



istitutomarangoni



**PROFESSIONAL PROGRAMME
FASHION LUXURY RETAIL &
VISUAL MERCHANDISING**

Version 01

Brief Descriptive Summary

Over the past 85 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 Aims and Course Aims

School Education 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 fashion and design industry and the professions.

Programme Aims:

Participants will learn to analyze and develop innovative strategies for different types of retail, deepening their knowledge of the fashion product and luxury trends.

Through the study of lights, colors, shapes, furnishings, exhibition paths and emerging technologies, participants will be able to create customized customer experiences to attract, retain and induce luxury lovers to purchase and spread word of mouth, therefore increasing brand loyalty.

The study of Visual Merchandising, Visual Display and Brand Storytelling consistently applied both to physical retail and online channels will be deepened to enhance e-commerce and make it more attractive and functional, in line with the brand identity.

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:

- Develop innovative strategies for different types of retail channels
- Create customized customer experiences to attract, retain and induce luxury lovers to purchase
- Deepen the technical skills on the luxury product analysis to anticipate the evolution of the market
- Conceive a creative layout of the products, preparing memorable window displays for physical and digital stores
- Update themselves on luxury retail, merchandising and visual display trends that are gaining traction at an international level

4. Teaching/Learning and Assessment Strategy

Curriculum:

The programme will move from an overview of the key principles at the base of luxury product development, with special regards to the use of exclusive materials, the quest for inherent quality, the attention for the sustainability of the production process, the supply chain and the product lifecycle, the emphasis on the excellence of the customer experience and the development of a client-oriented mindset. Subsequently, participants will become familiar with the techniques which are key in visual merchandising, in order to create memorable window displays for different kind of stores and trigger engagement through multisensoriality, the smart use of emerging technologies and gamified or immersive brand experiences. The capability to conceive and manage in an effective way promotional campaigns and communication strategies aimed to maintain brand loyalty among customers, encourage word of mouth and help a brand standing out in the luxury field thanks to a compelling digital storytelling, will be enhanced. Part of the programme will be devoted to update participants with the principles of digital marketing and the latest innovations in omnichannel luxury marketing, to understand the current evolution of physical and digital retail channels and to penetrate the market by increasing online conversation rates. Participants will learn how to plan in a professional way the perfect merchandising mix, therefore creating an effective and eye-catching display out across different product categories. Finally, with a view to the advent of the metaverse and the boom of digital collectibles, participants will develop confidence and train their lateral thinking to tapping into the brand new opportunities that emerging technologies are bringing forward enabling the convergence between shopping, socializing and gaming.

Programme methods:

The programme is designed for professionals who want to increase their skills and update themselves on luxury retail, merchandising and visual display trends.

Participants will be prepared to be competitive in the fashion and luxury retail sector by adopting knowledge on the latest technologies to be used within the store and through e-commerce platforms.

They will fuel their creativity for the display layout of the products and the preparation of the window displays for physical and digital stores.

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group projects to enhance interpersonal and collaborative skills;
- seminars, formal lectures and workshops;

Participants 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 for 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

Subject	Short Description
Merchandising Plan & Fashion Buying	Plan the perfect merchandising mix, recognize and select the products of the collection and anticipate the trends of the fashion market.
Luxury Retail Strategy	Retail operations management, global distribution channels, Innovative formats in Retail, Omnii-channel retail, Augmented and phygital shopping experiences.
Digital Marketing	Plan innovative marketing strategies to penetrate the market, promote the product collection and increase conversion rates
Luxury Communication and Digital Storytelling	Communication strategies in fashion and luxury, new digital channels to build customer loyalty. Enhance the strengths of the products and collection and the values of the brand through creative storytelling.
Visual Merchandising	Techniques for display layout and successful window display for different types of stores to create multisensory experiences and an engaging storytelling.
Metaverse Economy	The evolution of physical and digital retail, the advent of the metaverse and the boom of digital collectibles

6. Director of Education: Responsibilities

The Director of Education 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.

Main Responsibilities:

- 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;
- be empowered to take any reasonable action with respect to the proper functioning of the programme;
- recommend areas for curriculum development;
- co-ordinate the assessment schedule for the Programme and ensure that it is communicated to students;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resources required for the Programme and liaise with the teaching team;
- undertake training and professional development and contribute to the training of others;
- monitor course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

7. Student Support Strategy

Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:

- Director of Education: 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 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 the School;
- 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.

8. 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 Director of Education and subject Tutor, and through appointments with academic staff;
- end of Programme Evaluation.

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 recognizes this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is 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 they were clear about what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new or existing skills. 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.