

Degree program: AMFI Fashion & Design
Amsterdam University of Applied Sciences

DESIGN GRADUATION

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“.....quality can only be done by human hands.”

<https://www.vogue.com/fashion-shows/spring-2024-menswear/vetements>

1. Program Introduction

We live in extraordinary times, times in which the challenges have shifted from using resources and earning money to staying healthy and taking care of each other and the world. Therefore, fashion can no longer exist by just the selling power of a large logo. New questions occur, for example: Should all clothing only be functional? Should fashion no longer be about aesthetics? What is the role of craft in digital times? What role will AI play in the future of fashion? Can the designer, the maker and the wearer be more connected? What if the making process was only local? Can fashion design play a role in awareness and educating the consumer? What is the role of research and education in finding sustainable production solutions?

Your graduation project is to find possible answers to challenges ahead for designers and developers. Create a reality that is yours and that is going to tell the world a story of positive solutions for identified 'issues' within the fashion world. Amfi invites you to come up with a new narrative, to give fashion a new position in which history is not denied but is used to shape a healthy future. That fashion future may consist of functional garment collections, experimental tailoring, textile ranges in combination with application examples, hand-crafted products or virtual technological solutions.

1.1 Learning goals

Upon successful completion of the graduation semester you will be able to:

- Research: Demonstrate a systematic and advanced understanding of contemporary issues involved in fashion.
- Decision making: Think in an innovative way, analyse, draw conclusions and independently develop new fashion concepts as a force for good.
- Actualisation: Develop a product that is relevant for the professional field and that is executed to a professional standard in both content and form.
- Presentation: Communicate ideas in written, verbal and visual formats through presentation in products and new - media and digital technologies
- Reflection: Reflect on own work, draw conclusions for further development and growth
- Organisation: Work autonomously in an interdisciplinary manner

1.2 Possible design methods

Your Amfi education has taught you skills in the fields of physical collection design, digital collection design and textile design. Therefore, we offer a schedule to serve graduation projects evolving around those fields of expertise. Cross overs between the fields of expertise are possible.

Graduation success closely relates to the choice of your subject and design method. You are free in your choice, but in everything you want to develop the fundament is and will remain clothing. To take the right path a few 'rules' apply:

- What are your skills? What choices did you make in your Amfi career? If you did Knitology and Textiles a fully tailored collection does not seem a logical choice.
- Your graduation is a test of what you have learned over the past 4 years. Don't dive into learning new skills during graduation. If you did Denim, Hypercraft and interned at PME Legend a knitted collection is probably not the best chance for success, but also simply not possible.

- Keep your concept light and simple. Your concept is your framework for design, the justification of your project. Complex concepts don't make the justification easier.
- For whom is your work? Choose a clear target group. The target group of your collection can never be yourself as this does not allow you to step back and reflect.
- Lastly you have to like, love and enjoy what you are doing. Graduation is tough by choosing something you really fancy doing you keep your graduation semester happy and healthy.

1.3 Deliverable per design method

For all types of project, the deliverables are threefold:

- a graduation collection,
- a process document and
- a communication tool.

The graduation collection for **physical- & digital/phygital collections** consist of the following elements:

- Collection of 6 outfits executed
- Final and worked out collection line-up on paper of 18 outfits
- 50 design process sketches
- Concept board
- Material card
- Color card

The graduation project for **Textile collections** consists of:

- Concept board(s) (1 per theme)
- Material card (1 per theme)
- Final color card (1 per theme)
- Series of textile experiments (samples) (minimum 20-24 in total)
- Technical specifications per textile
- Collection line-up on paper of 18 outfits each with textile/material application
- Visualized proposals for a collection of 2 to 5 (minimum) outfits
- 2 to 5 materialized and finished textile applications
- Up to date physical textile process document

The **process document** underpins the graduation project and justifies all choices made. Your conclusions form the basis for the graduation project. The process book can be physical or digital (no Miro board!). The document shows the research on all project elements. This means that your process document should contain research on:

- The historical, societal, and cultural context.
- Concept text/press release – How did this research lead to your concept text.
- The target group, the user, who will wear your work?
- The fashion segment your collection belongs to.
- The zeitgeist what fashion references will you use and why?
- The sources of inspiration for the aesthetics of your collection
- Mood board - How did the research into the zeitgeist and the sources of inspiration lead to your mood board?
- Material research – How is your material card assembled? Why are these the right materials for your collection?
- Color research – How is your color card assembled and why?
- Silhouet experimentation – How did you carry out your design research?
- Design signature - What product iterations did you make and how did they lead to the collection designs? Showing

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- Print & textile craft research – What print research did you conduct to create your prints/crafts?
- Details & finishings – What research did you do into details and finishings?
- Embellishments – What research did you do into embellishments.
- What research did you carry out on the presentation of your project? How will your message be communicated to your audience?
- What research did you do into the styling & photoshoot of your collection?

The **communication tool** is that what remains after your graduation.

How will you communicate the message of your collection after graduation to future employers?

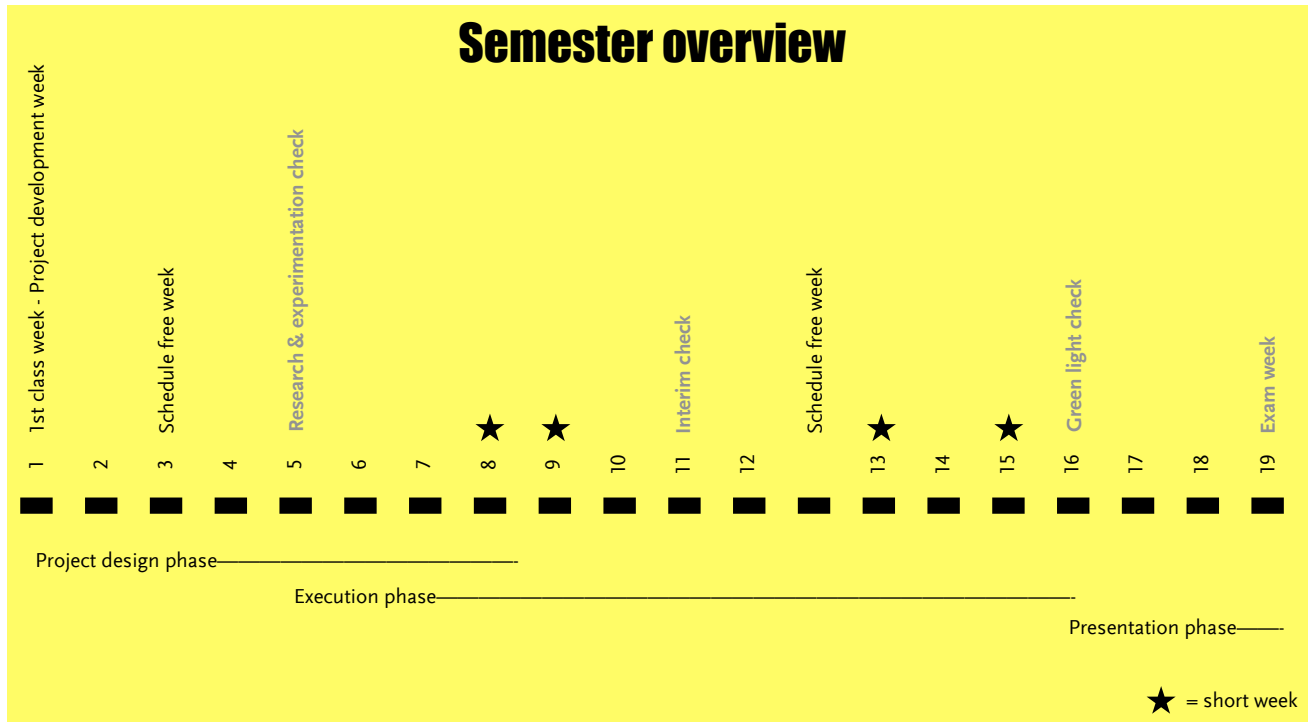
The options are various and can be:

- a collection book,
- a video,
- a website,
- a communication plan,
- a poster campaign,
- or anything that suits your project and helps to communicate your story.

2. Semester content and structure

2.1 Project development week

Inspiration can be everywhere. You probably have some early thoughts on what your project would possibly look like. During the project development week you test and challenge these first ideas through reality research.



2.2 Structure - phases

The graduation semester consists of 3 phases all end with a check moment.

- From the start to research & Experimentation check = Project design phase
- Research & experimentation check to Interim check = Design & Execution phase
- Interim check to Red/green check = Execution phase
- Red/green check to final exam = Presentation phase

2.3 The schedule

During graduation you will work in a dedicated room. All coaching will take place in that room. The week schedule is kept as regular as possible.

Monday	Tuesday	Wednesday	Thursday	Friday
Design day	Research, concept & visualisation day	Realisation day	Line-up drawing & Material range building	Workroom day

2.4 Coaching content research concept development & visualisation

The concept development will take place in the first lesson weeks of the program and is strongly connected to physical experimentation and research. There is a research & experimentation check in week 5 to determine if your conceptual and physical research and experimentation is on track. After the first pitch the coaching continues as project visualisation to support you to bring your story across in the best suitable way.

2.5 Coaching content design

Theoretical, visual, and physical or digital experimental making research will lead to your collection. The process of design development is guided by a design coach and a realisation coach all along the program. Prepare your coaching moments well. Design coaching sessions always include models. This also applies for fittings; these are important moments where you need to get vital information to proceed. Per semester there are 4 fittings scheduled.

2.6 Supporting subjects and workroom day

To bring your story across in the best suitable way the program offers drawing coaching for your line-up. A dedicated teacher is available for coaching of your material range building. On Friday the print, knit and embroidery workrooms are booked for you. A coach is present to support your needs in the field of textile development.

2.7 Coaching procedure

The graduation project is primarily student driven and is guided by individual coaching sessions which are scheduled. The following is a list of appointed coaches and the other teachers available for different areas of expertise. To make most of the coaching process always prepare well for the meetings. Make sure your process book is at hand, models are arranged, and toiles are prepared. Note down your questions in advance. Make notes of the feedback during the session or ask a fellow student to do this.

Graduation Team F&D	
Graduation coordinator	Mikki Engelsbel
Design coaching team	Oscar Raaijmakers – Collections Physical Niall Cottrell – Collections Phygital Liselore Frowijn – Collections Textile
Research, concept & visualisation	Birgit Muis, Charlotte Lokin, Jan Schoon – Research, concept & visualisation
Realisation specialists	Saskia Stöckler & Mirjam Ingram – Patterns Suza Vos – Digital visualisation Marco Bolderheij – Textile range design Lana Wijnands – Knit Marc Goss – Print Inge Tiemens – Digital embroidery Sjoukje Bierma – Line-up Drawing

3. Assessments

3.1 Formative checks

The entire graduation project will provide you with 30 ECTS. There are 3 formative assessment moments where you will present the status of your project to a team of coaches. These moments bring your entire project together and are important moments of feed-forward. All these moments serve to support your project progress towards final graduation. Each time you give a verbal project introduction supported by a digital project presentation. Explaining your story to others helps to sharpen it.

The assessment of the process book is part of all assessment moments including the final graduation assessment. For all assessment moments you upload your process book, and your PPT and self-assessment form on Brightspace. For the exam you also upload the photo shoot and your communication tool. For all checks and the exam you will receive written feedback via Brightspace. All checks including the exam will be assessed on the same assessment form. (See Brightspace, assessment section.)

- **Research & experimentation check** – In the 5th week of the program, the week of 4 March you will pitch your research, your physical experimentation and your project concept to your concept development- and design coach. At this stage your conceptual idea needs to be professionally presented, underpinned by research and supported by a range of product experiments. The pitch is a formative assessment moment. This means that this pitch can if needed be improved with the interim assessment, there will be no resit opportunity.
- **Interim check** – Halfway the program in the week of 15 April there will be an interim check moment. At this stage your project design & your toiles have to be ready and your design coach together with your project visualisation coach will monitor the complete project plan for your graduation and give feedforward so you can enter the execution phase of the graduation program. The interim assessment again is a formative assessment moment and can be improved with the Red/green check if needed.
- **Red/green check** – The third and last phase of the graduation process starts with a ‘red/green’ check of your graduation product(s), your plans for your final graduation presentation and your process doc, in the week of May 27. At this stage all designs have to be finished and ready for the presentation phase. The assessors determine whether you are ready for the final exam. If you are given a ‘green light’ you have admission for the final exam. At the green light check your project is assessed against the competences of the final graduation and just like on the final exam it receives a pass (= green) if at least a sufficient level is achieved on all six competencies. (See assessment form on Brightspace.)

Students who are given a ‘red light’ at the third check are placed in the graduation programme for the following semester or can opt for a resit exam in August. In case of a new start in a new semester student and coach will determine together if the project has sufficient opportunities for continuation or if a new project needs to be started. In all cases re-apply for admission to the next graduation programme and remain registered with the AMFI. In case of a different opinion on the justness of the red light the usual procedure for any appeals applies: you can contact the exam commission in case of objections.

3.2 Graduation

On your graduation in the week of June 17 you will present your graduation project. The presentation takes place in the presence of your design- and concept coach, a chair and an external examiner from the field. The external examiner is there to provide valuable feedback from the field. You inform your examiner about your project by writing an illustrated introduction A4 after the green light check.

4. Summary of regulations

Over the years rules and regulations are developed to enhance your chances for success

4.1 Application and admission to the graduation programme

Students may embark on the graduation programme only when they have a total of 180 European study credits (ECTS). This means that you should have successfully completed your foundation year of 60 (ECTS) and that you have gained 120 ECTS in the main phase of the course. The total of 180 ECTS must be including the internship and all elements of year 2. You apply for inclusion in the graduation programme by registration in SIS. SIS confirms your application, this means that you have successfully registered, this does not yet mean you are accepted. Your acceptance depends on your credit point situation which will be checked by the examination board.

4.2 Graduating while having old resits

You will receive a bachelor diploma once you have gained a total of 240 credit points, 30 of those points you will gain in the graduation semester. This means that the ideal situation to graduate is when you have a total of 210 ECTS when starting the graduation. Since this is not always possible the HvA allows you to start graduating with less than 210 credit points and asks for the forementioned minimum of 180 ECTS. This means that you might have resits when starting the graduation semester which means that you will not receive your diploma right after graduating. You will first have to pass the resits.

The graduation semester requires all your attention, and it is not the easiest semester to deal with old resits. In case you have resits try to solve them before entering the program or leave them waiting for after your graduation. Not having to think of resits gives you the freedom to fully focus on your graduation project and provides you with optimal chances for success.

4.3 Attendance

Like all other programs at Amfi an attendance rate of 80% is minimum but better is 100%. The program starts on the 1st day of the Project development week on September 4 and ends with the graduation in week 20 of the program, the week of January 29, 2024.

4.4 Grading

Assessment of the process doc the graduation project and the communication tool will be expressed as a grade on a scale from 1 through 10 including one decimal point. The assessment is deemed sufficient where the grade achieved is 5.5. All individual assessment criteria must be passed with a minimum mark of 5.5. Grades with a final decimal point higher than .5 will be rounded up to the higher grade while grades with a final decimal point lower than .5 will be rounded down to the lower grade.

4.5 Quality Monitor

At the end of the semester, you will be asked to complete a quality monitor. The feedback will be used by the graduation team to improve the program. Completing the questionnaire is a prerequisite for your graduation.