



istitutomarangoni



**PREPARATORY COURSES
FOUNDATION YEAR**

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 Attained

Istituto Marangoni certificate

Programme Information

2. Educational & Programme Aims

Educational 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 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 Foundation Year encourages participants to investigate the world of design by studying key notions in interiors, product, and visual design, as well as in fashion and arts.

This course is for candidates that may not have all the entry requirements to undertake a 3-year undergraduate programme or that are simply unsure as to which area of study best suits their skills or where their true passion lies.

The students will be introduced, improving their language knowledge, to a range of materials and methods of working to research and develop ideas and learn how to evaluate and reflect on their progress.

All participants then understand, adapt and safely use practical methods and skills for creative production as well as solving complex problems through the application of design ideas into solutions for those problems.

The course helps students to build a portfolio of design work and prepares them for interviews to enter higher education and employment.

3. Course Learning Outcomes

On successful completion of their course of study students will be able to:

- express visual ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- understand theoretical conceptualization and knowledge associated with the subject/area of study;
- demonstrate creative thinking skills characterised by experimentation, initiative, creativity, motivation and self - management;
- apply skills of critical analysis to real world situations within a defined range of contexts;
- find, evaluate, synthesise and use information from a variety of sources;
- develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;
- articulate an awareness of the social and community contexts within their disciplinary field;
- manage their professional development reflecting on progress and taking appropriate action;
- equip students with the knowledge, ability and skills to become independent learners and progress to UG study;
- develop the student's English/Italian language and study skills ability, in line with the requirements of the Istituto Marangoni.

4. Teaching/Learning and Assessment Strategy

Curriculum:

This one-year foundation course prepares participants for entry onto any of the three-year creative undergraduate programmes. Over the course of the year participants are offered exciting new challenges that will improve their critical independent thinking, develop their skills and help them identify where their true passion lies. Participants gain a solid base in Istituto Marangoni training methods and experience the intensive learning approach that is required in order to successfully follow one of the full-time three-year undergraduate programmes.

English or Italian language study skills is at the heart of the syllabus, concentrating on the communication of ideas in both verbal and written format as well as in the specific language and terminology in the relevant subject areas.

The Foundation Course runs for 24 weeks full-time over one year and is divided into three parts.

Parts one and two involve an introduction to the culture of fashion and design, together with an overview of how the creative industries work as well as exploring the materials used in each area. Particular attention is dedicated to experimental use of sketchbooks to develop ideas, themes or concepts which will include mixed media, for both figurative and abstract imagery. These modules introduce the students to a broad range of creative and practical tools such as drawing, painting, photomontage, collage, photography, graphics, illustration, fashion and textiles. Lab work will emphasise on developing ideas in terms of visual thinking, model making and materials board. Part Three deals with the study of Italian socio-cultural context with the aim of developing the knowledge of contemporary Italian culture and society and the ability to function effectively within it.

The course also covers presentation skills and study of principles and techniques for exploration and research in fashion and design contexts. Attention is given to developing an individual approach to creative expression and to conceptual thinking which participants are then able to develop further in their chosen undergraduate course.

Concluding with a portfolio of work, participants have the knowledge and information they need to be able to make an informed choice on which three-year undergraduate course best suits their skills, passions and abilities, and are able to engage in full-time undergraduate level study from a solid foundation.

Programme methods:

The programme will present students with a variety of approaches to learning that will promote intellectual, imaginative and analytical 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;
- seminars, formal lectures and workshops;
- study, trips and external projects 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;
- tutorials and group tutorials to facilitate shared experiences and best practice.

Students will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of assessments 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 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

Core Units		
Code	Status	Unit Title
LS	Core	Language Skills
IP	Core	Italian Panorama
FDV	Core	Fashion & Design Vision
VRCT	Core	Visual Research for Creative Thinking
CS	Core	Communication Skills

6. Personal Development Planning

PDP/Individual Development Tutorial

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

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:

- High school diploma or equivalent.

When considering the suitability of an applicant for a place on the programme the Admissions team will usually take the following factors into account:

- Signed personal statement.

(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:

- supporting and encouraging their teaching team including PDP;
- 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;
- 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;
- 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.