



istitutomarangoni



**EXECUTIVE SHORT COURSES
ACCESSORIES DESIGN**

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 short executive courses provide an opportunity to broaden horizons and update expertise in all areas of the business.

1. Certification attained

Istituto Marangoni Certificate

2. Course Learning Outcomes

On successful completion of the course, participants will be able to:

- apply basic skills and techniques for elaborating a design proposal for a fashion accessories collection;
- develop pencil drawing, colouring and the basics of digital design for communicating a fashion accessories collection;
- produce research and generate creative ideas linked to contemporary trends;
- propose and choose materials for a collection;
- understand and discuss the basic mechanisms of the fashion system.

3. Course Description & Assessment Methodology**Course description:**

The course gives participants the opportunity to acquire notions for nature of the work of the fashion accessories designer. Central to the course are pencil drawing, colouring skills, rendering and digital design techniques, the study of materials and the creation and use of mood boards. This short intensive course provides a real feel of the fast paced work of the accessories designer.

Weekend 1: During the first weekend participants work on accessory drawing and illustration techniques using three different methods; pencil drawing, colouring by hand, as well as insights into digital design.

Weekend 2: A series of seminars provide participants with the fundamentals of the accessories fashion business, looking at how it operates and how trends influence the design process. This serves as a base for visual and creative research - the starting point of any fashion accessories collection. Participants may select a trend to use as a base for their collection.

Weekend 3: During the third weekend research practice assists the development of the accessories collection in order to propose a strong concept, with participants sketching a variety of items, that may include for example: bags, shoes, small leather goods, or eyewear and jewellery. Participants understand how to put a design range together, as well as considering a variety of traditional and new materials suitable for use in their own collection.

Weekend 4: By the fourth weekend digital and hand illustration becomes less experimental and more defined in order to achieve the skills to reproduce, on paper, the look and texture of the materials that participants have chosen to work with. Focus is placed on putting together a body of work for a final presentation of the collection, suitable for clients or companies. This includes full-colour illustrations, moodboards, technical charts and creative supporting data.

Weekend 5: The study of Fashion Semiotics starts in the fifth weekend, giving a brief insight into the world of consumer behaviour; decoding the way we use iconic fashion accessories items to 'identify' ourselves or to stand out from the crowd. Participants begin to understand the influence accessories have on fashion, style, and the consumer.

Weekend 6: At the end of the course individual collections are finalised and shown to tutors and peers as a way to practice giving a convincing presentation of accessories design ideas and concepts.

Assessment:

Depending on the nature of the executive course, the following assessment methodology may be referred to:

Formative Assessments:

This consists in a daily interaction with the tutors that through feedback help the participants to adopt a critical appraisal of their own learning experience, and helps them assess their own performance in relation to the learning outcomes set for each element of study.

Summative Assessments:

These are formal assessments and are a means of gauging participant learning, at a particular point in time, relative to established marking criteria (Learning Outcomes). Summative assessments can occur during as well as at the end of each unit on specific evidence of participant work, examples as follows:

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit and contained within a single folder or portfolio. Portfolio assessment could take a variety of formats depending on the subject and stipulated by the tutor.

Practical and class-based projects allow participants to apply their theoretical understanding of a specific subject area.

Written Reports are required in some study areas and these will in some cases be a response to industry briefs, allowing participants to reflect real industry requirements and to present work to industry standards through report writing.

Presentations are used in some subjects to allow participants to develop their creative, professional communication and presentation skills, formalising their arguments in a critical manner. When giving presentations participants are actively encouraged to embrace new technologies and media in an innovative way where appropriate.

4. Educational Aims

The educational aims are:

- to develop flexible approaches to programme delivery and participant support, which reflect the needs and expectations of learners at the appropriate level;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to encourage the, creativity, critical self-awareness, imagination and skills that will enhance global employment opportunities on completion from all courses;
- 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, reflective practice and engagement within the fashion, design, and creative industries.

5. Study Areas / subjects covered

Main study areas

Accessories design and illustration techniques

Digital design for fashion accessories

Trends in fashion

Looking at materials and quality

The fashion system

6. Tutor/lecturer Responsibilities

The Director of Education has the responsibility for implementing the strategic direction of the courses and the co-ordination of the academic teams and administration, necessary for the successful day-to-day operation of the school.

The Tutors' responsibilities include:

1. all matters pertinent to the proper day-to-day operation of the programme involving leading and supporting participants;
2. advice to the Director of Education on appropriate delivery for the continuing development of the programme;
3. recommendations in areas for curriculum development;
4. liaison with the Participant Support Officer to ensure appropriate study support is available to participants;
5. recommendation of the appropriate level of resource required for the Unit;
6. maintaining the quality of educational standards.

7. Participant Support Strategy

Istituto Marangoni's departmental policies ensure that various mechanisms are in place to enhance the participant experience, in an pedagogic, practical and pastoral way:

- a. programme handbooks provide relevant information to participants;
- b. the use of the Library, online resources (where available), and the centre facilities help participants to reach the skills and knowledge expected on the course;

Participant Support Officers

Istituto Marangoni provides Faculty Participant Support Officers, who act as the first point of contact for participants for pedagogical counselling. For any other matters the Participant Support Officers help in:

- managing time;
- dealing with stress;
- exam tips;
- getting the best from the 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 participants can expect to be seen almost immediately, or contacted to arrange a suitable time.

8. Participant Feedback

Participant feedback is essential to programme development and participant comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers participant opinion in a variety of ways, which may include the following:

- informal contact with the Tutor, and through appointments with academic staff;
- end of course online questionnaires where participants will be invited to reflect on their overall experience at the School.

Istituto Marangoni would prefer that on most occasions participants be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and Istituto Marangoni recognises this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.