial system
- Additional support classes in English are provided as well as workshops and one-to-one English and academic support
- Ongoing assessment and monitoring of performance
- Student Handbook (made available at the start of the programme)

16 Evaluation and quality enhancement

The Provider and ISC has several methods of monitoring and enhancing academic quality and standards, these include:

External Examiners

QAEG, AMB or equivalent e.g. Boards of Study with student representation

Boards of Examiners (MABs and PABs)

Annual Review at programme and Centre level

Periodic Review

Student Evaluation

<p>Moderation Policies</p> <p>Peer Observations</p> <p>Staff Appraisals</p>

<p>17 Indicators of quality and standards</p>
<p>External Examiner report</p> <p>Student performance on course</p> <p>Student feedback</p> <p>QAA report</p> <p>Self-evaluation document annex</p> <p>Annual monitoring report</p>

<p>18 Date of approval/validation or (re)approval/(re)validation</p>	<p>Programme Approved – July 2016</p> <p>Programme Reviewed – March 2018</p> <p>Amendments Approved – Summer 2018</p> <p>Next Re-approval – March 2019</p>
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<p>19 Appendices</p>	
<p>Appendix 1</p>	<p>Programme Map</p>
<p>Appendix 2</p>	<p>Summative Assessment Map</p>
<p>Appendix 3</p>	<p>Programme Learning Outcome to Unit Learning Outcome Map</p>

Appendix 1: Programme Map

Name of Programme: IFY Fashion

Unit Code	<i>Unit Title</i>	Number of credits (or credit equivalence)	Status	Required Prior Study	Co-requisites	Exclusions
FSK	Fashion Skills	25	Pre approval	None	HCS, AES	
HCS	Historical and Contextual Studies	15	Pre approval	None	FSK, IK, AES, PSFB/PSFD/PSFS	
AES	Academic English Skills	30	Pre approval	None	FSK, IK, HCS, PSFB/PSFD/PSFS	
PSFD	Pathway Skills in Fashion Design	50	Pre approval	None	HCS, AES	Any other Pathway Skills unit
PSFS	Pathway Skills in Fashion Styling	50	Pre approval	None	HCS, AES	Any other Pathway Skills unit
PSFB	Pathway Skills in Fashion Business	50	Pre approval	None	HCS, AES	Any other Pathway Skills unit

Appendix 2: Summative Assessment Map

	0	Weeks 1-8	Weeks 9-10	Weeks 11-18	Weeks 19-20	Weeks 21-28	Weeks 29-30
FS			CPP				
PS					CW1/CW2		P1
AES			CW1		CW2/CW3		EX1, EX2, EX3
HCS					CW1		CW2

	Induction week
	Assessment week
CPP	Careers & Progression Portfolio
CW	Coursework
EX	Exam
P	Portfolio

Unit	Assessment	Week	Description	MLO/PLO	Mod %	Prog %
Fashion Skills 20%	Careers and progression portfolio (CPP)	9	The progression portfolio assessment includes a student-led selection of formative work that demonstrates having met the unit learning outcomes and clearly articulates a pathway progression choice. This includes: <ul style="list-style-type: none"> • A selection of practical work • Submission of a reflective document detailing their career and undergraduate progression intentions • A demonstrated understanding of core fashion skills 	1,2,3,4,5,6 / A1, A2, A4, B2, C1, C2, C3	100	20.8
Pathway Skills 40%	CW1	20	Fashion Styling: <ul style="list-style-type: none"> • research book submission; • styled photo shoots Fashion Design: <ul style="list-style-type: none"> • research sketchbook submission; • 3D outcome (simple dress) Fashion Business: <ul style="list-style-type: none"> • Comparative brand report – comparing a high street brand with a luxury fashion brand 	1,2,4,5,8/ A1, B1, B2, C3 1,2,4,5,8/ A1, B1, B2, C3 1,2,4,5,9 / A1, B1, B2, C1, C2, C3	30	12.51
	CW2	20	Fashion Styling: <ul style="list-style-type: none"> • self-negotiated final project proposal Fashion Design: <ul style="list-style-type: none"> • self-negotiated final project proposal Fashion Business: <ul style="list-style-type: none"> • self-negotiated final project proposal 	1,3,7 / A1, B1, C1, C3 1,3,7 / A1, B1, C1, C3 1,3,8 / A1, B1, C1, C3	10	4.17
	P1	29	Fashion styling: <ul style="list-style-type: none"> • 20 page research book; • 5 x A3 presentation boards (including: mood boards, colour palette; worksheets); • Photo-shoots and fashion editorial • Exhibition of project portfolio 	1,2,4,5,6,8/ A1, B1, B2, C1, C3	60	25.02

			<p>Fashion Design:</p> <ul style="list-style-type: none"> • 20 page research sketchbook; • 5 x A3 presentation boards (including: mood boards, colour palette; worksheets); • 3D outcome: garment/accessory/textile • Exhibition of project portfolio <p>Fashion business:</p> <ul style="list-style-type: none"> • Fashion business plan: executive summary; SWOT analysis; financial plan; market research; pricing strategy; marketing mix; customer profiles; competitive analysis • Exhibition of final project 	1,2,4,5,6,8/ A1, B1, B2, C1, C3		
Historical & Contextual Studies 15%	CW1	20	Submission of 500 word source comparison essay with a minimum of 2 sources from the course compared	1,2,4,5 / A3, A4, C1, C3	30	4.5
	CW2	29	Submission of 1000 word essay, including a minimum of 4 varied sources	1,2,3,4,5 / A3, A4, C1, C3	70	10.5
Academic English Studies 25%	CW1	9	Source evaluation and essay outline (25% reading)	1,6, / A4, C1, C3	6.25	1.563
	CW2	20	Poster presentation (50% speaking)	1, 2,6,8,9 / A4, C1, C3	12.5	3.125
	CW3	19	Extended research essay (100% writing)	1,2,4,6,8 / A4, C1, C3	25	6.25
	Ex1	29	Listening comprehension and note-taking (100% listening)	3,5,6 / C1	25	6.25
	Ex2	29	Seminar discussion (50% speaking)	2,6,7,8 / C3	12.5	3.125
	Ex3	29	Reading exam (75% reading)	1,5 / A4, C1	18.75	4.6875

Appendix 3: Programme Learning Outcome to Unit Learning Outcome Map

PLOs	Subject Specialism			Fashion Skills	Historical and Contextual Studies	AES
	Fashion Design	Fashion Styling	Fashion Business			
A1	1,4,5,7	1,4,5,7	1,2,3,4,5,7	1,4		
A2	3	3	3	1,2		
A3					1,2,3	
A4				3	4,5	2,3,4,8,9
B1	1,2,4,5,6	1,2,4,5,6	4,5,6			
B2	1,2,4,5,6,8	1,2,4,5,6,8	2,3,4,5,6,8	5,6		
C1	4,7	4,7	2,4,5,7	3	1,2,3,4	1,4,5,6,9
C2	8	8	8	6		
C3	4,5,6,7	4,5,6,7	4,5,6,7	1,5	1,2,3,5	2,4,7,8,9

