



istitutomarangoni



**MASTER'S COURSES
FASHION BUSINESS
TECHNOLOGY AND INNOVATION**

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 Master's courses prepare students with an elevated and in-depth knowledge and know-how for a successful professional career at various levels in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Visual and Multimedia Design, Interior and Product Design, Jewellery Design, Art Management, and Art Curation. There is a strong focus on project-based industry linked methods of study taught by experienced industry specialists and professional practitioners.

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 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 the industry and the professions.

Programme Aims

How do we face change in a digitally challenged society?

By analysing three fundamental pillars of the fashion business world: Social Environment, Products, and Management Models, participants learn how to evaluate, deconstruct and eventually rebuild the fashion system to serve a new era of consumers.

AR and AI are in fact changing our surroundings, and how the real world - end-user interacts in fashion, design and luxury. By fostering creativity, taking intelligent risks, and putting people (the consumer) first, we can promote a scenario where technology and know-how drive new fashion business models.

Digital manipulation holds an enormous potential for transforming fashion shopping experiences, both online and offline. The future digital fashion manager needs the right skills and business acumen to operate within new circular supply chains, to implement innovative approaches to production to limit waste, and to propose and create groundbreaking fashion eco-systems.

3. Final Learning Outcomes

Final Award Learning Outcomes

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

1. Critically analyse the eco-system of the global fashion industry and its creative environments, and evaluate the implications for luxury and fashion organisations.
2. Investigate new business opportunities in the fashion industry by adopting appropriate research methodology and critically applying management theories to practice.
3. Evaluate the impact of new global consumer trends, and critically evaluate various marketing and branding tools to propose and develop relevant and innovative consumer experiences.
4. Critically evaluate the supply chains of fashion companies, and propose new and sustainable design and product development processes supported by emerging technologies and innovation.
5. Formulate solutions to business problems and develop business plans with effective communication tools aligned to industry standards.

Educational Outcomes

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

- apply skills of critical analysis to real 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.

Programme Specific Outcomes

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

- critically evaluate current research in their specialist field of study;
- select and define a research topic and implement a research plan using appropriate methodologies;
- critically analyse their results and draw logical conclusions;
- exercise initiative and personal responsibility in the work environment;
- carry out further independent learning or continuing professional development;
- critically reflect on experience of significant managerial responsibility;
- continue as a researcher in an academic or commercial setting and have the potential to extend the bounds of knowledge in their chosen field.

Students will also have the qualities needed for employment in situations requiring the exercise of initiative and personal responsibility together with decision-making in complex and unpredictable situations.

4. Teaching/Learning and Assessment Strategy

Course Description:

The business of digital fashion - become an innovative driving force for companies

From sourcing sustainable fibers to social media, the fashion industry has already embraced digital technology in its business models. However, companies are also searching for new profiles with the skills and ability to introduce innovative ideas and new digital business models – profiles that are ready to 'disrupt' the fashion system.

Digital disruption therefore involves technical, managerial and economical aspects when conceiving, developing and communicating a fashion brand or product.

This 9-month postgraduate level programme investigates the impact of digital innovation in fashion, design and luxury. Participants analyse marketing strategies, brand management, issues in big data and communication to create innovative fashion business concepts, while constantly studying the impact, influence and relationship digital technology has on the industry, and the consumer.

The course questions how fashion items are both made and sold, responding to digital and innovation challenges in terms of consumer requests, sustainability, AI, AR, 3D Printing and Industry 4.0. Participants will question the new consumer, and the way the selling experience is evolving, such as the use of virtual assistants, and the virtual changing room – virtually trying before buying online. Visits and workshops to discover the worlds of AI, AR, innovative start-ups, and virtual retailing will be included during the programme.

Participants will also investigate the supply chain and how the different key roles; creatives, buyers, marketing professionals, and retailers, all interact in a digital and interconnected world. Sustainability, new production and product development processes are a vital part of the digital impact.

This course is suitable for students with a digital, creative or business background, ready to apply the knowledge in fashion development projects and interact at Master level. While AR & AI and new consumer approaches in selling are covered, this course is not a software development based programme. The focus of the course is on business and management methodologies specifically applied to fashion, design and luxury companies looking to move ahead of the pack in the digital era.

At Master level the course also includes industry projects; work created directly in collaboration with a real company, as well as the development of an individually chosen project, which could focus on: industry 4.0, omnichannel, blockchain, augmented reality, 3D printing, or a new business idea linked to digital and e-commerce to name just a few.

At the end of the programme participants will have had the opportunity to discover the necessary skills required to enter the industry within the digital fashion business arena, and move forward for a future in areas such as Digital Management, Marketing, or in Digital Product Development.

Learning and Teaching Methods:

Course teaching methods are mainly based around formal lectures, workshops, seminars and self-directed study and within this structure a range of approaches to learning and teaching is employed as appropriate to the situation. Industry experienced specialists and visiting specialist Lecturers (industry professionals) make valuable contributions and facilitate important links to professional practice.

Self-Directed Study > plays a major role in this programme, where students are expected to spend time researching and analysing subject matter independently to support and substantiate taught material.

Formal Lectures > form an integral part of the programme and with formal delivery of key information to the whole cohort. At this level it is expected that students will use the lectures as a stimulus for further study/reading.

Seminars > are used to build on themes taken from the lecture programme. Students are encouraged to make an active contribution by sharing in the argument and debate.

Visiting Lecturers > are invited to deliver specialist lectures to enhance the delivery of the units.

Individual Tutorials > are used when individual student work is being discussed or the guidance required is specific to one particular student. It is especially important in the dissertation phase and may be face to face, over the telephone, via e-mail or Skype.

Small Group Tutorials > enable students to discuss and plan their work in greater detail than is possible with larger groups. It encourages quieter students to develop their interpersonal and communication skills and helps consolidate leadership skills in others.

Video Presentations > are used to give a more in-depth understanding of a specific issue.

Case Studies > are used for detailed discussion of real-life situations.

Demonstrations > are normally of a technical nature and are necessary in certain subject areas.

Studio / Workshop / Laboratory / Practical Sessions > may be used to enable the creative and practical skill development of the student in an environment which simulates that of industry.

Group and Team Work > requires students to operate as a member of a group or team and they usually have clearly identified roles. The emphasis is on collective responsibility, individual responsibility to the group and joint decision-making.

Study Trips > give students the opportunity to go outside the institute's environment to enhance their understanding of specific subject material. If assessment is dependent on information collected whilst undertaking the study trip, the trip would be considered mandatory. The cost of study trips can be either the responsibility of the student or on occasion included in the annual study fee. If the visit is within the city students pay for public transport. This will be outlined at the beginning of any unit where such a trip is foreseen.

Assessment:

The assessment strategy for the programme has been designed to incorporate a variety of assessment methods to enable all students to demonstrate their learning in a fair and comprehensive manner.

Assessment Methods:

Formative assessment is used as an interim review of student work undertaken at key points during particular units. It provides an indicative measure of progress, allows students to consider their work in relation to that of their peers, allowing students to agree with staff any adjustments that are necessary to make in order to satisfy course requirements. It is designed to help improve student performance. It does not contribute to the final unit mark. Formative assessment always makes reference to the learning outcomes and or assessment criteria of that unit.

Summative assessment provides an evaluation of student progress and learning during an entire unit, generates a unit mark, constructive feedback and confirms the conditions for referral and retake.

Peer and Self-assessment requires students to assess their own work and that of fellow students. It encourages:

- a sense of ownership of the process of assessment;
- assists the student to become an autonomous learner;
- helps to develop a range of transferable skills;
- makes assessment part of the learning process rather than an adjunct to it.

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit.

Practical and Class Based Projects > allow the students to demonstrate their understanding of a specific subject area and application of practical areas of the programme.

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 > will be used in some subjects to permit students to demonstrate their understanding of a subject within a constrained timeframe.

Presentations are used in some subjects to allow the student to develop their professional communication, presentation skills and to argue critical reflection and interpret findings.

Avoiding Plagiarism

Plagiarism is defined as stealing another person's ideas and presenting them as though they were the student's own. Please refer to the Student Handbook.

Programme Specific Assessment Criteria

Assessment Grade Descriptors for Master Courses:

Class	Mark Range	Criteria
Fail	0-39	The student will not have demonstrated proficiency in intellectual thought. The learning outcomes of the unit will not have been achieved. The content will be descriptive rather than analytical.
Marginal Fail	40-49	The student will have demonstrated a basic proficiency in intellectual understanding in most but not all elements. Some of the learning outcomes of the unit will have been achieved at threshold level. The content will be descriptive rather than analytical.

Pass	50-59	The student will have demonstrated evidence of critical thinking. All the learning outcomes of the unit will have been competently achieved. There will be some substantive and developed evidence of understanding.
Merit	60-69	The student will have demonstrated intellectual thought that includes critical thinking, analysis and the ability to draw conclusions and make recommendations. All the learning outcomes of the unit will have been achieved at a good level.
Distinction	70-100	The student will have achieved all the learning outcomes of the unit at an excellent or outstanding level showing clarity of understanding, analysis and evaluation.

5. Course structure

Code	Status	Unit Title
CIF	Core	Contemporary Issues in Fashion
FMM	Core	Fashion Marketing Management
IBM	Core	Innovative Business Models
SBM	Core	Strategic Brand Management
DCIN	Core	Digital Creativity and Innovation
DFP	Core	Disruptive Fashion Products
ATR	Core	Advanced Technology Research

6. Personal Development Planning

The Personal Development Plan is a structured and supported process to develop the capacity of individuals to reflect on their own learning and to plan for their personal and educational career development.

All students may participate to receive guidance and where appropriate, set individual development goals. Success in achieving these goals will be determined through their studies and through extra-curricular activities etc. At the end of the course all students are given the opportunity to meet with the school placement officer and discuss their future employment possibilities.

7. Career Service for master courses

The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work. Monitoring, guidance and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

8. 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.

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:

- three years degree or equivalent;
- the applicant's qualifications;
- the information given in supporting academic references;
- 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).

9. Programme Leader's 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.

The Programme Leader's Responsibilities are:

- 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 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;
- undertake training and professional development and contribute to the training of others;
- actively participate and organise Peer Support systems;
- 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.

10. 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.

11. 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;
- end of Unit Evaluation;
- end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school. Issues will be taken to Programme Reflective Meetings and 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 recognises such exceptions. In these instances, 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 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 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.