



istitutomarangoni



**SEMESTER COURSES
FASHION BUSINESS AND BUYING**

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 courses prepare students with the necessary knowledge and *know-how* 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 course 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 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 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 the course of study participants 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. Participants 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 course 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; participants 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, participants 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.

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 perspective 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 be marked independently and anonymously by staff.

Formal Examinations are required in 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 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. 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.

7. 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 are subject to change in order to comply with entry requirement regulations).

8. Programme Leader Responsibilities

They will have 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.

Programme Leader's Responsibilities:

- chairing the Programme Committee, and arranging for such meetings of the Committee as considered appropriate;
- 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;
- supporting and encouraging their teaching team including PDP;
- advise the Programme Committee on its proper responsibility for the continuing development of the programme;
- liaise on behalf of the Programme Committee with all staff as appropriate;
- be empowered to take on behalf of the Programme Committee any reasonable action with respect to the proper functioning of the programme;
- recommend areas for curriculum development;
- co-ordinate the assessment schedule and ensure that it is communicated to students and the Director of Education;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resources required and liaise with the teaching team;
- undertake training and professional development and contribute to the training of others;
- actively participate and organise Peer Support systems;
- monitor & respond to the student voice including regular meetings with the student Rep.;
- monitor course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring, joint marking, internal verification;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

9. Student Support Strategy

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

- Programme Leaders: 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 group representatives (student voice).

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;
- 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.

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.