



istitutomarangoni



2014 · 2015
one year courses
fashion design intensive

Brief descriptive summary

Over the past 78 years this course at Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative and business and management skills, which are both subject specific and relevant to the international fashion industry, these courses will turn out students fully equipped for a career in Fashion Design, Fashion Styling, Fashion Business, Graphic Design, Interior Design and Product Design.

One Year course**1. Certification attained**

Istituto Marangoni private certificate

Course information**2. Educational Aims and Course Aims****School Education Aims**

- to develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students.
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to encourage the development of students' intellectual powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities at the end of the study in all programmes;
- to establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the Institutions vision and strategic objectives;
- to provide a learning experience that is informed by research, scholarship, reflective practice and engagement with fashion and design industry and the professions.

Course Education aims

Fashion Design Intensive produce students able to design a collection and merge research, creativity and marketing.

The programme begins with the development of a personal sketching language. Then students will learn how to discipline their creativity to fit the marketplace and fulfil consumers' demands.

Through pattern making techniques, students will understand the various aspects of production and work according to the correct design process. Finally, students will design collections for several men's and women's lines. And all this in environments and cities where you breathe fashion and design on a daily basis.

The students will approach the fashion system through the drawing and the analysis of construction of basic garments. Understanding the trends and market will enable them to plan a range of related garments to create a fashion collection.

3. Course Learning Outcomes**Educational Outcomes**

On successful completion of their course of study students will be able to:

- apply skills of critical analysis to real world situations within a defined range of contexts;
- demonstrate a high degree of professionalism characterised by initiative, creativity, motivation 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.

One year course learning outcomes

On successful completion of the Fashion Design Intensive course, students will be able to:

- develop a variety of drawing techniques and processes to professionally communicate fashion ideas;
- demonstrate ability to apply a variety of approaches to the design process while developing a fashion collection;
- demonstrate an in-depth understanding of garment cut and construction techniques;
- differentiate between fabrics and relate fibre content and fabric construction to the performance requirements of fashion products;
- appraise and apply research from a variety of sources;
- demonstrate the ability to build patterns while developing a fashion collection.

4. Teaching/Learning and Assessment Strategy

Curriculum

The programme is offered as three and one year courses in the fashion and design subjects.

The Programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths. The programme will present students with a variety of approaches to learning and assessment strategies that will promote students' intellectual, imaginative, analytical and critical judgement. It will allow students to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms. A combination of different learning and teaching methodologies are employed in order to promote reflective learning and develop generic transferable skills.

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures and workshops;
- guest speakers provide the students with a full, broader and real perspective to their specialist field of study.

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

The Fashion Design Intensive course is focused on seminars, tutorials, workshop inductions, lectures, workshops about professional opportunities and about how to write a CV, library sessions, group projects, and independent research.

The students will start with the Fashion Illustration & Collection design unit. They will approach basic illustration techniques for fashion design and learn the first notions of styling that will allow them to develop a series of related garments, to create a real collection. In the Cut and Construction Analysis unit, they will confront themselves with the manufacturing analysis of basic garments and with the textile production techniques thus learning how to recognize different types of fabrics and how to use them within their creative ideas.

The international fashion calendar and the operating rhythms of the fashion industry, from purchasing fabrics to creating a sample line to selling and consignment together to the contemporary trend analysis are key aspects of the Collection and Brand Analysis Unit.

The following unit Design and Communication will enable students to gain a broad understanding of the fashion industry and to focus down to a single brand. They will learn to plan and develop a range of related garments for the brand based on in-depth primary and secondary research. When designing the collection, they will study the brand from a social, economic, global and ethical perspective. Students will learn to appropriately develop an existing brand.

Students will push their personal creativity through experimental visual research, new technology exploration and gives them the opportunity to explore and understand the link between technology, contemporary design and fashion.

Students will be challenged to demonstrate currency within the fashion design subjects backed up by market research. (Unit Design Vision). At the end of the course the student will create a small personal contemporary collection appropriate for their portfolio. Through innovative research and experimentation they will devise a collection that is both cutting edge and business related, showing awareness of market and trends (Unit Personal research and Final Collection).

Course Specific Assessment Criteria

The methods of assessment used give breadth and depth, which allow for both the formative and summative assessment of every student at each stage of the programme.

Assessment methods to support learning: the Programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Different forms of assessment can, and where appropriate should, be used to test different types of skills and learning.

Formative Assessment

Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process. These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- **criteria and goal setting** > asking students to participate in establishing what should be included in criteria for success;
- **self and peer assessment** > With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria;
- **student record keeping** > helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

Summative Assessments

These assessments are a means of gauging student learning, at a particular point in time, relative to established marking criteria. Summative assessments can occur during as well as at the end of each unit and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment > is used to assess a variety of projects that have been developed throughout the unit.

Practical Coursework > allows the students to demonstrate their understanding and application in practical areas of study.

Written Reports > are required in some study areas, where a clear and structured brief is provided and the students are asked to submit work marked independently by staff.

Formal Examinations > are required in some study areas.

Presentations > are used in some subjects to allow the student to develop their professional communication and presentation skills.

Student Projects > are used when the student is required to submit work to be marked independently and anonymously.

5. Course structures

Fashion Design Intensive course

Core Units		
Code	Status	Unit Title
FICD	Core	Fashion Illustration and Collection Design
CCA	Core	Cut and Construction Analysis
DC	Core	Design and Communication
CBA	Core	Collection and Brand Analysis
DV	Core	Design Vision
PRFC	Core	Personal Research and Final Collection

6. Career service for One Year Courses

Each campus has its own dedicated Career Service Manager that heads the careers support team.

The purpose of the Career Service office is to support One Year Students with lectures, PowerPoint presentations and notes.

7. Course Admission Requirements

To register for the three-year and one-year course candidates must have a high school diploma.

Academic references and titles is the key requirement.

All non-mother tongue students will need to have at least a basic knowledge of the language spoken in the selected course.

8. Programme Leader Responsibilities

They will have the responsibility for implementing the strategic direction of the courses within their programme and for co-ordinating the academic administration necessary for its successful day-to-day operation.

Responsibilities

Programme Leader's job profile will combine the roles of the Unit Tutor. His/her responsibilities will, therefore, include:

- chairing the Programme Committee, and arranging for such meetings of the Committee as considered appropriate;
- acting as the Chief Executive Officer to the programme. As such he/she will be responsible, within the agreed policies of the Programme Committee, and Academic Boards, for the efficient operation of the programme as approved by the Institute;
- all matters pertinent to the proper day-to-day operation of the programme involving leading, supporting and encouraging their teaching team;
- advise the Programme Committee on its proper responsibility for the continuing development of the programme;
- liaise on behalf of the Programme Committee with all staff as appropriate;
- be empowered to take on behalf of the Programme Committee any reasonable action with respect to the proper functioning of the programme;
- assess the value of the unit in terms of staff delivery and integration with the rest of the programme.
- recommend areas for curriculum development;
- co-ordinate the assessment schedule for the Unit and ensure that it is communicated to students and the director of education;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resource required for the Unit and liaise with the teaching team;
- undertake in training and professional development and contribute to the training of others;

- actively participate and organise Peer Support system;
- monitoring and responding to the student voice including regular meetings with the student Rep.
- monitor Unit and course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring, joint marking, internal verification;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

Joint Responsibilities

admissions: management of admissions is undertaken by the administrative admissions manager whom coordinates and supports the subject specific Programme leader and the Campus Director of Education in dealing with interviews and portfolio assessments (where appropriate).

9. Student Support Strategy

Istituto Marangoni's Departmental Policies ensure that various mechanisms are in place to enhance the student experience, in an academic, practical and pastoral way:

- Programme Leaders are set in place as a first point of call to acquaint students of their teaching programme;
- Faculty Student Support Officers for referral of students where appropriate;
- programme handbooks and assessment handbooks to give relevant information;
- induction programmes on using the Library, IT, campus facilities and Media Services, on the course contents and objectives;
- student group representatives elected to the programme Committee as the student voice;
- Programme Leaders guide students to the most appropriate help.

Student Support Officers

Istituto Marangoni provides Faculty Student Support Officers, who act as the first point of contact for students in both academic and personal counselling. A Faculty Student Support Officer is available for Master programmes and another for the three year courses and one-year programmes.

For academic counselling, Student Support Officers will liaise with tutors to offer practical advice to resolve specific difficulties with presentation skills, research, essay writing and reflective learning journals. A written record of these tutorials will be kept in the student's file for reference and to assist in monitoring of student progress.

For matters of pastoral care the Student Support Officers will help in:

- finding their way around campus and city;
- managing their time;
- dealing with stress;
- exam tips;
- getting the best from their course;
- understanding and applying the school's rules;
- anything else they would like to talk about.

One-to-one appointments may be made by phone, through the receptionists or by email. Students can expect to be seen almost immediately.

10. Student Assessment

Student feedback is essential to programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni will gather student opinion in a variety of ways, which may include the following:

- informal contact with Programme Leader and subject Tutor, for example during lectures and seminars and through appointments with academic staff;
- end of Unit Evaluation;
- end of academic year online questionnaires when students will be invited to reflect on their overall experience in their campus. Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
- Programme Committee.

Istituto Marangoni would prefer that on most occasions students be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and IM recognizes this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.

In order to 'close the feedback loop' and to communicate any improvements resulting from student participation at least once every academic year, programme teams relate back to students the actions taken in response to student views.

Students will be asked to respond to a series of questions, for example, if they were clear about what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new or existing skills. The data will be analyzed and the Programme Leader will be required to comment on:

- Key strengths and issues arising from student performance;
- Key strengths and issues arising from student feedback;
- Actions and improvements for the next academic year.

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