



istitutomarangoni



**SEMESTER COURSES
LUXE À LA FRANÇAISE**

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 students with the necessary knowledge and *know-how* in order to enter a professional career in the fields of Fashion Design, Accessories Design, Fashion Styling, Fashion Business, Arts, Interior Design, Product Design, and Visual 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 aims at providing participants with an in-depth exploration of the 'Luxe à la Française' universe, its codes and methodology. Participants will be able to transpose the knowledge within the fashion field along with other business fields or to join the French Luxury Industry.

Pushing a transition from a 'lover' stage to a 'connoisseur' level, the course will show the direct link between the unique French luxury heritage, know-how and its management.

The course objectives are to:

- Describe the historical and cultural origin, evolution and perpetuation of 'le Luxe à la Française' organisation;
- Uncover the specific organisation, codes and technical language of the French fashion luxury and Craftsmanship;
- Show the essential connections between the different forms of expression (Fashion, Perfumes, Jewellery, Arts de la table and Gastronomy) of 'le Luxe à la Française' and its strategic management;
- Provide a multisensory exploration of the specificities of French luxury artefacts.

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 participants will be able to:

- Recognize the role of fashion and specificities of craftsmanship to contribute to the uniqueness of an artefact and the exclusivity of a product;
- Demonstrate awareness about the common codes within different luxury fields to express local identity;
- Appraise current fashion and luxury industry management strategies and their connection with the 'Luxe à la Française' heritage;
- Explore the relationship between heritage and innovation as a means of longevity and identity in the framework of a globalized world.

4. Teaching/Learning and Assessment Strategy

Curriculum:

The program guides participants in their personal development of a transversal vision of the French fashion luxury - through the exploration of the 'art de vivre à la française' as a means of understanding the uniqueness of its codes and expression. The program structure retraces the historical and cultural evolution of French Luxury connecting it to its technical, institutional and strategic visionary approach.

The program will provide an introduction to the current organization of the fashion and French luxury.

Participants will explore the cultural and historical origins of 'le Luxe à la Française', the excellency of craftsmanship and its inseparable local anchorage; this exploration will have a multisensorial and experimental dimension. Participants will get to know the Haute Couture and the French elegance, appreciate the uniqueness of the know-how of leather goods, sense the refinement of High-Perfumes and Perfumes and enjoy the exceptionality of High-Jewellery and Jewellery.

They will also savour the sophistication of French Haute Cuisine magnified by the 'Arts de la table'.

The experimentation will continue with the discovery of the specificity of Parisian boutiques in order to decode the 'Art de vivre à la française'.

Attendants will also have the chance to study how emblematic fashion and luxury brands organize heritage management - between tradition and innovation - in order to perpetuate their uniqueness and longevity.

Participants will be taught how to recognize the intrinsic connection of fashion with culture, art, lifestyle in order to transition from a 'French lover' stage to a 'connoisseur' stage. Building on this expertise, they will be able to transpose 'le Luxe à la Française' pattern into their fashion ventures and other fields of industry - or join the French luxury industry.

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 learning experience;
- 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.

Assessment:

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 in some study areas, where a clear and structured brief is provided and the students are asked to submit work to be marked independently and anonymously 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 structure

Course contents

- French Fashion Luxury
- Art de la table
- Fashion, Culture and Lifestyle
- Codes and expressions
- Heritage management

6. Careers service

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. 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.

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 (a recognised and field-related university undergraduate degree and transcript);
- the applicant's personal statement;
- a portfolio of work (where requested);
- a good knowledge of English language is recommended (level b2 of Common European Framework of Reference).

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).

8. 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.

9. 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.

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, through appointments with academic staff;
- Formal Student Representation;
- Semester/Term Questionnaire;
- Final Questionnaire (at the end of a study cycle);
- NPS (Net Promoter Score) Questionnaire (at the end of each academic year).

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.