



**istitutomarangoni**



**SHORT COURSES  
TREND FORECASTING**

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 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****Education Aims:**

The educational aims are:

- 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 encourage the development of 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 Trend Forecasting short course, students will be able to:

- understand, assess and evaluate the various methods of forecasting in fashion;
- analyse and communicate the global influences affecting trend prediction;
- critically evaluate inter-relationship of the key social and economic factors impacting and influencing fashion trends.

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

**Week 1:** participants are given the opportunity to understand and research the who, what, where, when, why of fashion forecasting. Fashion forecasting is about analysing future trends and could be long or short-term forecasts and in this introductory week you will be given the steps in developing a fashion trend forecasting. Participants learn the importance of the concept of the Zeitgeist or the spirit of the times as a framework for understanding and interpreting fashion change. Participants analyse the role of long and short term forecasting in the textile and fashion industry and develop an understanding of the breadth and depth of the forecasting process. Participants are provided with the research skills to seek out key forecasting indicators and to understand the forecasting process.

**Week 2:** during this week participants increase awareness of visualisation as a tool of analysis and communication. The power of the image and strong editorial in communicating trend forecasts is an industry standard and students develop their media and writing skills to best represent their trend forecasts. The focus is on researching seasonal trends, colour, social and economic trends, consumer preferences and cultural indicators.

**Week 3:** the final week enables participants to develop their final trend forecasting package using their technical skills; this 'pitches' their fashion forecast to an industry client showing their ability to research, organise and analyse and present this research in an effective way showing their ability to predict trends relevant to the fashion marketplace.

Participants have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

**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 structures****Subjects**

Overview of trend forecasting tools

Macro and micro trend evaluation

The fashion pyramid

Fashion cycle and process

Colour Prediction, fabric fairs

Contemporary Culture and Street influence

Celebrity culture and the new gatekeepers of fashion

Range building with trends

Trend prediction for a customer base

**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 Unit;
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 an 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, and through appointments with academic staff;
- end of course online questionnaires where students will be invited to reflect on their overall experience at the School.

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 recognises this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.