istitutomarangoni

SHORT COURSES
FASHION IMAGE & STYLING

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 courses prepare students in the principles of subjects such as Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Visual and Multimedia Design, Interior Design, Product Design, Art History and Art Curation.

1. Certification attained
Istituto Marangoni Certificate

Course information

2. Educational & Programme Aims

Education Aims:
The educational aims are:
• to develop flexible approaches to programme delivery and student support, which reflect the needs and expectations of our learners;
• to provide a supportive and inclusive learning environment which will enable success for all learners;
• to encourage the development of students' intellectual abilities, creativity, independence, 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, scholarship, reflective practice and engagement with fashion and design industry and the professions.

3. Course Learning Outcomes
On successful completion of the Fashion Image & Styling short course, students will be able to:
• understand the fashion stylists job;
• understand and identify fashion trends and fashion decades;
• conduct an iconographical research and plan a photo shooting;
• professionally present their photo shooting using retouching and editing.

4. Teaching/Learning and Assessment Strategy
Curriculum:
The course gives participants the opportunity to understand the job of the fashion stylist and its phases of planning, organising and styling a photo shooting.
Week 1: participants begin to study and consider the fashion styles of the 20th century (form 1900 to 1930) together with an analysis of the basics of a wardrobe. They also study and examine the current and the future trends. Furthermore, some visits are organised to give them the opportunity to discover the city and its style; seminars give participants the opportunity to enrich their learning experience.
Week 2: participants explore the fashion styles of the 20th century (from 1940 to 1990). They study the fundamentals of personal shopping and analyse the different body typologies. Participants have the chance to understand the concepts behind a photo shooting (narrative, iconographic research and shoot planning) and start to work on their idea in order to plan and carry out their shoot during the last week.
Week 3: participants create a photo shooting applying all the knowledge and skills received during the first two weeks. They build a professional portfolio by retouching and editing the photos and they present it to tutors.
Students have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

Assessment:
Formative Assessments:
This consists in a daily interaction with the tutors that through feedback help the trainees 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 trainee 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 trainee 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 students 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 students to reflect real industry requirements and to present work to industry standards through report writing.

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

5. Course structures

Subjects
Introduction to fashion styling, fashion trends and wardrobe
20th century fashion styles (from 1900 to 1990)
Body types and personal shopping
Research for photo shooting
Retouching and editing

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. Tutor 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 students;
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 Student Support Officer to ensure appropriate study support is available to students;
5. recommendation of the appropriate level of resource required for the Unit;
6. maintaining the quality of educational standards.

8. Student Support Strategy
Istituto Marangoni's departmental policies ensure that various mechanisms are in place to enhance the student experience, in an pedagogic, practical and pastoral way:
a. programme handbooks provide relevant information to students;
b. the use of the Library, online resources (where available), and the centre facilities help students to reach the skills and knowledge expected on the course;
c. Tutors and the Director of Education guide students to the most appropriate help.

Student Support Officers
Istituto Marangoni provides Faculty Student Support Officers, who act as the first point of contact for students for pedagogical counselling.
For matters of pastoral care the Student Support Officers help in:
- finding their way around;
- managing their time;
- dealing with stress;
- exam tips;

- 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.

9. Student Feedback
Student feedback is essential to 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 the following:
• informal contact with the Tutor, and through appointments with academic staff;
• end of course online questionnaires where students will be invited to reflect on their overall experience at the School.
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 recognises this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.