istitutomarangoni

ONE YEAR COURSES
PARIS COUTURE EVOLUTION
INTENSIVE Version 01

Brief descriptive summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare students with the necessary knowledge and *know-how* in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Fashion Promotion, Brand Management, Digital Design and Interior Design.

General Information

1. Certification attained

Istituto Marangoni certificate

Programme 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 and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation 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.

Programme Aims:
The course is aimed at students willing to advance their professional fashion design projects both from the point of view of artistic and creative identity and entrepreneurial positioning in the field of unique fashion craft creation.
The course objective is to provide students with the opportunity to:
• explore traditional and contemporary relevant craftmanship and artistic creation in luxury and in haute couture practice;
• experiment with an innovative and autonomous attitude toward their own fashion design practice and artefact conception while developing research in all of its facets (conceptual, artistic and technical) toward the realization of one exclusive and original total look;
• define and understand the potential and the essence of their own personal aesthetic and translate it into a contemporary visual language appropriate to targeted external audience;
• develop social involvement, through local craft networking, sustainable practice and cultural valorisation, into a viable business narrative and model.

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.

Final Award Learning Outcomes
On successful completion of their course of study students will be able to:
• Design, plan and realize a fashion design project and related artefacts in an independent and goal-oriented way, asserting their own design identity;
• Experiment with traditional and contemporary haute couture techniques, processes, materials and embellishments to construct an original experimental silhouette;
• Appraise historical, social and cultural developments of the luxury system and situate them in their own fashion design practice;
• Provide original solutions for fashion entrepreneurship, defining brand management and communication.

4. Teaching/Learning and Assessment Strategy
Curriculum:
In the vast and varied Fashion Industry landscape providing an offer for any possible demand, there's a unique niche where pure creation and unique demands meet: the Parisian Haute Couture.
The analysis and comprehension of the heritage, dynamics and impeccable craftmanship of the contemporary branded structures gives creative minds aspiring to express the essence of their personal aesthetic, the focus and tools to develop and realize their unique vision.
Through an in-depth awareness both of luxury environment codes, mindset and target, and a contextualization of the artefacts' narrative and conception, participants manage the imperatives of exclusive creation from project to delivery, honing their self-branding and entrepreneurial skills, and taking advantage of contemporary technology to communicate and promote their "Art-to-wear". During the one-year program students will be given the opportunity to challenge and deepen their craft practice in relation to socio-cultural context and to explore how Haute Couture methods can be employed to expand their own practice as well as the field. The program is organised around two main units delivered throughout 3 terms.

Personal aesthetic and cultural valorisation
Artefact exploration through materials and concepts is an essential aspect of the program that starts in term 1, focusing on the development of skill-based knowledge, debate about the meaning of material inquiries and investigation of the conceptual identity of the crafts, in order to shape student's creative expression. The first term will expand student's knowledge of French "Art de vivre" history, the evolution of luxury fashion and the contemporary evolution of Haute Couture Houses.
During this term students will research actively into building complete understanding of Haute Couture traditional and contemporary techniques, processes and materials - while at the same time appreciating the historical, social and cultural underpinnings of the luxury environment system in order to embody it in their creative identity.
Students will also start shaping a personal artistic and creative trajectory for their fashion design project.

Artefact narratives and materialisation
During term 2 and 3 participants are focused on the development of their final personal projects. The work is organised around artefact materialisation and the parallel entrepreneurial-oriented narratives.
They will further build their skill-based knowledge in the fields of fashion storytelling, design, pattern making, tailoring and maximise surface treatment through practical workshops in embellishment and surface treatments. While developing their "Art à porter", students work on the positioning of their materialisation reflecting on the communication approach. The case study of product and by-product global brands offer will give them the awareness needed for a "total look" creation and network activation. Analysis of contemporary communication and image diffusion will give them the indications on how to optimize their visibility.
All learning outcomes are measured in the student's own project.

Programme methods:
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 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;
• study, trips, external projects and competitions present the students with another dimension to their leaning experience;
• guest speakers provide the students with a full, broader and real prospective 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.

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

Formal Examinations are required is 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 structure
Course contents
• Haute Couture materials
• History of Luxury
• Self-branding & Entrepreneurship
• Personal style vision development
• Strategic targeting and personal expression

6. Personal Development Planning
PDP/Individual Development Tutorial.
The Director of Education and the Academic Service support the personal development of students. One-to-one appointments may be made by phone, through the receptionists or by email. Students can expect to be seen almost immediately to discuss any issues they may have.

7. Career service for one-year courses
Each school 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.

8. Course Specific Admission Requirements
Admission is based on the reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the award.
Admission requirements are listed below.
Candidates must have a sufficient command of the English or the chosen language of the course to be able to meet the requirements of the programme in every respect.

When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:
• the applicant's qualifications (High School Diploma or equivalent school certificate);
• the applicant's personal statement;
• a portfolio of work (if appropriate to the subject).

The Admissions Manager coordinates and supports the subject specific Programme Leader and the Director of Education in dealing with interviews and portfolio assessments (where appropriate).
(Admission requirements are subject to change in order to comply with entry requirement regulations).

9. Programme Leader Responsibilities
They will have 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.
Programme Leader's Responsibilities:
• 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;
• supporting and encouraging their teaching team including PDP;
• 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;
• 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 resources required for the Unit and liaise with the teaching team;
• undertake training and professional development and contribute to the training of others;
• actively participate and organise Peer Support systems;
• monitor & respond 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.

10. Student Support Strategy
Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:
• Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme;
• Student Support Officers for student referral where appropriate;
• programme and student handbooks;
• induction programmes for facilities including: Library, IT, online resources (where available) school facilities and media services;
• student group representatives (student voice).

Student Support Officers
A dedicated Student Support Officer is available for all students on the programme.
For academic counselling, Student Support Officers will liaise with tutors and programme leaders to offer practical advice to resolve specific academic difficulties.
A written record of these tutorials will be kept in the student's file for reference and to assist in the monitoring of student progress.
For matters of pastoral care the Student Support Officers will help in:
• finding their way around;
• managing their time;
• dealing with stress;
• getting the best from their course;
• understanding and applying the school's rules;
• anything else the officers can advise on.

One-to-one appointments may be made by phone, through the receptionists or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

11. Student Evaluation
Student feedback is essential to the programme development and student comments are used to
enhance both the successful management of the programme and the teaching/learning strategies.
Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:
• informal contact with Programme Leader and subject Tutor, and through appointments with academic staff;
• end of Unit Evaluation;
• end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school.
   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 Istituto Marangoni 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 analysed and the Programme Leader will be required to comment on:
• key strengths and issues arising from student performance;
• key strengths and issues arising from student feedback;
• actions and improvements for the next academic year.