



istitutomarangoni



**EXECUTIVE SHORT COURSES
VISUAL MERCHANDISING
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 the principles of effective Visual merchandising and its inextricable links to communicate visual branded strategies and brand experience through both physical and digital channels.
- Communicate Visual merchandising research and techniques, informing outcomes for both window display and in store environments.
- Analyse retail research data in order to inform the development of viable retail solutions, which increase footfall and profitability.
- Demonstrate knowledge and understanding of current and future retail
- Strategies, consumer types and behaviour.

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

This course will offer the participants the opportunity to discover the techniques of fashion visual merchandising, both for displays created in store windows and also within the point of sale. It will aim to help them understand the fundamental aspects of consumer behaviour and apply visual merchandising techniques in such a way as to improve the selling capacity and increment the productivity of the point of sale.

Weekend 1: participants will be introduced to the consumer shopping experience, and witness the definition of the reference target groups and the various methods of communication used in visual merchandising for the commercial and luxury markets. Participants will also analyse the visual communication elements of the point of sale: location, competitors, shop front, entrance, windows and displays.

Weekend 2: participants will study in detail the shop window, the first point of contact between the store and the consumer. They will analyse the types of messages communicated and the different types of window. They will also learn techniques for purchasing the elements used to dress the window effectively, including choosing the theme, the importance of colour and light and the choice of the props and mannequins used.

Weekend 3: participants in the course will study the environment inside the point of sale, a fundamental element for defining how to assign the spaces based on the sales targets. The focus will be on merchandising techniques for understanding how the store interior looks and identifying how best to plan out the consumer's route within the areas in which the products are displayed. By understanding how to classify and how best to position products, participants will learn to create visual principles for displaying them as effectively as possible.

Weekend 4: the visual merchandiser must know, and be capable of interpreting, the data resulting from analyses performed on sales in order to design windows and displays. They must also comprehend the concepts of sell-in and sell-out, know how to identify best and slow sellers and understand how to intervene effectively, in agreement with the store manager and the merchandiser, to improve the performances of the point of sale.

Weekend 5: synergies with the new media and social networks are important for improving the communication of offshore and online stores, with a view to increasing the relative visitor flows, creating a positive memory of the point of sale and building consumer loyalty. The classroom lessons will be alternated with workshops and presentations by companies from the retail industry.

Weekend 6: during the last week, participants will analyse consumer loyalty-building policies and aftersales techniques. They will also complete the exercise designed to create a merchandising book for use in points of sale, which will provide window-dressing guidelines.

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**

Visual merchandising and display strategies

In store layout, space planning and POS

Visual branded communication and retail experience

Current and future retail formats and design

Customer types and consumer behaviour

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.