D3.2 FASHION-TECH RESIDENCY MODEL

FTalliance

FTalliance

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D3.2 FASHION-TECH RESIDENCY MODEL

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Abstract:	This deliverable presents the Fashion-Tech (FT) Residency model which is an outcome of the FT residencies that were carried out in WP3, T3.1 - Fashion-Tech Contest: Selection and delivery. The aim of WP3 was to select students that could be involved in the Fashion-Tech Residency program through a contest and putting in place co-creation activities between them and the host companies. The Fashion-Tech Residency model, in general, aims to generate innovation through a multidisciplinary exchange between the creativity of young international talents and the know-how, tools, and prototyping facilities of the host company. This document reports a four-stage model for implementing FT residencies and describes the activities along with a suggested timeline for various activities in each stage. Apart from describing the residency process, this document provides some guidelines and recommendations that are based on the experience in implementing FT residency within the project and synthesized from recommendation, evaluation, and feedback from deliverable D3.1 - Fashion-Tech Contest and portfolio of prototypes of new products/processes/ services developed. This document also includes templates that can be transformed according to the specific requirements from the HEIs and the companies to implement the FT residency model.
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EXECUTIVE SUMMARY

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1. INTRODUCTION

The primary objective of D3.2 - Fashion-Tech Residency model was to develop an innovative and transferrable Fashion-Tech (FT) Residency model that covers aspects from idea conception to product prototype development, thus supporting and strengthening dialogues among young talents and established Fashion-Tech companies. The FT Residency model presented in this report stems from the student residency activities carried out in WP3 of the FTalliance project. The student residency activities were carried out at Högskolan i Borås (HB), Politecnico di Milano (POLIMI), University of the Arts London (UAL), École Supérieure des Technologies Industrielles Avancées (ESTIA), and Delft University of Technology (TUD) where the students were engaged in FT residencies via physical or virtual modes with companies including Centexbel (Belgium), Pangaia Grado Zero (Italy), Pauline van Dongen Studio (The Netherlands), Pespow (Italy), Stentle (Italy), Thrill Digital (UK, external company to the project), We Love You Communication (Sweden), Decathlon (France), and ByBorre (The Netherlands, external company to the project). This report presents an FT Residency model based on the learnings made from the student residencies carried out within the frame of FTalliance project, and findings presented in deliverable D3.1.

2. BACKGROUND

Over the past few decades, teaching and learning environment has seen a significant expansion beyond the classroom's physical boundaries (Barrot et al., 2021). The way information is obtained and utilized has changed or rather transformed significantly over the past few decades. New sources of information and transmission media (such as the internet and Information and Communication Technologies - ICT) have emerged as significant factors, which are transforming the teaching and student learning process in higher education institutes (HEIs) (Kaputa et al., 2022). Easy accessibility of information is making teacher-centric learning less popular and resulting in classroom learning to remodelled for an innovative learning environment that supports multimodal, technology-infused, and flexible learning spaces (Byers et al., 2018). This provides a possibility to customize the learning -process and -pace according to the student's needs and supports pedagogies that promote lifelong and self-directed learning which allows the students to navigate the complexities of ever-evolving technology and knowledge-based societies (Byers et al., 2018). In addition, the factors that lead to the expansion include requirements of work-based experience and adoption to rapidly change with technology and industry requirements, whereas conventional classrooms often offer limited flexibility due to the nature of learning arrangements. The students often seek advanced training and internship to fill up the gap between classroom or university learnings and industry requirements during as well as after the completion of education. Post-study internships with companies have become a common approach to adept the skills required for working in certain positions or work domains. While work-based learning allows students to integrate conceptual knowledge and training through academic internship programs, it saves companies' supervision and training costs in skilling fresh graduates before employment (Anjum, 2020). Considering the challenges with conventional classroom learning, the complexity associated with rapidly changing technology, and evolving interdisciplinary nature of the industries, student-centric approaches that are getting more attention are focused on educating or training the students with multifaceted real-world problems. This not only empowers the students with scientific knowledge and professional skills but also helps them in developing metacognitive and problem-solving skills. Self-directed learning (SDL) is one such method where the students take initiative in learning, and the teacher provides advice direction, and resources (Ellinger, 2004). With the development of ICT and virtual learning, SDL is gaining more popularity as the students can learn at their discretion and acquire skills by managing their learning process. Similarly, Project-based learning (PBL) is another common learning approach used in all levels of education. PBL uses an open-ended problem as a vehicle to promote the development of critical thinking, problem-solving capabilities, and communication skills, and learn and exercise the concerts and principles (Allen et al., 2011). Therefore, the PBL approach works as opposed to the direct presentation of concepts and principles, allowing the students to comprehend the problem and develop solutions thus advancing a deeper understanding of the concepts. While the abovementioned approaches enable student-centric teaching or learning, one significant challenge in practicing the abovementioned approaches in a confined classroom or university environment is the developing industry-required skillsets or mismatch between skills demanded in the labor market. Therefore, it is important that student learning involves integration with the industry, and accordingly, the learning system strengthens communication among future work employees and employees through various learning modulus and activities.

3. UNDERSTANDING THE FASHION-TECH RESIDENCY

Fashion-tech residency aims at developing project-based learning through supported self-directed learning, which combines industrial exposure and academic learning thus allowing the students to work on projects or real-world problem. The FT Residency combines the academia-industry collaboration for creating a flexible student-centric learning environment, which not only allows the students to learn but also implement or work on an innovative solutions to real industry problems. As a result, the FT residency is focused on transforming novices into experienced professionals by providing facilities, environment, competent peers and supervisors, both inside the companies and from the academia, and a real-world problem or broad area of research, where students can propose projects to work on problems of their interest. The common residency programs - which are more prevalent in the field of medicine and teaching - are focused on qualified professionals such as physicians and teachers practicing their respective fields under direct or indirect supervision from senior members. Therefore, the traditional residency programs can be seen as some sort of apprenticeship which aims on enhancing the practical or real-world experience or fill the gap between classroom learning and actual work by following a learning or practice curriculum in a real working environment. As a result, the learning in traditional residency programs works in one-way i.e., professionals learn in a real work environment through defined work assignments.

The FT residency program aims at building a participatory action research (PAR) based learning setup through academia-industry collaboration, where student-centric learning arrangement can be offered through supported self-directed learning. Student learning is reinforced with project-based learning where students have the opportunity to propose and independently work on a problem statement that is related to an industry challenge and come up with a solution by implementing the concepts and methods learned in the classroom. In addition, the FT residency program harnesses academia-industry collaboration that allows the students to be supervised or guided by supervisors from academia and practitioners/experts from the participating/host industry. As a result, the FT residency program can be characterized as a residency program with s*upported self-directed learning in problem-based learning* that aims at providing a student-led student-centric learning experience and minimizing the gap between classroom learning and industry requirements and imparting industry-oriented skills among the student trainees. As the students work on novel real-world problems (e.g. challenges faced by the industry or society), the outcome of the residency work aims at providing a complete learning experience from idea creation to solutions such as product prototype development in the real industry environment. In addition, there are also benefits for the industrial partners for hosting the FT residences. For instance, the industrial partners could indicate to the HEIs what the required skills of students would be, and having those students in the residency could already give them a view of talented students as potential future employees.

4. FASHION-TECH RESIDENCY MODEL

The Fashion-Tech (FT) residency model presented here is based on the synthesis of activities carried out under WP3 of the FTalliance project. The proposed FT residency model consists of various modalities covering a range of aspects of organizing and implementing the residency projects with the help of close collaboration of HEIs and companies with a focus on student education. As explained above, the FT residency framework involves Participatory Action Research-based learning setup, which aims to harness the industry-academia collation to create a co-creation environment for students. The student learning and skills enhancement are supported by mentoring from the industry and academia in a self-directed learning arrangement which allows freedom for the students in testing their ideas and developing solutions. In general, the lifecycle of exercised FT residency model within the FTalliance project encompasses four distinct stages: *Industry-academia integration*, *Engagement and selection*, *residency implementation*, and *closing* as shown in **Figure 1**. Each of the stages involves one or more sub-activities or sub-stages to further facilitate the organization of the work, as explained further.

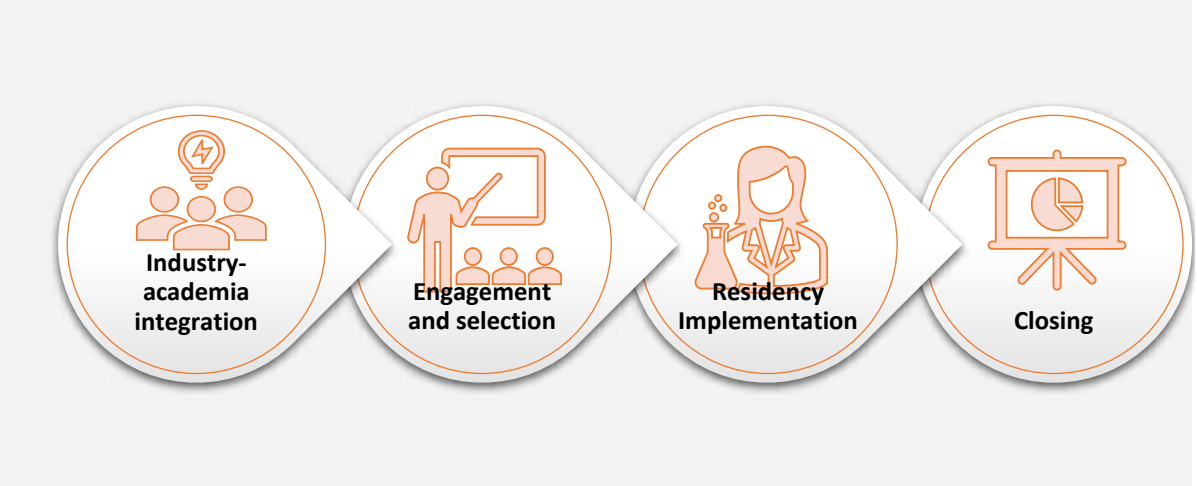


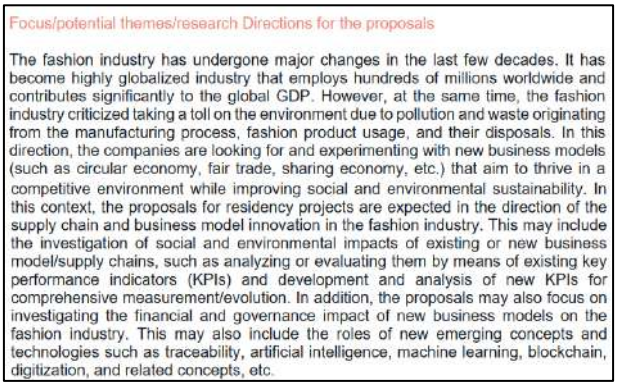
Figure 1: Stages in Fashion-Tech Residency model

4.1 Industry-academic integration

The industry-academia integration is the initial phase, which mainly focuses on the identification of the objective of the residency keeping the view of industry-academia collaboration, student learning about the field of study, and other requirements from the HEI where the student is enrolled. A key element in a residency program is the involvement of students in real challenges identified by the companies, the industry-academia collaboration is a critical aspect for a successful residency implementation and a student positive learning experience. While the main focus of this stage is on industry-academia integration, the overall activities can be divided in three substages, namely *identifying potential research area, Residency project call preparation, and Student proposal submission modalities,* as shown in **Figure 2**. At first, appropriate dialogue needs to be built to communicate the student learning requirements to the participating companies and understand what companies can offer to supplement student learning. One recommended solution to engage in an industry-academia dialogue is to identify the preliminary needs or aim of the residency and gather the related information from all involved stakeholders in a prescribed format. The information that needs to be collected can contain components such description of potential research directions where HEI or company wants to work and engage students for residency projects, in-house expertise, and a list of resources for potential research directions that the students would have access to during the residency project. The template used for gathering information within the frame of the FTalliance project is available in ***Appendix A1***. A discrete research direction needs to be identified based on the aggregated information supplied by companies, becoming the area of work for the students; therefore, it is important that HEI specifically ensures that the research directions align with student education or enrolled program and uses the tools or methods that align with the student's education. **Figure 3** shows

Figure 2: Components of industry-academia integration for organizing FT residency.

the examples of two types of research directions exercised within the frame of FTalliance where one focused on proposing the *research areas* in which a student could propose their research direction and another deals with *research problem* which is prepared based on industry-HEI dialogue within the frame of FTalliance project for residency projects.



Focus/potential themes/research Directions for the proposals

The fashion industry has undergone major changes in the last few decades. It has become highly globalized industry that employs hundreds of millions worldwide and contributes significantly to the global GDP. However, at the same time, the fashion industry criticized taking a toll on the environment due to pollution and waste originating from the manufacturing process, fashion product usage, and their disposals. In this direction, the companies are looking for and experimenting with new business models (such as circular economy, fair trade, sharing economy, etc.) that aim to thrive in a competitive environment while improving social and environmental sustainability. In this context, the proposals for residency projects are expected in the direction of the supply chain and business model innovation in the fashion industry. This may include the investigation of social and environmental impacts of existing or new business model/supply chains, such as analyzing or evaluating them by means of existing key performance indicators (KPIs) and development and analysis of new KPIs for comprehensive measurement/evolution. In addition, the proposals may also focus on investigating the financial and governance impact of new business models on the fashion industry. This may also include the roles of new emerging concepts and technologies such as traceability, artificial intelligence, machine learning, blockchain, digitization, and related concepts, etc.

Challenges and Companies

3D MODELING OF A SPECIAL COLLECTION TOWARD CIRCULAR ECONOMY AND SUSTAINABILITY

Description

Digital and virtual fashion is nowadays transforming radically the manual and often handcraftsmanship-based methodology of pattern construction but also design, the mock-up, the prototyping, and the distribution, as well as the showcase and selling processes within a digital/virtual formula: 3D design, modelling, prototyping and 3D rendering and visualisation allow better visualization, simulation and prototyping in a digital world before becoming physical products with increased accuracy through enhanced design capabilities and possibly in a shorter timeframe. Furthermore, the process of designing digital garments has become more complex and engineered, including materials, geometry, manufacturing processes specifications that can be carefully defined beforehand, thus facilitating innovation and also sustainability. The project includes the creation of an archive of digital materials (recycled and eco-friendly materials) toward circular economy collections. The project also focus on the design and 3D Modelling of an outerwear collection of at least 6 styles with CLO 3D for Pespow's recycled collection.

Company: Pespow

Country: ITALY - S. Martino di Lupari (Padua)

Period of Residency in the Company: mid February – mid April 2022

Number of selected students: 1

Links: https://fashiontechalliance.eu/en/pespow-digital-portfolio
https://fashiontechalliance.eu/en/pespow
https://www.pespow.com/en

Figure 3: Description of residency focus using (a) research area, and (b) research problem.

Once the research directions or problems are finalized and approved by the HEI and participating companies, the next step is to formulate the residency project call to inform the students about the residency project with all essential details such as focus, expected outcome, timeline, how students can participate, etc. In addition, if the students are interested, how they can put forward their interest to join the residency, and what are the related modalities that are in place, etc. For example, if joining the FT residency would be through competition, then what are the procedures associated with the competition, and how the selection process would be carried out? Student proposal submission modalities need to be identified at this stage. Further, in case the student residency is aligned with certain courses or other prerequisites, it is important to include provisions such as information in the project call. As the Fashion-Tech residency model may get interest from multiple candidates, it is important to clarify in the project call, how the interests would be evaluated. For instance, in the case of residency within the frame of the FTalliance project, the following aspects were some of the proposed components for evaluation which were further customized by the HEIs to meet their internal requirements:

Relevance: Relevance of proposal for the fashion-tech market needs. For example, how well the proposed project is aligned with the current industrial needs and challenges in the multidisciplinary field of fashion-

tech. [More specific criteria of relevance are to be delimited by each HEI and collaborating industry partner (where students are to be placed) and communicated to contest participants as project proposal requirements/recommendations by each HEI. Note: the criteria of relevance can include the adherence/alignment of students submitted ideas with project areas delimited by companies together with HEIs;]

Innovation potential/level: How disruptive, radical and novel is the proposed work and related outcomes, and at what level these novelties are developed, e.g. from ideation to prototype building, testing and implementation.

Applicability potential/level: How transferable are the outcomes of the proposed projects to the practical context in company, industry operations, and to the society. In addition, the contribution to knowledge mobilization in companies and/or actual application/commercialization of developed proofs of concepts and prototypes in 3-5 years

Degree of integration/collaboration: How well the proposed work utilizes the collaboration of higher education institutions and companies for the realization of the residency project. [As the purpose of residency is to facilitate higher level of knowledge exchange, co-creation together with companies, provision of access to companies' know-how, competences and technologies, projects were higher level of collaboration/integration with industry partners is planned, up to students' placements within companies, should be favored if possible). In order to account for this criteria, preliminary project plan for implementation of project idea might need to be submitted by students as part of their proposal. To evaluate the actual collaboration with companies, the actual plan of work during residency, including co-creation activities, can be provided by students.]

Multidisciplinary foundations: Student project proposals/developed projects that build on multidisciplinary approach require combination of expertise and skills from different disciplinary, professional, and functional domains would be favored. Reflections in which way students view the suggested/delivered projects as multidisciplinary/cross-functional can be incorporated as a requirement/guideline/criterion for students' proposals and final residency projects.

Entre-/intrapreneurship potential: Evaluation of pitching skills in terms of attractive presentation and communication of project ideas can be included as one of the criteria for selection of student's project for residency as well as evaluation of developed projects, especially since residency aims to contribute to enhancing the entre-/intrapreneurship skills on behalf of students according to FTA project proposal description. In particular, students can reflect during their presentation/video submitted for the contest, how novel ideas can mobilize company knowledge, contribute to

capabilities development and be converted into products and services for economic and social benefits).

The last sub-step in the first stage is finalizing the modalities associated with the student interest submission. If the students are required to submit a proposal, the submission details along with the timeline need to be finalized in this step. Based on the required information, the FT Residency call is finalized with providing all necessary information to the students. **Appendix A2** shows the template used for preparing the residency call within the frame of FTalliance.

4.2 Engagement and Selection

This stage of the FT residency process deals with engaging with the students for promoting or disseminating the FT residency and selecting students for the residencies, as shown in **Figure 4**. The students must be informed well in advance and engaged with the discussion on the FT residency call to invite applications. If the FT residency is expected to be part of the coursework, the students must be informed on how the FT residency is going to fulfill the learning requirements for the coursework, or what would be offered by the FT residency to the students in order to fulfill the coursework requirements.

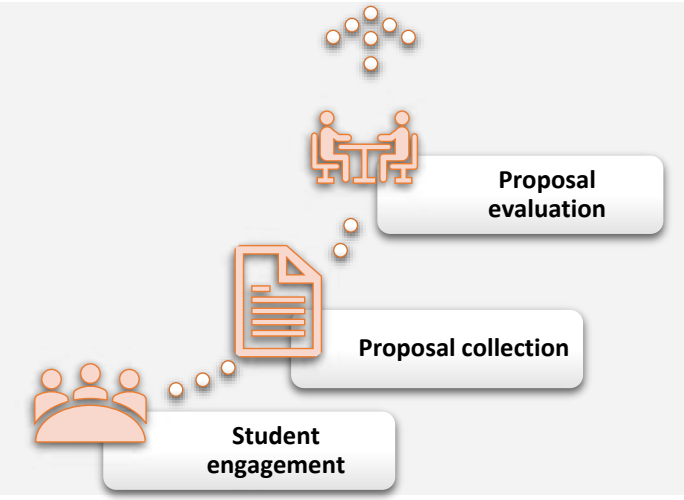


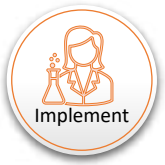
Figure 4: sub-stages in Engagement and Selection stage

As the FT residency expected students to provide a learning environment for a self-directed learning experience, the FT residency call must be published well in advance to allow students sufficient time for the development of the project idea and preparation of the proposal. The project call must have sufficient information to provide an overview of various activities, deadlines, submission procedures, and other standard procedures to participate in the FT residency. Further, the project call should also explain what and how the procedural work (e.g., logistics, and mobility formalities, especially if the host company is located internationally) would be supported by the HEI or the host company in order to facilitate student mobility. To facilitate communication, the targeted student may be invited for a seminar or discussion to introduce the whole process and clarify the doubts that they may have. Procedures associated with proposal and submission must be clarified with keeping focus so that the students get detailed information on what and how to prepare in sufficient advance time. For FT Residency in the FTalliance project, a proposal template (see ***Appendix A3***) was provided to the students to ensure uniformity and facilitate students that their submissions contain all essential components.

The proposal evaluation involves the activities associated with grading the student submission for making the final selection. As the residencies are

supposed to be carried out with the companies, it is important that the selection panel consists of a representative from HEI – to ensure that the proposed idea aligns with the study curriculum, and the participating companies – to ensure that the proposed work can be supported by the companies. For an objective evaluation, it is important that the grading of the proposal is carried out against the evolution components defined in the residency project call. In addition, a methodology should also be introduced to aggregate the grading from multiple graders, and a minimum threshold is defined for each evaluation component to ensure that a minimum threshold is achieved in all required components to carry out the residency work. In absence of a threshold, a proposal may be selected which is excellent in all aspects except it doesn't align with the education curriculum or what the host company can support. The reader may refer to the proposal evaluation template with instructions on assessment and aggregation developed within FTalliance project in ***Appendix A4***.

4.3 Implementation



Implementation is the third phase of the FT Residency model which focuses on the actual operationalization of the FT residencies in or with the companies. The main focus of the activities is concentrated on putting the student proposal into action and the residencies are performed with the companies. However, before the beginning of the student work in FT Residency, there are additional activities associated with the contractual formalities between the associated stakeholders i.e. students, the HEI and the host company (or companies if multiple companies are involved.) such as non-disclosure agreements, insurance, financial terms and conditions, etc, and logistical activities of the mobilities of the students such as travel and accommodation. While students must have the mentioned information provided at the initial stage i.e. student engagement, the focus here is to formalize the FT residency arrangements among the stakeholders through appropriate formal agreements that follow the guidelines that the HEI may have for the students and further agreed upon by the host company (or companies).

At the start of the residencies, students must get sufficient information about the mobilities and induction in the host companies so that they are familiar with their relevant supervisors and peers, and the facilities for conducting the work. During the operationalization of the residencies, it is important to keep track of the student progress and appropriate adjustments are made if case of unforeseen deviation from proposed work. During the residency work, the students need to periodically communicate with the mentors from the company and the HEI to update the progress of the work. Accordingly, the mentor from the company ensures that the student received sufficient support and the resources required to carry out the proposed work. Similarly, the mentor of the HEI ensures that performed

work meets the required academic and scientific standards required from the education program in which the student is registered. In case of difficulty or deviation in following the original work plan, the first course of action should focus on how alternate arrangements can be made to bring the project back to its original course. However, if this cannot happen or the mentors judge that the original project plan is difficult to follow due to some unforeseen factors, an alternate arrangement must be made to achieve the original goal of the work or the goal with the least judged deviations. In this context, the mentor from the company must ensure that the deviations are handled with required alternate arrangements, while the mentor from the HEI ensures that the alternate path meets the academic and scientific level that may be required from the academic program in which the student is registered. Further, it is important that periodic supervision meetings are organized to keep track of the student project progress and document the deviations. Within the FTalliance project, while the student mentoring was carried out by the supervisors from respective HEI and companies, to keep track of all residencies, supervisors and students were proposed to make a moderation activity to reflect on the residency progress according to the original work plan and document the difficulties, deviation and alternate arrangement made in the residency work. To formalize this interaction between students and supervisors, it is advised to build in an evaluation moment halfway through the residency. An example of such a mid-term evaluation form can be found in ***Appendix A5***.

4.4 Closing

The emphasis of the closing phase is on student reporting of the residency project, final assessment of the work by the evaluators for the quality of the work, and review of the residency process to make improvements for the future. Student reporting deals with the overall outcome of the residency project that includes the research work as well as the process. In order to ensure that all components are reported in the final report, it is important that the students are instructed on how the reporting should be made. For instance, for the residencies carried out within the frame of FTalliance project, a reporting template was provided to the students that provides basic instructions as well as different components that need to be reported in the residency report, as shown in ***Appendix A6***. It must be noted that FT Residency within the frame of FTalliance involves students from different HEIs having diverse education focus and varying requirements from the HEIs to recognize the residency work as a part of some coursework. Therefore, it is important that students receive sufficient information on appropriate stages of the residency process to ensure that first, the final report contains the information required from evaluating the residency projects and process, and also contains the elements (or additional report) required from coursework. The second focus at this stage

is associated with the final evaluation of the residency work carried out by the students, not only to evaluate the overall impact but also to suggest improvement of the work for the future. The evaluation at this stage may have different focuses such as overall assessment of the residency project - including quality, novelty, short-term and long-term impacts, theoretical contributions to the literature, practical contribution to the industry, societal impact, etc – as well as assessing how well the residency project was carried out in relation to the residency proposal. The final assessment for FT residency within the frame of FTalliance project was carried out using a template presented in ***Appendix A7*****.** The assessment template contains two parts i.e. one for the supervisor (or another evaluator) from the company and another for the supervisor (or another evaluator) from the HEI. Form 1 on each part of the evaluation template contains the evaluation components that were used in the proposal evaluation in order to compare the quality of the work proposed by the student in the proposal (i.e. at Engagement and Selection stage) and actual implemented work (i.e. at Implementation stage).

The last focus on this stage is related to the overall assessment of the FT residency work by checking the student's mid-term evaluation, final evaluation, student reports, and other feedback that may have been received within the due process. The purpose of overall evaluation is to assess the residency process, check if the initially proposed objective of having FT residency process is met, and propose improvements for future implementation. Within the FTalliance process, the overall evaluation is carried out and presented in D3.1.

5. TIMELINE

Figure 5 shows the suggested time for various activities explained in Section 4. The timeline is based on the overall evaluation made in deliverable D3.1 of FTalliance project.

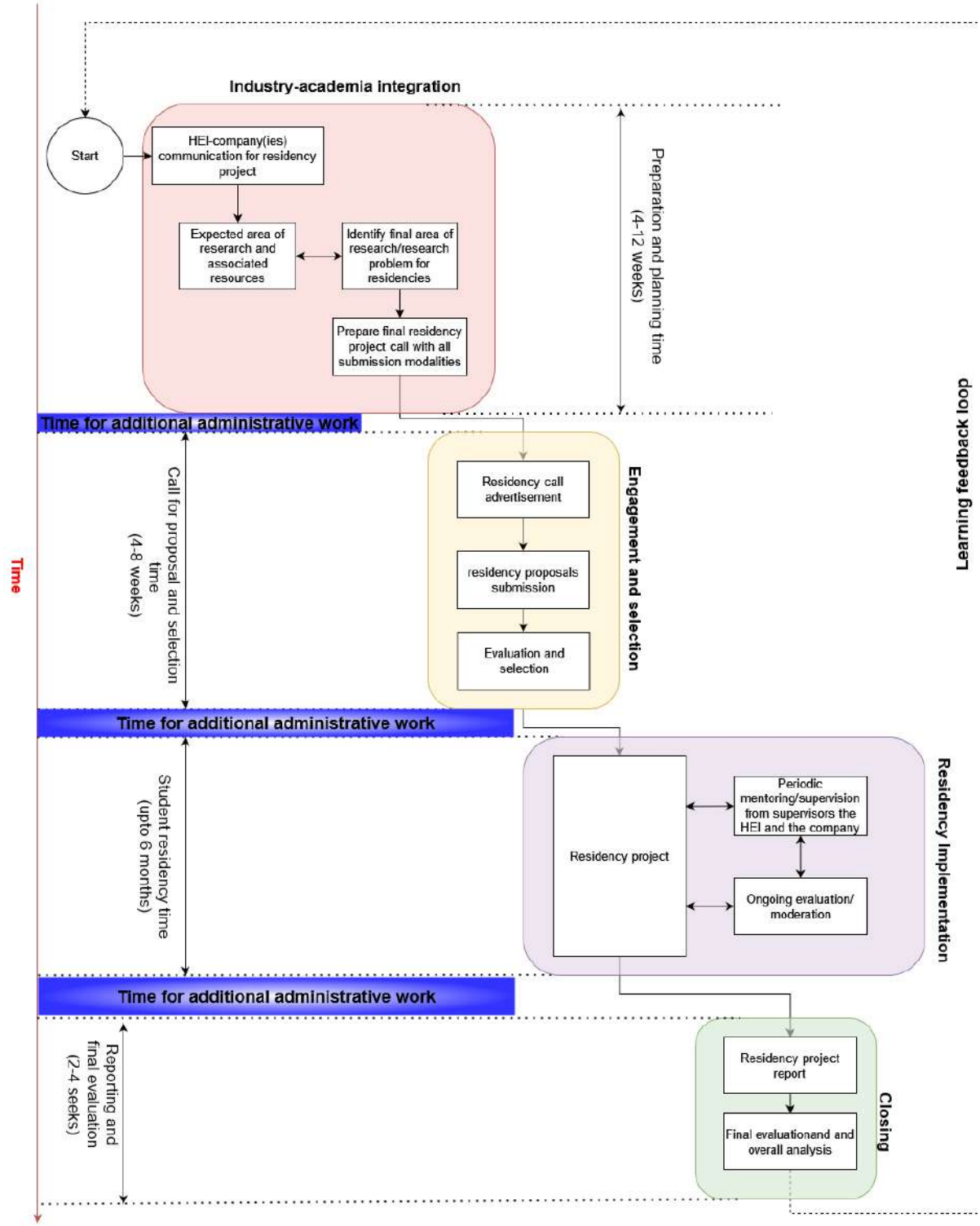


Figure 5: Expected time for various activities for the FT residency

In addition to the time for various activities within the stages presented in Section 4, additional time may be required between the activities. For instance, after the selection of students (i.e. on stage “Engagement and selection”) and before the actual starting the residencies at the companies (i.e. on stage “Implementation”), additional time is required for administrative works related with student mobility -- such as travel, logistics, insurance, immigration process (if the company is located internationally) etc. – that the HEI needs to be estimated while planning the residency work.

6. THINGS TO CONSIDER IN FT RESIDENCY IMPLEMENTATION

While implementing FT residencies within the frame of FTalliance project, several aspects have been observed that need careful handling for the re-application of the FT residency projects. The following components are derived from the analysis in D3.1.

Clarity on evaluation components

The call for proposal should emphasize the assessment aspects on which the proposed projects would be evaluated to ensure that the students cover all aspects.

Call for proposal time

Call for proposals should be available well in advance and active for a reasonable time so that students get sufficient time for developing their ideas and preparing projects’ proposal.

Synchronization of FT residency time with education program

It is important to synchronize the FT residency activities with the calendar of education programs of HEIs in which targeted students are registered. As the students are selected for FT residency through a selection process, it is important that the proposal submission and selection timeline leaves sufficient time for the unselected students to make alternate arrangement for their internships if the internship or industry training is a compulsory part of education.

Announcement of the selection

Keep sufficient time between the selection announcement and FT residency start time with the host company to ensure that the students get sufficient time for logistics organization and immigration check deadlines (if required). Similarly, the host companies have sufficient time for making arrangements for the residency students.

Student Immigration

It is important to consider the immigration aspect of the targeted students for residencies while communicating with the companies for planning residencies if the targeted companies are located internationally.

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APPENDIX A1: RESOURCE DESCRIPTION TEMPLATE FOR FT-ALLIANCE RESIDENCY PROJECTS

RESOURCE DESCRIPTION TEMPLATE FOR FT-ALLIANCE RESIDENCY PROJECTS

Name of the organization:

Summary of organization description (e.g. main activities, previous and current projects in direction of FT-Alliance):

Focus of the organization in terms of activities (education, supply chain, etc.):

Expertise available (in relation to FT-Alliance, such as AI, supply chain, VR, material engineering etc.):

Resources available for FT-Alliance residency (eg. access to design lab, customer database, etc.):

(please include how many students your company can host, the expected residency time is between January 2022-June 2022)

Potential directions for residency projects (2-3 line description for each direction):

Direction 1: brief description…

Direction 2: brief description…

Direction 3: brief description…

Expected start date and duration of the residency projects (Only for HEIs):

Expected number of proposal submissions for the residency projects (Only for HEIs):

Anything else that you want to add:

APPENDIX A2 FASHIONTECH RESIDENCY COMPETITION CALL TAMPLATE

FTALLIANCE. WEAVING UNIVERSITIES AND COMPANIES TO CO-CREATE FASHION-TECH FUTURE TALENTS

Fashion-Tech Residency competition call template

Project introduction

FTalliance is a 3-year academia-industries partnership aimed to facilitate the exchange, flow of knowledge, and co-creation within the Fashion-Tech sector to boost students' employability and innovation potential. Fashion-Tech means new products, processes, tools, and professional figures that come about as a result of cross-disciplinary approaches. To keep up with this emerging field, there is an increasing urgency for organizations to adapt and advance collaborative practices, to find ways to integrate new technologies into fashion and design. In the long-term, the project aims at increasing the relevance, quality, and impactfulness of Fashion-tech innovations and also at enhancing the competitivity of the European Fashion system at a global level revamping the industry through innovative practices.

Competition introduction

Within the project, the competition call aims to explore the development of a Fashion-Tech Residency and co-creation opportunities to foster innovative concept development and products prototypes. The Residency program focuses on putting in place co-creation opportunities for the students supported by the HEIs and the participating companies. The Residency will include research, concept development and product prototyping activities. During the Fashion-Tech Residency, the selected students will be working with the companies, to exploit their expertise, skills, tools, in order to develop a Fashion-Tech product/service prototype. Constant guidance will be provided by the host company, along with monitoring of the product outcome/performance/quality as a part of the check-phase as per project plan. At the end of the Residency period, the students supported by the host company will present a portfolio of developed projects that will be evaluated by a jointed panel.

The expected duration of the residency project is **[x number of months]** for which the students will be placed in the host company and would be mentored by supervisors from the university and host company.

Focus and potential themes or research directions

The project call focuses -- but is not limited to -- on the following research themes.

Theme 1:

Theme 2:

[To be added by the HEIs]

Expected outcomes and deliverables

[To be added by the HEIs]

Proposal submission details and submission procedures

The submission consists of two parts, namely written proposal and a recorded pitch. The written proposals should cover the aim and objectives of the proposed research work, a brief reference to the literature, expected outcomes and novelty of the proposed work. In addition, a brief description of the main activities and expected timeline should be added to the written proposal. The recoded pitch aims at providing an opportunity to the applicant to explain the main parts of the proposals through a video-recorded message. The expected length of the recoded pitch is between 4-6 minutes. The applicant may use a PowerPoint presentation and keep the video of the applicant(s) in one corner while recording the pitch. The applicant must use the proposal template to develop the written proposal and convert it into PDF format for submission.
The recorded pitch should be uploaded on YouTube and an access link to the video should be added to the written proposal.
[Add other submission details here]

Evaluation criteria and procedure

A jury consisting of members from academia and industry would evaluate the written submitted proposals and video-recorded pitch. *[Some suggested components for submitted proposals evaluation are given below. The following to be finalized by the HEI].*

- **Relevance:** relevance of proposal for the fashion-tech market needs. For example, how well the proposed project is aligned with the current industrial needs and challenges in the multidisciplinary field of fashion-tech. *[More specific criteria of relevance are to be delimited by each HEI and collaborating industry partner (where students are to be placed) and communicated to contest participants as project proposal requirements/recommendations by each HEI. Note: the criteria of relevance can include the adherence/alignment of students submitted ideas with project areas delimited by companies together with HEIs;]*
- **Innovation potential/level** - how disruptive, radical and novel is the proposed work and related outcomes, and at what level these novelties are developed , e.g. from ideation to prototype building, testing and implementation.
- **Applicability potential/level** - how transferable are the outcomes of the proposed projects to the practical context in company, industry operations, and to the society. In addition, the contribution to knowledge mobilization in companies and/or actual application/commercialization of developed proofs of concepts and prototypes in 3-5 years
- **Degree of integration/collaboration** – how well the proposed work utilizes the collaboration of higher education institutions and companies for the realization of the resident project. *[As the purpose of residency is to facilitate higher level of knowledge exchange, co-creation together with companies, provision of access to companies know-how, competences and technologies, projects were higher level of collaboration/integration with industry partners is planned, up to students placements within companies, should be favored if possible). In order to account for this criteria, preliminary project plan for implementation of project idea might need to be submitted by students as part of their proposal. To evaluate the actual collaboration with companies, the actual plan of work during residency, including co-creation activities, can be provided by students.]*
- **Multidisciplinary foundations**: student project proposals/developed projects that build on multidisciplinary approach require combination of expertise and skills from different disciplinary, professional and functional domains would be favored. Reflections in which way students view the suggested/delivered projects as multidisciplinary/cross-functional can be incorporated as a requirement/guidelines/criteria for students proposals and final residency projects.
- **Entre-/intrapreneurship potential**: evaluation of pitching skills in terms of attractive presentation and communication of project ideas can be included as one

of the criteria for selection of students project for residency as well as evaluation of developed projects, especially since residency aims to contribute to enhancing the entre-/intrapreneurship skills on behalf of students according to FTA project proposal description. In particular, students can reflect during their presentation/video submitted for the contest, how novel ideas can mobilize company knowledge, contribute to capabilities development and be converted into products and services for economic and social benefits).

Jury

[A brief description of the jury]

Partners

[Names of the industrial partners where the students have the option to work during the residency]

Important dates and timeline

- Notification for proposal submission
- Proposal submission deadline
- Announcement of the selected proposals
- Start date of the residency projects
- Finish date of the residency projects

APPENDIX A3

FTALLIANCE. WEAVING UNIVERSITIES AND COMPANIES TO CO-CREATE FASHION-TECH FUTURE TALENTS

Project proposal template

(For students from *[Name of the HEI]* only)

To be filled in by the applicant(s) and submitted via *[mode of submission]*

Project title*	
Applicant name(s)*	
Study programme*	
Affiliation (name of the department) *	
E-mail*	
Contact no.	
Project Summary (50 words)*	
Keywords (maximum five)*	
Project Proposal* (600-800 words)	
A brief description of the timeline* (maximum 200 words)	
YouTube link to the recoded pitch* (expected duration: 4-6 min)	

*compulsory fields

APPENDIX A4

EVALUATION FORM FOR FASHION TECH RESIDENCY PROJECT PROPOSALS

Name of the reviewer/jury member:

Names(s) of the applicants(s):

Title of proposed project:

Use the following scores for evaluation:

1 Extremely poor
3 below average but acceptable
5 Average
7 Good
9 Excellent

		Score	Comment
1.	**Relevance** – [Relevance of proposal for the fashion-tech market needs]		
2.	**Innovation potential/level** – [how disruptive, radical, and novel is the proposed work and related outcomes, and at what level these novelties are developed, e.g., from ideation to prototype building, testing and implementation.]		
3.	**Applicability potential/level** – [how transferable are the outcomes of the proposed projects to the practical context in company, industry operations, and to the society. In addition, the contribution to knowledge mobilization in companies and/or actual application/commercialization of developed proofs of concepts and prototypes in 3-5 years]		
4.	**Degree of integration/collaboration** – [how well the proposed work utilizes the collaboration of higher education institutions and companies for the realization of the residency project]		
5.	**Multidisciplinary foundations**: [student project proposals/developed projects that build on multidisciplinary approach require combination of expertise		

	and skills from different disciplinary, professional and functional domains would be favored. Reflections in which way students view the suggested/delivered projects as multidisciplinary/cross-functional can be incorporated as a requirement/guidelines/criteria for students proposals and final residency projects.]		
6.	**Entre-/intrapreneurship potential**: [evaluation of pitching skills in terms of attractive presentation and communication of project ideas can be included as one of the criteria for selection of students project for residency as well as evaluation of developed projects, especially since residency aims to contribute to enhancing the entre-/intrapreneurship skills on behalf of students according to FTA project proposal description. In particular, students can reflect during their presentation/video submitted for the contest, how novel ideas can mobilize company knowledge, contribute to capabilities development and be converted into products and services for economic and social benefits)].		
7.	**Conformity with the proposed research direction in the contest call** – [here components such as conformity of the proposed work in line with the proposed research direction in the contest call that companies can support can be evaluated here.]		
8.	**Work timeline in connection with the proposed project by the students** [In this criterion, components such as how realistic is the proposed work in terms of time execution, and practical aspects of realization in stipulated time can be evaluated.]		
9.	Add additional evaluation components here		

Minimum qualifying score for each question: 3 in each

Total score (1+2+3+4+5+6+…):

Aggregation of scores provided by the jury members

The aggregated scores can be calculated by adding total score of individual jury members that have evaluated the proposals.

APPENDIX A5: MODERATION ACTIVITY

MODERATION ACTIVITY

TABLE 1. can be used for midterm evaluation activity of the student's work during the Fashion-Tech Residency by checking the ongoing activities. These will serve as control points to chart progress and intermediary points or the completion of the key activities.

(TABLE 1.)

Name student (s)	
Project title	
Name Tutor (HEI)	
Name Tutor (company)	
Interim/midterm results	
Short description of realised interim results: (100-150 words) *<to be filled in by the student: a short description of the results realized by the time of filling this evaluation>*	
Images / Scheme / Diagram of realised interim results (optional): *<to be filled in by the student: results realized by the time of filling this evaluation, maximum 150 words >*	
Reflection on description interim results (company): *<to be filled in by the tutors from the company, maximum 150 words>*	
Reflection on description interim results (HEI): *<to be filled in by the tutors from the HEI, maximum 150 words >*	

Reflection[1] *<take the objectives in the student's proposal as starting point when reflecting on the topics below>*	
Reflection on quality	*<to be filled in by student, up to 100 words> ** <Briefly reflect on the quality of work or results realized so far in the relation to the proposed work? Reflect on how the arrangement made in the residency project supported or complicated the realization of the work>
Reflection on planning	*<to be filled in by student, up to 100 words> ** <Briefly reflect on how the planning process of the proposed activities e.g. time planning, mobility, etc. facilitated or hindered the learning experience and realized of the work>
Reflection on project context	*<to be filled in by student; up to 100 words> <Briefly provide an overall reflection on the project work, process, and the support received within the FTalliance residency project and how it impacted the learning experience>*
Reflection[2] *<take the objectives in the student's proposal as starting point when reflecting on the topics below>*	
Reflection on quality	*< to be filled in by the tutors from the HEI, up to 100 words >* <Briefly reflect on the quality of work or results realized so far in the relation to the proposed work? Reflect on how the arrangement made in the residency project supported or complicated the realization of the work>
Reflection on planning	*< to be filled in by the tutors from the HEI, up to 100 words >* <Briefly reflect on how the planning process of the proposed activities e.g. time planning, mobility, etc. facilitated or hindered the learning experience and realized of the work>
Reflection on project context	*< to be filled in by the tutors from the HEI, up to 100 words > <Briefly provide an overall reflection on the project work, process, and the support received within the FTalliance residency project and how it impacted the learning experience>*
Reflection[3]	

[1] A short indication of your thoughts and considerations with regard to the Internship project up till now.
[2] A short indication of your thoughts and considerations with regard to the Internship project up till now.
[3] A short indication of your thoughts and considerations with regard to the Internship project up till now.

<take the objectives in the student's proposal as starting point when reflecting on the topics below>	
Reflection on quality	*< to be filled in by the tutors from the company, up to 100 words >* <Briefly reflect on the quality of work or results realized so far in the relation to the proposed work? Reflect on how the arrangement made in the residency project supported or complicated the realization of the work>
Reflection on planning	*< to be filled in by the tutors from the company, up to 100 words >* <Briefly reflect on how the planning process of the proposed activities e.g. time planning, mobility, etc. facilitated or hindered the learning experience and realized of the work>
Reflection on project context	*< to be filled in by the tutors from the company, up to 100 words >* *<Briefly provide an overall reflection on the project work, process, and the support received within the FTalliance residency project and how it impacted the learning experience>*
Adjustment of Project Brief: new arrangements	
Describe deviations and new arrangements: *< to be filled in by the tutors HEI: based on the above reflection. If applicable: add appendices>*	
Final arrangements *< to be filled in by the tutors HEI: describe here the agreed on new arrangements, to be filled in during/after meeting>*	
List of International design competitions and contests *< to be filled in by the tutors HEI:* suggest 2 to 3 *International design competitions or contests relevant to this project >*	

APPENDIX A6: RESIDENCY PROJECT REPORT TEMPLATE

RESIDENCY PROJECT REPORT TEMPLATE

[This residency report is supposed to be prepared by the student reflecting on the residency project carried out in the frame of FTalliance. This report would be used for showing the outcome of the residency projects on the FTalliance website and project deliverables.

- *On the competition of residency, the supervisor from the HEI should obtain this report prepared by the student and upload it on SharePoint (Documents > WP3_Fashion-Tech Residency > T3.1 Fashion-Tech Contest-Selection and delivery > [HEI folder]).*
- *The expected length of the report is 3-5 pages.]*

Project title:

Student name(s):

HEI name:

Company name:

Brief introduction

<Give a brief introduction to the residency project, purpose, problem statement, etc. >

Description of the main methods/activities/tasks

<Give a brief account of the research process, main methods, activities, tasks carried out to realize the residency project work, etc..>

Main results

<Give a brief account of the main results obtained through the work carried out in the residency project>

Main conclusions

<Give a brief account of the main conclusions of the research work including future scope etc. >

Reflections on research work

<Reflect on the quality, novelity of findings, how well the objectives are achieved,>

Reflection on residency process and learning experience

<Reflect on collaboration and support from HEI and the company that is received during the residency project. Reflect on how the residency work and arrangement made in the FTalliance project have facilitated as well as hindered the learning process. >

Other comments

APPENDIX A7: FINAL EVALUATION TEMPLATE

EXPECTED FINAL OUTCOMES AND DELIVERABLES

At the end of the residency period, students should submit their final outcomes of the information of the residency activities, processes of their project and final achievements through for reports and website. Once these outcomes have been collected, this document will be filled by the tutors from the HEI and the company separately, as a part of the evaluation process of the project deliverables and the overall residency project.

FINAL ASSESSMENT FORM (1 & 2)

Each supervisors from HEIs and company can use FORM 1 and FORM 2 as an evaluation tool of the final assessment. Form 1 mainly focuses on the evaluation of the work of residency project considering the initially proposed project challenges and student submitted proposals. Further Form 2 mainly focuses on the evaluation of the project report submitted by the student.

[If necessary, the grading criteria can be further customized to meet the goal and tasks of the individual student's project.]

FINAL DELIVERABLES : connected to the INITIAL PROJECT PROPOSAL & MODERATION ACTIVITY		
DATE:		
Student name:		
Student number:		
Tutor (HEI) name:		

(FORM 1., To be filled by the supervisor from HEI)

(description of the following components is given on the last page)	GRADE (H= high, M= Medium, L= Low)	*Specific comments (if any)*
1. Relevance	H/ M/ L	
2. Innovation potential/level	H/ M/ L	
3. Applicability potential/level	H/ M/ L	
4. Degree of integration/collaboration	H/ M/ L	
5. Multidisciplinarity	H/ M/ L	
6. Entre-/intrapreneurship potential	H/ M/ L	

Over comments (if any):

(FORM 2., To be filled by the supervisor from HEI)

FINAL EVALUATION : OVERALL RESIDENCY PROJECT		
		EVALUATION & Specific comments (H= high, M= Medium, L= Low)
1. KNOWLEDGE This should be evaluated based on the research process where: Collect and Anlyse refers to sufficiency and relavenct of contents/ data/ information has been collected and analyzed, with a good alignment to the aim of the project Generate and evaluate refers to sufficiency and relavency of knowledge that has been generated to support the overall goal of the project	COLLECT AND ANLYSE	(H/ M/ L): Comments (if any):
	GENERATE AND EVALUATE	(H/ M/ L): Comments (if any):
2. METHODS This should be based on the actual project finding where, Use of methods refers to the appropriateness of methods, theories, etc. used to realize the residency project. Dealing with project complexity refers the initial problem statement and the goal that has been argued in the beginning of project	USE OF METHODS	(H/ M/ L): Comments (if any):
	DEALING WITH PROJECT COMPLEXITY	(H/ M/ L): Comments (if any):
3. PROJECT RESULTS This should be based on the actual project finding where, Feasibility refers to the the state or degree the findings can be successfully applied in a real application scenario. Desirability refers to whether the project findings are appropriate or desired for solving the selected challenge or problem statement. Viability refers to whether the project results are suitable or sustainable in long term for solving the selected problem or problem statement.	FEASIBILITY	(H/ M/ L): Comments (if any):
	DESIRABILITY	(H/ M/ L): Comments (if any):
	VIABILITY	(H/ M/ L): Comments (if any):
4. COMMUNICATION These should be evaluated based on the student final report, where 'acedamic level' and 'connecting to stakeholders' refers to the written how well the final report communicate the results or findings to acedamic audience and other stakeholders (such as companies), respectively.	ACADEMIC LEVEL	(H/ M/ L):
	CONNECTING TO STAKEHOLDERS	Comments (if any):
5. PROJECT MANAGEMENT AND PLANNING	PLANNING	(H/ M/ L): Comments (if any):

This evaluation is based on the management and execution by the student of overall residency project, where, Planning refers to overall activities since start of residency project. Autonomy & Initiative refers to independence and initiatives shown by the student at various stages of the residency projects (such as designing experiments, proposing ideas, etc.) Response to feedback to how well the student has responded to the supervision or other feedback that might have received to improve the work. Time spent refers to how well the students has utilized the time.	AUTONOMY & INITIATIVE	(H/ M/ L): Comments (if any):
	RESPONSE TO FEEDBACK	(H/ M/ L): Comments (if any):
	TIME SPENT	(H/ M/ L): Comments (if any):
Other comments (if any):		

FOR THE SUPERVISOR FROM THE COMPANY

DATE:		
Student name:		
Student number:		
Tutor (Company) name:		

(FORM 1., To be filled by the supervisor from the company)

FINAL DELIVERABLES : CONNECTED TO THE INITIAL PROJECT PROPOSAL & MODERATION ACTIVITY		
(description of the following components is given on the last page)	GRADE (H= high, M= Medium, L= Low)	*Specific comments*
1. Relevance	H/ M/ L	
2. Innovation potential/level	H/ M/ L	
3. Applicability potential/level	H/ M/ L	
4. Degree of integration/collaboration	H/ M/ L	
5. Multidisciplinarity	H/ M/ L	

6. Entre-/intrapreneurship potential	H/ M/ L	
Overall comments (if any):		

(FORM 2., To be filled by the supervisor from the company)

FINAL EVALUATION : OVERALL RESIDENCY PROJECT		
		EVALUATION & Specific comments (H= high, M= Medium, L= Low)
1. KNOWLEDGE This should be evaluated based on the research process where: Collect and Anlyse refers to sufficiency and relavenct of contents/ data/ information has been collected and analyzed, with a good alignment to the aim of the project Generate and evaluate refers to sufficiency and relavency of knowledge that has been generated to support the overall goal of the project	COLLECT AND ANLYSE	(H/ M/ L): Comments (if any):
	GENERATE AND EVALUATE	(H/ M/ L): Comments (if any):
2. METHODS This should be based on the actual project finding where, Use of methods refers to the appropriateness of methods, theories, etc. used to realize the residency project. Dealing with project complexity refers the initial problem statement and the goal that has been argued in the beginning of project.	USE OF METHODS	(H/ M/ L): Comments (if any):
	DEALING WITH PROJECT COMPLEXITY	(H/ M/ L): Comments (if any):
3. PROJECT RESULTS This should be based on the actual project finding where, Feasibility refers to the the state or degree the findings can be successfully applied in a real application scenario.	FEASIBILITY	(H/ M/ L): Comments (if any):
	DESIRABILITY	(H/ M/ L): Comments (if any):

Desirability refers to whether the project findings are appropriate or desired for solving the selected challenge or problem statement. Viability refers to whether the project results are suitable or sustainable in long term for solving the selected problem or problem statement.	VIABILITY	(H/ M/ L): Comments (if any):
4. COMMUNICATION These should be evaluated based on the student final report, where 'acedamic level' and 'connecting to stakeholders' refers to the written how well the final report communicate the results or findings to acedamic audience and other stakeholders (such as companies), respectively.	ACADEMIC LEVEL	(H/ M/ L):
	CONNECTING TO STAKEHOLDERS	Comments (if any):
5. PROJECT MANAGEMENT AND PLANNING This evaluation is based on the management and execution by the student of overall residency project, where, Planning refers to overall activities since start of residency project. Autonomy & Initiative refers to independence and initiatives shown by the student at various stages of the residency projects (such as designing experiments, proposing ideas, etc.) Response to feedback to how well the student has responded to the supervision or other feedback that might have received to improve the work. Time spent refers to how well the students has utilized the time.	PLANNING	(H/ M/ L): Comments (if any):
	AUTONOMY & INITIATIVE	(H/ M/ L): Comments (if any):
	RESPONSE TO FEEDBACK	(H/ M/ L): Comments (if any):
	TIME SPENT	(H/ M/ L): Comments (if any):
Other comments (if any):		

Description of components in form 1.

- **Relevance** - relevance of proposal for the fashion-tech market needs. For example, how well the proposed project is aligned with the current industrial needs and challenges in the multidisciplinary field of fashion-tech. Besides, the adherence/alignment of students submitted ideas with project areas and challenges defined by the companies will be also evaluated.

- **Innovation potential/level** - how disruptive, radical and novel is the proposed work and related outcomes, and at what level these novelties are developed, e.g. from ideation to prototype building, testing and implementation.

- **Applicability potential/level** - how transferable are the outcomes of the proposed projects to the practical context in company, industry operations, and to the society. In addition, the contribution to knowledge mobilization in companies and/or actual application / commercialization of developed proofs of concepts and prototypes in 3-5 years

- **Degree of integration/collaboration** – how well the proposed work utilizes the collaboration of University and Companies for the realization of the residency project. In order to account for this criteria, preliminary project plan for implementation of project idea might need to be submitted by students as part of their proposal. To evaluate the proposed collaboration with companies, a plan of work during residency, including co-creation activities, can be provided by students.

- **Multidisciplinarity** - student project proposals that build on multidisciplinary approach requiring a combination of expertise and skills from different disciplinary, professional and functional domains would be favoured.

- **Entre-/intrapreneurship potential** - evaluation of pitching skills in terms of attractive presentation and communication of project ideas can be included as one of the criteria for selection of students project for residency as well as evaluation of developed projects, especially since residency aims to contribute to enhancing the entre-/intrapreneurship skills on behalf of students according to FTA project proposal description. In particular, students can reflect during their presentation/video submitted for the contest, how novel ideas can contribute to capabilities development and be converted into products and services for economic and social benefits.