



istitutomarangoni



**SEMESTER COURSES
FASHION BUSINESS AND BUYING**

Version 01

Brief Descriptive Summary

Over the past 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 programmes prepare students with the necessary knowledge and know-how approach in order to enter a professional career in the fields of Fashion Design, Accessories Design, Fashion Styling, Fashion Business, Arts, Interior Design, Product Design, and Visual 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:

The Fashion Business and Buying programme aims to develop knowledge and management skills related to the most relevant principles and practices of fashion, luxury goods and the global retail fashion industry.

The programme introduces students to the analysis of key professional businesses, as well as buying and merchandising methods, also providing a deeper knowledge of marketing strategies and communication plans; the semester programme will also cover themes related to the essential buying activities and procedures, such as assortment mix, import / export, pricing strategies and the profitability of fashion and luxury products.

3. Course Learning Outcomes

Educational Outcomes:

On successful completion of the semester programme 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 the semester programme students will be able to:

- Appraise the global fashion industry and critically analyse the unique characteristics of the global luxury goods market, with emphasis on the financial performance of luxury organisations.
- Demonstrate a good knowledge of fashion history, development of sociological theories and contemporary fashion system, together with the industry main players.
- Distinguish marketing principles with particular emphasis upon the omnichannel marketing mix and to critically analyse how fashion organizations implement communication to reach target audiences.
- Demonstrate a thorough knowledge of the global fashion retail industry and to understand the relationship and interaction between the buying, merchandising, design, technical, retail and marketing functions to compare the importance of each one in delivering profitability.

4. Teaching/Learning and Assessment Strategy

Curriculum:

Fashion business and buying professionals are multi-skilled individuals, equipped to cover strategic roles within the Industry; their work spans many areas including communication, branding, management, buying, merchandising and digital marketing, to name just a few. Students with previous undergraduate level training or relevant work experience, analyse past and present marketing and assortment strategies used by top Industry players - in order to learn how to make strategically relevant decisions; research is also key in analysing competitors' activity, as well as monitoring the use of different business and merchandising tools, from more traditional methods to omnichannel marketing techniques.

The Fashion Business and Buying Semester programme develops the students' intellectual ability through an understanding of the principles and practices of brand management, and their application in connection with the fashion and luxury goods sectors; students have the chance to grasp the essential notions needed for the development of both systematic and creative solutions - for a range of problems in the business world.

Moreover, students learn how to assess issues and new business opportunities, such as new technologies, and the changing role of the consumer and corporate social responsibility – and how these factors have an impact on competitive strategies of organisations involved in the luxury goods and fashion fields.

Their studies include a specific focus on professional buying and merchandising techniques and skills, with the overall objective of satisfying the needs and desires of clients at different market levels.

During the Semester, they investigate the fashion industry supply chain, the role and responsibilities of retail fashion buyers and merchandisers, as well as contemporary buying, sustainable production methods and innovative sales techniques.

This programme provides the perfect balance between professional buying skills and fashion merchandising techniques - in order to understand and achieve profitable objectives, while exploring the relationship between buying, trend forecasting, seasonal planning, omnichannel marketing tools and sales.

Postgraduate Fashion Business and Buying Semester • October start

Trend Research subject

The programme, combining theory and practice, will analyse theories and methods that are used to spot fashion trends and how these trends can lead to innovation in clothing design. Students will analyse social and cultural contexts, artistic currents, and the market dynamics in order to develop the skills that are needed to understand the needs of the contemporary fashion market and the desires of the customer. Students will have the opportunity to develop their experimental and critical ability, and to do research with a professional approach, performing a critical analysis that is needed to get an ethical and sustainable vision for future fashion.

History of Fashion subject

This theoretical subject offers a critical analysis of fashion and the way in which it interprets cultural, social and political events to create contemporary aesthetics. The tools are provided to allow students to appreciate the multicultural nature of fashion, highlighting intrinsic elements and the most important key figures. Contemporary fashion studies look at past and present questions to provide an overall, detailed, and critical understanding of the way in which the fashion industry was born and how it has developed over time. The critical debate will look at different and contrasting viewpoints, expanding the reasoning on the subject of fashion to analyse it from different angles.

Marketing subject

The subject introduces and critically analyses the role of the buyer in the global fashion retail environment. The student also examines who the buyer works with to develop strategies, evaluating the relationship between the buyer, the merchandiser and the marketers. Evaluate consumer behaviour theory and evaluate their influence on fashion shopping and physical and digital marketing strategies.

Communication Strategies subject

The subject provides the relevant tools in order to understand and analyse how fashion brands develop and coordinate the communication tools, adapting them to different countries and multiple channels. The subject will be organised with a theoretical part explaining the different areas and then applied to the final project.

Economics and Fashion Marketing subject

With this subject, students understand the fundamental elements of buying such as analysing consumer behaviour and market trends, negotiating with suppliers and inventory management. They will understand the principles of visual merchandising, including layout design, product placement, signage and lighting, and how these principles influence consumer buying and behaviour. Students will develop effective buying strategies to support visual merchandising objectives by identifying and evaluating fashion trends, conducting market research and applying buying techniques to build a profitable and balanced

product assortment. They will understand how these buying strategies align with visual merchandising principles, ensuring that their chosen products and assortments are effectively displayed. Students will learn to apply marketing techniques and tools to analyse a company's micro and macroeconomic environment, collecting and analysing key data and learning to use programmes such as Excel for data processing and reporting.

Management of Enterprise Performance subject

Students approach the fashion system through the study of the fashion industry, the changes in the sector and analysis of how a fashion company works. Students will learn how to protect a company from a legal point of view and how to take managerial initiatives to improve the brand reputation.

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 prospective 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.

Assessment:

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 the semester 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 semester.

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 me marked independently and anonymously by staff.

5. Programme Structure

Subject Title	Total Hours
Marketing	22,5
History of Fashion	22,5
Economics and Fashion Marketing	80
Trend Research	50
Management of Enterprise Performance	35
Communication Strategies	50

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 programme all students are given the opportunity to meet with the school placement officer and discuss their future employment possibilities.

7. Careers service

Each school has its own dedicated careers support team.

The purpose of the Career Service is to support and offer guidance to semester course students with advice, lectures, presentations and information.

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.

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 (a recognised and field-related university undergraduate degree and transcript);
- the applicant's personal statement;
- a portfolio of work (where requested);
- a good knowledge of English language is recommended (level b2 of Common European Framework of Reference

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 may be subject to change from time to time in order to comply with entry requirement regulations).

9. Student Support Strategy

Istituto Marangoni provides services and student care options to enhance the students' academic experience:

- Programme Leaders: the first point of call to acquaint students with regulations and issues arising on the programme.
- Student Desk / IM Life: care officers dedicated to support students for any personal / academic issues (where appropriate).
- Programme and Student Handbooks.
- Induction programmes for facilities including library, IT, online resources (where applicable), School facilities and media services.
- WeListen Counselling Desk: a psychological health counseling desk service available for students upon appointment (at the moment, this service is available only at the Milano School).
- Student Representatives.

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;
- Formal Student Representation;
- Semester Questionnaire;
- Final Questionnaire (at the end of a study cycle);
- NPS (Net Promoter Score) Questionnaire (at the end of each academic year).

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 during the semester, 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.