



**istitutomarangoni**



**EXECUTIVE SHORT COURSES  
FASHION BUYING  
FOR PROFESSIONALS**

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 short executive courses provide an opportunity to broaden horizons and update expertise in all areas of the business.

**1. Certification attained**

Istituto Marangoni Certificate

**2. Course Learning Outcomes**

On successful completion of the course, participants will be able to:

- understand and organize distribution channels and the principles of retail processes and lines;
- formulate a successful step by step buying process;
- identify assortment stock policies and build a merchandising model stock plan;
- define a correct buying plan, as well as the correct assortment of products and goods in accordance to company target and requirements.

**3. Course Description & Assessment Methodology****Course description:**

The fashion buyer plays a key role in the world of fashion; he or she is a trade expert with the task of observing and interpreting the trends and choosing the most suitable products and collections to introduce into a store, based on their awareness of all the new moods and intuition of the season's trends.

The course aims to help participants fully understand the role of the fashion buyer, seen from different viewpoints: end consumer, multi-brand retailer, brand-owner company, vertical retailer and e-commerce website.

**Weekend 1**

Participants will define the ideal personal characteristics of the fashion buyer, the company structures in which they could potentially be required to work and how they interact with store merchandisers by analysing the unique aspects of fashion digital buying and the new skills of the profession in the field of management.

**Weekend 2**

Participants will perform a critical analysis of trends and, based on this, identify the criteria for selecting brands and making decisions about extending their in-store presence, in line with the corporate image... the KPI (for physical and digital retail markets), store & visual planning based on buying and vice versa.

**Weekend 3**

Through classroom lessons, talks by key players in the trade and practical exercises, the course will tackle subjects ranging from market analyses to the construction of a typical order for each format and cluster of stores, from the segmentation of end consumers to the definition of an assortment planning operation (options regarding width, depth, price bracket, styling and fit)

**Weekend 4**

During this week, participants will analyse the aspects related to planning budget targets and analysing the profitability of the point of sale, defining the economic and financial indicators to be considered for the construction of strategic profit models.

Participants will study the management plan for the fashion store, the importance of configuring the sales area effectively and of visual merchandising.

**Weekend 5**

The new technologies in the retail market designed to support buying. The digital revolution in progress is also transforming the companies in the retail sector, which must now develop new approaches to the clientele and new business models as the consumer becomes increasingly active and interactive.

The store can become a distribution centre for digital services where the traditional sale is integrated with e-commerce, m-commerce and mobile services.

**Weekend 6**

In Week 6, participants will analyse Customer Relationship Management in relation to the traditional customer and the developments of the Net Economy. The purchasing experience for the fashion product has changed over the last few years and the customer lives in an extremely complex environment characterised by the complexities of the technologies, the wide variety of the supply, the speed of the transactions and the increase in offline and online opportunities.

**Assessment:**

Depending on the nature of the executive course, the following assessment methodology may be referred to:

**Formative Assessments:**

This consists in a daily interaction with the tutors that through feedback help the trainees to adopt a critical appraisal of their own learning experience, and helps them assess their own performance in relation to the learning outcomes set for each element of study.

**Summative Assessments:**

These are formal assessments and are a means of gauging trainee learning, at a particular point in time, relative to established marking criteria (Learning Outcomes). Summative assessments can occur during as well as at the end of each unit on specific evidence of trainee work, examples as follows:

**Portfolio Assessment** is used to assess a variety of projects that have been developed throughout the unit and contained within a single folder or portfolio. Portfolio assessment could take a variety of formats depending on the subject and stipulated by the tutor.

**Practical and class-based projects** allow participants to apply their theoretical understanding of a specific subject area.

**Written Reports** are required in some study areas and these will in some cases be a response to industry briefs, allowing participants to reflect real industry requirements and to present work to industry standards through report writing.

**Presentations** are used in some subjects to allow participants to develop their creative, professional communication and presentation skills, formalising their arguments in a critical manner. When giving presentations participants are actively encouraged to embrace new technologies and media in an innovative way where appropriate.

**4. Educational Aims**

The educational aims are:

- to develop flexible approaches to programme delivery and participant support, which reflect the needs and expectations of learners at the appropriate level;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to encourage the, creativity, critical self-awareness, imagination and skills that will enhance global employment opportunities on completion from all courses;
- 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, reflective practice and engagement within the fashion, design, and creative industries.

**5. Study Areas / subjects covered****Main study areas**

Retail Buying

Consumers Trends

Brand Strategy

Retail Planning Strategies

Retail Organization Structure

**6. Tutor/lecturer Responsibilities**

The Director of Education has the responsibility for implementing the strategic direction of the courses and the co-ordination of the academic teams and administration, necessary for the successful day-to-day operation of the school.

The Tutors' responsibilities include:

1. all matters pertinent to the proper day-to-day operation of the programme involving leading and supporting participants;
2. advice to the Director of Education on appropriate delivery for the continuing development of the programme;
3. recommendations in areas for curriculum development;
4. liaison with the Participant Support Officer to ensure appropriate study support is available to participants;
5. recommendation of the appropriate level of resource required for the Unit;
6. maintaining the quality of educational standards.

**7. Participant Support Strategy**

Istituto Marangoni's departmental policies ensure that various mechanisms are in place to enhance the participant experience, in an pedagogic, practical and pastoral way:

- a. programme handbooks provide relevant information to participants;
- b. the use of the Library, online resources (where available), and the centre facilities help participants to reach the skills and knowledge expected on the course;

**Participant Support Officers**

Istituto Marangoni provides Faculty Participant Support Officers, who act as the first point of contact for participants for pedagogical counselling. For any other matters the Participant Support Officers help in:

- managing time;
- dealing with stress;
- exam tips;
- getting the best from the 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 participants can expect to be seen almost immediately, or contacted to arrange a suitable time.

**8. Participant Feedback**

Participant feedback is essential to programme development and participant comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers participant opinion in a variety of ways, which may include the following:

- informal contact with the Tutor, and through appointments with academic staff;
- end of course online questionnaires where participants will be invited to reflect on their overall experience at the School.

Istituto Marangoni would prefer that on most occasions participants 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 this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.