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ONE YEAR COURSE
INTENSIVE IN FASHION STYLING & MULTIMEDIA   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 attaine

Istituto Marangoni certificate

Programme Information

2. Educational Aims and Course Aims

The educational aims are:
- 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 develop the 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 Fashion Styling & Multimedia Intensive course provides students with a variety of communication techniques used by the fashion industry for selling, promoting and seducing, techniques that are often considered an art form.
The course addresses a series of practical projects that includes all the key skills required to create visual content for Fashion. Students will learn how to create a professional layout book and develop their own technical style and image.

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 the Fashion Styling & Multimedia Intensive course, students will be able to:
- carry out research, analyze style and re-interpret it in a contemporary manner;
- professionally assemble a layout book with a clearly identifiable technical style, while increasing content visibility;
- plan, organize and develop a brief through images;
- acquire first-hand knowledge about fashion creativity through observation, analysis, criticism and concept development;
- demonstrate skills and confidence in the development of digital content;
- plan and propose a promotion project for oneself or for one's customers by using images and graphic design tools;
- understand and assess customer needs against the requirements of the market and the fashion industry.

4. Teaching/Learning and Assessment Strategy
Curriculum:
In the first part of the course students will consolidate their knowledge about professional style research methods.
Students will gain knowledge about the evolution of fashion trends in different historical periods and in the present time, together with an analysis of the development of fashion visual content. Students will integrate the culture of fabrics with recent creative improvements and will learn how to define their first personal style projects.
Participants will then approach the publishing and commercial world by developing and defining projects for brand catalogues and editorials for sector magazines; students will be also involved in the development of photoshoots, following all the professional steps.
Moreover, they will come to know the world of promotion of the fashion product with all the players involved, new professional profiles and media.
At the end of the course, students will implement the skills acquired applying them into a concrete project application, as well as taking advantage of the creative languages and the professional tools available while developing and completing their design projects.

Programme methods:
The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical and critical judgement.
This 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 subject 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 course.

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 Plan of study

Introduction to Fashion Styling

Subject name	Amount of hours
Style Analysis	40
Photography 1	25
Styling 1	40
Graphic Design	40
History of photography	25
Art, dress and fashion culture	25

Fashion Styling and Multimedia

Subject name	Amount of hours
Web promotion	25
Styling 2	50
Photography 2	70
Style Development	40
Post production and multimedia	40
Graphic Design & Portfolio	60

6. Personal Development Planning
PDP/Individual Development Tutorial

The Director of Education and the Academic Service support the personal development of participants. One-to-one appointments may be made by phone, through the receptionists or by email. Participants can expect to be seen almost immediately to discuss any issues they may have.

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:

1. all matters pertinent to the proper day-to-day operation of the programme involving leading and supporting participants;
2. advice to the Director of Education on appropriate delivery for the continuing development of the programme;
3. recommendations in areas for curriculum development;
4. liaison with the Student Support Officer to ensure appropriate study support is available to participants;
5. recommendation of the appropriate level of resource required for the Unit;
6. 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:

a. programme handbooks provide relevant information to participants;
b. 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;
c. 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.