



**istitutomarangoni**



**THREE-YEAR COURSES  
FASHION STYLING  
& CREATIVE DIRECTION**

Version 02

### 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, Multimedia Arts, Interior Design, Product Design, Visual Design, Art History and Culture.

Students will initially acquire basic skills, advancing over the 3 years into independent learners, ready for a career in their chosen profession.

### General Information

#### 1. Certification Attained

Istituto Marangoni certificate

#### 2. Course description

The Fashion Styling and Creative Direction Course, aims to inspire experimentation and exploration to allow development of an individual fashion style and harness creativity.

Students will expand on their industry practical skills, through the planning organisation and implementation of fashion shoots, working, managing and being an integral member of a fashion team, whilst building contacts with photographers, models and makeup artists, and expand their professional portfolio.

Photo-shoots will encapsulate various formats from still life styling and photography to the development of sets, creating narratives and propped environments, to communicate fashion stories.

Editorial styling will further enhance application of the styling processes and production, embracing research of ideas, including the investigation into trends of makeup, hair and beauty to inform model looks. Editorial images will be used in a published magazine format, presented to a professional standard of execution and layout.

The process will be documented through a series of reflective learning and development and peer observation.

The production of final images will involve utilising enhanced skills in photo retouching, CAD, visual formatting and layout techniques using In Design. Students will progress by undertaking a series of creative and commercial projects, which will contribute to the execution of a professional portfolio and production of a website, which represents their individual creative style. The application of fashion writing and graphic presentation skills is integral to the presentation and communication of all visual outcomes. Projects include the planning and realisation of advertising campaigns for multiple briefs and clients. The final year encourages students to create and manage self-initiated briefs, which are implemented through fashion editorial shoots and art direction of fashion videos.

Theory and academic writing will underpin the delivery of the creative pathway through the proposal and writing of a final dissertation, which will investigate a personal topic of interest.

### Course Information

#### 3. Educational 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.

#### 4. Course Learning Outcomes

##### Educational Outcomes (“Dublin Descriptors”):

Outcomes and skills achieved by students after completing the curriculum of studies:

- Knowledge and understanding  
Theoretical knowledge and analytical abilities consistent with a professional approach to work, aimed at devising and sustaining reasoned arguments and solving problems in the area of fashion image.
- Applying knowledge and understanding  
Ability to apply theoretical knowledge to develop innovative communication and visual projects, working autonomously with a critical approach and a suitable management of time and resources.
- Making judgements  
Ability to reflect autonomously and critically with reference to one’s own research and creative design process.
- Communication skills  
Ability to communicate and debate one’s ideas and creative choices both verbally and through graphic, photographic and multimedia tools.
- Learning skills  
Ability to learn contents and skills in the areas of fashion, communication and image - through a research and design methodology capable of integrating theoretical and practical knowledge with the requirements and consistent with the technological and creative development of the fashion sector.

##### Final Award Learning Outcomes

At the end of the three-year course in Fashion Styling & Creative Direction, the student will be able to:

- Understand the fashion styling, creative direction and communication process and develop the creative, intellectual and technical skills necessary to practice within the fashion industry;
- Apply relevant technology both, current and emerging, with the intention of demonstrating an understanding of the role and application of this;
- Demonstrate advanced abilities to collate and communicate ideas and information within the profession;
- Interact effectively with others through collaboration, collective endeavour and negotiation to achieve the shared objectives;
- Develop a professional approach by demonstrating skills to solve problems, evaluate evidence, conclude and present arguments appropriate for graduate employment or education at Postgraduate level.

#### 5. Course structure

Year 1

Semester	Disciplinary Field
1	Photography
1	History of Applied Arts
1	History of Visual Communication
1	Advertising and Consuming Psychology
1	Information Technology Fundamentals
1	Foreign Language
2	Advertising and Consuming Psychology
2	Techniques of Visual Communication
2	Visual Research
2	Materials Science and Technology
2	Production Processes
2	History of Applied Arts
2	Free Study Activities

## Year 2

Semester	Disciplinary Field
1	Visual Research II
1	History and Criticism of Contemporary Design
1	Corporate Identity
1	Communication Strategies
1	Publishing Graphics
2	Art Direction
2	History of Photography and Photographic Techniques
2	Project Management
2	Layout Techniques
2	Design Methods
2	History and Criticism of Contemporary Design
2	Free Study Activities

## Year 3

Semester	Disciplinary Field
1	Corporate Identity II
1	Brand Communication
1	Content Architecture
1	Design Methods II
1	Multimedia Design
1	Sociology of Communication
1	Cultural Anthropology
2	Digital Video
2	Methodology
2	Organization Skills and Enterprise Performance Management
2	Multimedia Languages and Applications
2	Dissertation

## 6. Learning and Assessment Strategy

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.

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 students with another dimension to their learning experience;
- guest speakers provide students with a full, broader and real perspective to their specialist field of study.

**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. Various forms of assessment are 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 curve. This process not only engages students, it also helps them see the progress they are making toward the learning goal.

**Summative Assessment:**

these assessments are a means of evaluating 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 - concentrating 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 subject;
- Practical Coursework allows students to demonstrate their understanding and application of practical areas of study;
- Written Reports are required in some study areas, where a clear and structured brief is provided;
- Formal Examinations;
- Presentations may also be used to allow the student to develop their professional communication and presentation skills.

**Grades:**

The exams are graded by assigning them marks out of thirty. The minimum mark is 18; The Board can also decide to award an additional merit to students who obtain the maximum mark of 30/30 in the form of the mention "Cum Laude".

Full details on attendance and assessment are explained in the Student's handbook and in the Academic Regulation.

**7. Career service**

The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work.

Monitoring, guidance and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

The above-mentioned committee will be responsible for assessing the results, having indicated the methods for doing so to the student before the traineeship commences.

When assessing the traineeship, the committee will be assisted by the teacher who has acted as the student's tutor during the traineeship or apprenticeship activities.

The traineeship activity is regulated by a specific convention that indicates: duration of the traineeship, place where the activities are performed, any payment or reimbursement of expenses, insurance covers, the name of the tutor, indicated by the student and appointed by the Director based on the indications provided by the Academic Board, and the name of the company tutor.

The learning activities performed by the students at other institutes in Italy, Europe or other countries, which are fruit of activated agreements, will be recognised. The results achieved are evaluated either by the Exam Board, considering the correspondence of the learning activities performed, or by a specific committee appointed by the Academic Board.

## 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;
- completion of entry test<sup>1</sup>.

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. Student Support Strategy

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, in person (by contacting reception) or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

## 10. 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 Course Evaluation;
  - end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school.
- 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.

1) Entry Test for creative courses: applicants are requested to submit 6 self-produced Creative Ideas and a skills test consisting of 4 multiple-choice questions. The Creative Ideas can be anything that visually describes their inspiration and the area of study that they have chosen. They can be submitted in the form of sketches, drawings, photographs, moodboards and collages (the 6 creative ideas might also be a mix of these). They can also be: - personal reinterpretations of objects, environments, people, situations, etc.. - design ideas: representations of personal creations such as outfits/fashion collections, objects, furniture pieces, interior spaces, etc. (according to the desired course you are applying to). All items must be submitted in A4 or A3 format, in .pdf, .tiff, .jpg, .zip.

## 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 through appointments with academic staff;
- Issues will be taken to Programme Reflective Meetings and added to the Annual Academic Monitoring Report;
- Formal Student Representation;
- Semester/Term Questionnaire;
- Resources Questionnaire (at the end of each academic year);
- Final Questionnaire (at the end of a study cycle);
- NPS (Net Promoter Score) Questionnaire (at the end of each academic year).

It would be desirable that students provide details of their identity when giving constructive feedback on the course and teaching methods. There might be occasions when that is not appropriate and Istituto Marangoni recognises such exceptions. In these instances, the programme teams and central support services will ensure that anonymity and confidentiality are respected.

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

Participants will be asked to answer to a series of questions, for example, if it was clear what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new skills or improved the existing ones.

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.