



**istitutomarangoni**



**ONE YEAR COURSES  
SHOE DESIGN  
INTENSIVE**

Version 02

**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 aim of the course is to supply students with the cultural and technical tools, indispensable to achieve excellence in collection shoe design.

The world of luxury footwear design has always been related to the scope and capacity of its artisans and of innovation, however in today's contemporary era it also goes hand in hand with new technologies relevant to the sector, and with new materials. Students on this one-year course will gain a solid understanding of footwear design, assessing their historic and typological evolution, materials and techniques, in order to develop an individual footwear collection.

**3. Course Learning Outcomes****Educational Outcomes**

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

- apply skills of critical analysis to real world 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.

**Final Award Learning Outcomes**

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

- demonstrate correct design techniques necessary to illustrate both manually and digitally, an idea for luxury footwear;
- define appropriate materials, according to their different characteristics, and to identify suitable and correct shoe-making techniques to the project;
- create concise technical drawings (2D and 3D) for the development and prototyping of shoe production;
- understand the techniques to be applied in different shoe typologies as well as in their details;
- apply cultural, technical, and economic competencies necessary for the successful design of a footwear collection, respecting a given brief and deadline.

#### 4. Teaching/Learning and Assessment Strategy

##### Curriculum:

The Shoe Design intensive course provides students will key product design skills, alongside a solid understanding of contemporary fashion scenarios and trends.

During the course students are introduced to the development of a shoe design project from a creative and technical perspective. The first phase of the programme includes an analysis of emblematic collection projects and brands to help students comprehend and understand the complexities of successful footwear collection design.

The course focuses on the study of the materials, the structure and the elements that compose a shoe, with the integration of pattern construction techniques. Following on with drawing and illustration (free-hand and digital), students grasp the essential tools to communicate their own design ideas.

Throughout the year the students will enter the world of luxury in more detail, together with analysis and interpretation of contemporary phenomenon and future trends in the industry.

Throughout the year students will also study the history of art and the historical evolution of fashion, with a particular focus on footwear, encouraging an interdisciplinary approach to study and creativity.

As well as the evolution of shoe design from its humble beginnings as a functional accessory in fashion, to the elevated status it has today as the signature piece in a fashion collection, the course also looks at contemporary issues in the sector including new technologies, sustainability and new materials.

More specifically, the world of luxury footwear design has always been related to the scope and capacity of its artisans and of innovation. Visits to historic Italian companies, and shoemaking artisans in the Firenze area provide first-hand experience of design and production methods. With this in mind the course also aims to supply students with the cultural and technical tools, indispensable to achieve excellence in innovative design. The final phases of the course are dedicated to completing an individual portfolio in shoe collection design.

##### Programme methods:

The programme is designed to facilitate the development of a student who will be highly employable and will allow them to investigate and develop their strengths.

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

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

### Shoe Design Intensive Course

Core Units		
Code	Status	Unit Title
SDM	Core	Shoe Design and Materials
SCD	Core	Shoe Collection Fundamentals
PRSC	Core	Personal Research & Shoe Collection

## 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. Career service for one year courses

Each school has its own dedicated Career Service Manager that heads the careers support team.

The purpose of the Career Service office is to support One Year Students with lectures, PowerPoint presentations and notes.

## 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:

- the applicant’s qualifications (High School Diploma or equivalent school certificate);
- 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 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:

- 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;
- 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.