



**istitutomarangoni**



**SHORT COURSES  
FASHION BUYING**

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 short courses prepare students in the principles of subjects such as Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Visual and Multimedia Design, Interior Design, Product Design, Art History and Art Curation.

**1. Certification attained**

Istituto Marangoni Certificate

**Course 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 learners;
- to provide a supportive and inclusive learning environment which will enable success for all learners;
- to develop the students' intellectual abilities, creativity, independence, 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, scholarship, reflective practice and engagement with fashion and design industry and the professions.

**3. Course Learning Outcomes**

On successful completion of the Fashion Buying short course, students will be able to:

- implement marketing and brand strategies for luxury and life-style companies;
- understand the critical factors for successfully operate in the fashion industry;
- formulate a successful step by step buying process;
- set assortment policies and build merchandise model stock plan;
- make assortment decision coherent to consumer profiles, brand image and seasonal fashion trends.

**4. Teaching/Learning and Assessment Strategy****Curriculum:**

This short course provides an opportunity to understand the exciting role of the Fashion Buyer and the fashion buying process. Participants gain an overview of its management and key procedures through a broad agenda covering supply chain, sourcing, retail merchandising, trend analysis, sales analysis, stock planning and forecasting. The aim of the course is to provide an introduction to the world the fashion buying, and understand exactly how fashion buyers work, and 'buy', for different customers and targets.

**Week 1**

The aim of the first week is to understand the retail buying process and the responsibilities, skills and personality traits needed to become a successful buyer. Participants will be introduced to topics including: line staff organisation, department / independent store organisational models, centralised buying and merchandising schemes, consumer research and market segmentation techniques. Participants will also be introduced to trend analysis and its impact on merchandise planning (forecasting), and defining customer needs.

**Week 2**

The second week focuses more on trends, the potential of branding, and influence of communication in the buying arena. Participants will be introduced subjects such as a successful merchandise mix, planning the selection of brands and designers, exclusive merchandise, as well as assortment planning including quality, price ranges, style, colour, material, size and fit, and stock and inventory control systems. In addition participants will evaluate the impact of buying decisions on visual merchandising and in store communication, and vice-versa the impact of communication on sales.

### Week 3

The final week of the course looks at key aspects of analysis and control, fundamental to the fashion buyer's decision making. Participants are shown timelines and sales cycles and learn key notions related to; planning within a retail organizational structure, managing the merchandise planning process, developing sales projections and an analysis of past sales reports to make future decisions. They will also gain an insight into planning prices including mark up and mark down, sales objectives and goals, and how to manage sales in store via store layout and visual merchandising.

#### Assessment:

##### 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 students 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 students to reflect real industry requirements and to present work to industry standards through report writing.

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

## 5. Course structure

### Subjects

Introduction to the Fashion Industry

Consumer and Market Trends Analysis

Fashion Marketing Strategies

Brands and Branding Strategies

Marketing Communication

Retail Management

Fashion Buying Manager

Buying Strategy

Trend Forecasting

## 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. Tutor 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 students;
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 Student Support Officer to ensure appropriate study support is available to students;
5. recommendation of the appropriate level of resource required for the short course;
6. maintaining the quality of educational standards.

### 8. Student Support Strategy

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

- a. programme handbooks provide relevant information to students;
- b. the use of the Library, online resources (where available), and the centre facilities help students to reach the skills and knowledge expected on the course;
- c. Tutors and the Director of Education guide students to the most appropriate help.

### Student Support Officers

Istituto Marangoni provides Faculty Student Support Officers, who act as the first point of contact for students for pedagogical counselling.

For matters of pastoral care the Student Support Officers help in:

- finding their way around;
- managing their time;
- dealing with stress;
- exam tips;
- 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.

### 9. Student Feedback

Student feedback is essential to 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 the following:

- Informal contact with the 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;
- 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.