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**POSTGRADUATE PROGRAMME
COURSE IN FASHION &
TEXTILE DESIGN MANAGEMENT**   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 courses prepare participants in subjects such as Fashion Design, Fashion Styling, Fashion Business and Interior Design.

General Information

1. Certification attained
Istituto Marangoni Certificate

Programme Information

2. Educational Aims and Course Aims
School Education Aims:
The educational aims are:
• to develop flexible approaches to programme delivery and participant support, which reflect the needs and expectations of our learners;
• to provide a supportive and inclusive learning environment which enables success for all learners;
• to encourage the development of intellectual ability, creativity, independence, critical self-awareness, imagination and skills that enhance global employment opportunities on completion from all courses;
• 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, reflective practice and engagement within the fashion, design and creative industries.

Programme Aims:
The postgraduate programme Fashion & Textile Design Management equips participants with the creative skills and professionalism demanded by the global fashion system, with outstanding links to industry. This dynamic 9 months course cultivates the design creativity, individual style and personal vision of participants while they respond to the rapidly evolving landscape of fashion through a series of project-based activities, that reflect different aspects of the industry and new technologies. This course is focused around interdisciplinary and experimental projects, with an innovative approach in the area of textiles and materials.
Participants gain access to design and making methodologies within the frame of traditional and digital Textile design. Embedded in the course is a consistent practice with workshop experience, along with the professional expertise brough on by academic staff, researchers and visiting designers, coming from both local and international craftsmanship excellence. Participants have the chance to build their knowledge by being encouraged to unlock their potential ability to innovate and develop, incorporating new technologies and sustainable approaches.

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:
• Develop an individual fashion and textile design identity and philosophy.
• Create a technical practice in embroidery and other local craftsmanship techniques.
• Complete collections of innovative samples, prototypes that evidence creative textile and production skills.
• Create a professional portfolio that effectively communicates project brief outcomes in relation to specific market sectors.
• Evidence design responsibility through demonstration of social and ethical awareness.

4. Teaching/Learning and Assessment Strategy
Curriculum:
Developing an individual fashion and surface design identity and philosophy; Creating a technical practice in embroidery and other local craftsmanship techniques; Exploring and challenge the established parameters of textile design; Completing collections of innovative samples, prototypes that evidence creative textile and production skills; Creating a professional portfolio that effectively communicates project brief outcomes in relation to specific market sectors; Working with an allocated supervisor on individual and industry projects; Evidencing design responsibility through demonstrating social and ethical awareness.
Participants are challenged to develop their own thinking about fashion – what it is and what it can become – to realise their full potential, while gaining advanced fashion design skills. They are given the chance to investigate their own unique identity as designers and their position within the fashion industry, also based on market intelligence. At postgraduate level, participants will already have experience in fashion design, pattern cutting, garment making and portfolio creation in order to successfully meet the challenges of this course in conceptual research, design development and experimentation, collection realisation, marketing and personal branding. They are encouraged to work experimentally with the shape and construction of garments, with the use of renewable and sustainable resources, and to devise imaginative ways of working with materials and techniques – all while keeping an eye on the true Indian creative artisanship in fashion combined with the excellence that is "Italianness"; internationally acclaimed craftsmanship, design and style. The course is contextualised within the current environment exploring sustainability and new technologies as well as forward looking in terms of future trends and needs.

Assessment
Formative Assessment:
This consists in a daily interaction with the tutors that through feedback help the participants to adopt a critical appraisal of their own learning experience, and helps them assess their own performance in relation to the learning outcomes set for each element of study.

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

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit and contained within a single folder or portfolio. Portfolio assessment could take a variety of formats depending on the subject and stipulated by the tutor.

Practical and class-based projects allow participants to apply their theoretical understanding of a specific subject area.

Written Reports are required in some study areas and these are in some cases be a response to industry briefs, allowing participants to reflect real industry requirements and to present work to industry standards through report writing.

Presentations are used in some subjects to allow participants to develop their creative, professional communication and presentation skills, formalising their arguments in a critical manner. When giving presentations participants are actively encouraged to embrace new technologies and media in an innovative way where appropriate.

5. Course Structure

Subject Title	Total Hours
FDI	Fashion Design Intentions
FSE	Fashion And Surface Exploration
IDD	Innovative Design Development
NFI	New Fashion Identities

6. Personal Development Planning
Each school has its own dedicated careers support team.
The purpose of the Career Service is to support and offer guidance to semester course students with advice, lectures, presentations and information.

7. Tutor Responsibilities

The Director of Education has the responsibility for implementing the strategic direction of the courses and the co-ordination of the academic teams and administration, necessary for the successful day-to-day operation of the Training Centre.

The Tutors' responsibilities include:

• all matters pertinent to the proper day-to-day operation of the programme involving leading and supporting participants;
• advice to the Director of Education on appropriate delivery for the continuing development of the programme;
• recommendations in areas for curriculum development;
• liaison with the Student Support Officer to ensure appropriate study support is available to participants;
• recommendation of the appropriate level of resource required for the Unit;
• maintaining the quality of educational standards.

8. Student Support Strategy

Istituto Marangoni's departmental policies ensure that various mechanisms are in place to enhance the participant experience, in a pedagogic, practical and pastoral way:

• programme handbooks provide relevant information to participants;
• the use of the Library, online resources (where available), and the centre facilities help participants to reach the skills and knowledge expected on the course;
• Tutors and the Director of Education guide participants to the most appropriate help.

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

9. Student Feedback

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

Istituto Marangoni gathers participant opinion in a variety of ways, which may include the following:

• informal contact with the Tutor, and through appointments with academic staff;
• end of course online questionnaires where participants are invited to reflect on their overall experience at the Training Centre.

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