



istitutomarangoni



**PREPARATORY COURSES
FOUNDATION IN 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 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.

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. While improving their language skills, students will be introduced to a range of design methods for creative work. They will learn how to carry out research and develop ideas on an introductory level for visual, product, and interior design.

Participants will gain the ability to understand, adapt and safely use practical methods and skills for creative production through the application of design ideas into feasible solutions.

The course helps students to build a portfolio of works of visual, product, and interior design, 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 to enter any of the 3-year creative undergraduate programs. Over the

course of the year students will be introduced to exciting new challenges that will assist in developing their creative skills and knowledge in visual, product, and interior design, and ultimately, help them identify where their true passion lies.

Participants will 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 3-year undergraduate programmes.

English or Italian language study skills are included in the syllabus, concentrating on the communication of ideas in both verbal and written formats.

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

The First term focuses on visual design and provides students with a basic visual literacy to approach the creative design industry. With an introduction to the main tools employed in the field they will learn how to structure visual presentations and prepare graphic design works.

Moving on they will discover macrotrends currently influencing creative production all over the world, and develop a critical approach to contemporary issues in the design industry.

In the second term students will engage and experiment in product design projects via methods of research and concept definition. They will gain knowledge of the main vocabulary used in the field of product design, and will also investigate the cultural heritage and influence that Milan holds as the world capital of design. During the programme students will also have the opportunity to visit Milan Design Week, the 'Salone del Mobile' held each year in April, the most important design fair in the international design calendar.

In the third term students will be introduced to, and explore, key methods of interior design. They will engage in specific projects and will employ technical vocabulary to express their opinions on interior design issues.

At this point in the programme they will be guided in bringing together a portfolio of works containing all projects completed during the year covering visual, product, and interior design. At the end of the course students will have gained an informed insight into key areas of the design industry, its methods and processes, as well as a solid foundation in undergraduate level training methods. With the knowledge and preparation gained during the year students will be able to make an informed choice on their future study path, and identify which undergraduate program best suits their skills, passions and abilities.

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
LAN	Core	Language
LS1	Core	Language Skills 1
LS2	Core	Language Skills 2
LS3	Core	Language Skills 3
VCUL	Core	Visual Culture (Visual Design)
CTHI	Core	Creative Thinking (Product Design)
DEEX	Core	Design Experience (Interior Design)
GP	Core	Global Panorama
IP	Core	Italian Panorama
PO	Core	Portfolio

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.