istitutomarangoni

POSTGRADUATE COURSES
PRE-SESSIONAL FOR MASTER   Versione 01

Brief descriptive summary

Over the past 80 years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Istituto Marangoni postgraduate courses prepare students with the necessary knowledge and know-how - as a well a critical and strategic thinking – required to enter a professional career in the fields of Fashion Design, Fashion Business, Fashion Communication, Fashion Promotion, Luxury Brand Management, Fashion Marketing and Fashion Buying. The Pre-Sessional Masters programme supports student progression onto Istituto Marangoni's postgraduate provision, providing a strong foundation of learning.

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 Pre-Sessional Masters programme is designed for students who would like to join one of our MA programmes, but who need to gain additional experience in the subject that they wish to pursue.

The programme provides a shorter, intensive mode of study that helps to bridge knowledge gaps, improve students' level of understanding and prepare them for successful entry to postgraduate study

The programme has been designed to support progression to three named Level 7 pathways at Istituto Marangoni: Fashion and Luxury Brand Management, Contemporary Fashion Buying and Fashion Promotion, Communication and Media. Through this Pre-Sessional Masters programme, students acquire the specialist subject knowledge and develop the independent thinking skills that will underpin their future study.

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:

• undertake systematic and in-depth independent research using academic conventions and evaluate findings at an advanced level.
• identify and integrate data / information / literature relevant and appropriate to the subject specialist area.
• analyse research and application of knowledge to form and structure individual and collaborative projects.
• demonstrate critical awareness and practical understanding of a comprehensive range of concepts, tools, methods and production processes relevant the subject specialist area.
• demonstrate understanding and accurate application of academic referencing conventions.

• evaluate existing research and conventions, and apply own creative thinking and research abilities, to professional and academic standards.

4. Teaching/Learning and Assessment Strategy

Curriculum:
The Pre-Sessional Masters programme comprises three carefully determined units that address the key areas of knowledge, skills and understanding that will support preparation for postgraduate study for those students that require a 'bridge' between their undergraduate study and the MA programme they aspire to join.
The Business of Fashion unit includes Project Management and the Business of Luxury, to support students' understanding of the complex issues affecting luxury fashion sector and the strategies that brands employ to navigate these challenges.
The Fashion Marketing and Communication unit provides a strong underpinning of the key principles and theories of marketing and communications that is necessary for progression to MA level at the IM London School.
The Preparation for Postgraduate Programmes unit helps to ensure that students' have the core competencies required for postgraduate study, such as Academic Writing skills, Graphics (presentation) skills and an understanding of Excel. In addition students will gain a better understanding of the dynamic fashion industry through classes on The Fashion System.
There is a variety of assessment strategies used on the programme that mirror those of the MAs, including group projects, essays, report writing and presentations. Assignments relating to these units are assessed at the end of the programme during a designated assessment period.

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 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 pro-

cess 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. 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:
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 be marked independently and anonymously by staff.
Formal essays that demonstrate students' ability to critically analyse subject specific material and present their conclusions in an appropriate manner.
Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills.

5. Course structures

Status	Unit Title
Core	The Business of Luxury
Core	Fashion Marketing and Communication
Core	Preparation for Postgraduate Fashion Programmes

6. Personal Progression Planning
Towards the end of the programme, Pre-Sessional Masters students' MA applications will be reviewed, in respect to the aptitudes that they have demonstrated, attendance and commitment shown.

7. Course Specific Admission Requirements
The Master's Pre-sessional course is preparatory to access the Master's courses.
In the end of this preparatory course students must fulfil all the Standard Entry Requirements for the Master's programme.
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 (normally their undergraduate qualification transcript and any school certificates);
• the applicant's personal statement;
• a portfolio of work (if appropriate to the subject).
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 Units 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;
• 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 con-
   duct 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 servi-
   ces;
• 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, and through appointments with academic staff;
• Issues should be taken to the Programme Leader and may be added to the Annual Academic Monitoring Report;
• Programme Committee.
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 feedback.