istitutomarangoni

PROFESSIONAL PROGRAMMES
FASHION ENTREPRENEURSHIP

Version 01

Brief Descriptive Summary
Over the past 85 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:
Throughout this course, participants will assess and understand how to analyze the innovative and successful business models of the fashion and luxury industry, market trends and opportunities, and risk management.
The ultimate goal will be the development of a business plan with precise marketing and communication strategies – aimed at launch or enhance a luxury brand, enter a new market or attract a specific target.
Thanks to the practice of leadership, emotional intelligence and public speaking, participants will consolidate their skills in promoting their brand, look for potential investors or create synergies, collaborations or brand extensions.
The course is completed by the study of new technologies and digital tools to support the management and planning of luxury brand development strategies.

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 a full understanding of the role of the entrepreneur given the evolution of the contemporary fashion market and the rise of personal branding;
• Identify and evaluate the main business models implemented by fashion companies;
• Critically analyze the process of creation, implementation and management of a brand's identity;
• Understand business implications, opportunities and pitfalls of a fashion and luxury company;
• Prepare a business plan, identifying key partners, possible investors and resources.

4. Teaching/Learning and Assessment Strategy

Curriculum:

The programme will move from an overview of the key principles at the base of fashion management: the structure of the fashion value chain and how to interpret the needs of the target and transform them into opportunities, therefore taking into account the product, competitors, distribution, branding, marketing, communication and service dimension in a coherent and strategic way. Participants will practice their management skills in problem solving, negotiation techniques and "out of the box" decision-making in order to develop both their leadership skills and entrepreneurial mindset. In addition to that, participants will analyze the ongoing economic and social evolution to understand how this influences fashion consumption. They will deepen their comprehension of the fashion market with a special view to the impact of digital media and the relevance of omnichannel strategies, therefore moving to the next level their capability to conceive and manage in an effective way promotional fashion campaign plans. Part of the programme will be devoted to update participants with the latest innovations in terms of digital marketing, to learn how to organize innovative marketing strategies aimed at penetrating the market, adopting the most appropriate business model and building a solid brand reputation. Attention will be paid on the topic of the so-called "solo-preneuring" and the rising strategic relevance of personal branding, networking and cooperation, which are attributes of paramount importance for fashion entrepreneurs operating in the contemporary fashion market nowadays. Given the sky-rocketing rise of the so called "meta-economy", based on the popularization of AR, VR and NFTs, participants will also have the chance to increase their familiarity with the upcoming frontier of the metaverse, investigating the manifold business opportunities connected to it from an entrepreneurial point of view. Finally, participants will be able to seize the many opportunities that sustainability - meant as a transformational driver of change - is bringing into the fashion market, fostering the spreading of innovative business models which put circularity, transparency and the revision of the global supply chains at the very center of the stage.

Programme methods:
The programme is designed to address fashion industry professionals' need to deepen their understanding of the evolution of the market in order to seize emerging opportunities, boost self-entrepreneurship and enhance their resources to eventually develop their own business.
The programme will present participants with a variety of approaches to learning and assessment strategies that will promote entrepreneurial mindset and strategic thinking.
It will allow participants to update their skillset with a view to the impact of the drivers of change that are reshaping fashion entrepreneurship. The programme teaching method will also encourage participants in developing 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 transferable skills.

Methods include:
• projects to encourage independent learning through investigation, enquiry and problem solving;
• group projects to enhance interpersonal and collaborative skills;
• seminars, formal lectures and workshops.
Participants 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 for 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

Subject	Short Description
Management in Fashion	The Fashion value chain structure. Management skills to solve problems and make decisions out the box. Organization of teamwork and ethical leadership skills to harmonize corporate values. Negotiation techniques. Risk management.
Luxury Communication and Digital Media	Communication strategies in fashion and luxury, new digital channels to attract the current consumer. Promotional and digital fashion campaign plan and organization.
Digital Marketing	Plan innovative marketing strategies to penetrate the market and promote your luxury business.
Personal Branding	Build a solid image and positive reputation for yourself and your brand, networking, "solopreneuring", effective communication.
Sustainable Business Strategies	Manage the supply chain by adopting circular models, blockchain-based transparency, ethical fashion, the boom of resale marketplaces.
Metaverse Economy	Analysis of the new technological tools available to the fashion sector, augmented reality, virtual reality, artificial intelligence. Metaverse economy: opportunities and pitfalls, management of NFTs, cryptocurrency, digital collectibles

6. Director of Education: Responsibilities

The Director of Education 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.
Main Responsibilities:
- 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;
- be empowered to take any reasonable action with respect to the proper functioning of the programme;
- recommend areas for curriculum development;
- co-ordinate the assessment schedule for the Programme and ensure that it is communicated to students;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resources required for the Programme and liaise with the teaching team;
- undertake training and professional development and contribute to the training of others;
- monitor course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

7. Student Support Strategy
Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:
• Director of Education: 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 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 the School;
• 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.

8. 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 Director of Education and subject Tutor, and through appointments with academic staff;
• end of Programme Evaluation.

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.