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SHORT COURSES
TREND FORECASTING   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 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;
• evaluate inter-relationship of the key social and economic factors impacting and influencing fashion trends.

4. Teaching/Learning and Assessment Strategy
Curriculum:
Due to globalisation, fashion brands and fashion products aim to meet the desires and requests of consumers on a worldwide scale. Meanwhile, local and subcultural trends are constantly emerging, creating a knock-on effect to change what is 'fashion-able', or directly influencing sales of the most 'desirable' fashion products.
This short course in trend forecasting looks at the interaction of shifts in fashion, consumer lifestyle and culture, and some of the key methods used to perceive upcoming trends, and predict what consumers are willing to buy several seasons ahead of time. Participants are shown forecasting skills, and discover how to contextualise and interpret information to construct the basis of a trend preview: an assembling of work, and research, that goes beyond simple 'fashion intuition'.

Week 1
The course begins with an introduction to two different types of forecasting; intuitive and predictive, the difference in both research techniques, and the companies that deliver such services.
Analysing lifestyle is paramount for every trend forecaster and important to enhance participants understanding of the influence and power that trends have on fashion and design. During the week they will discover how high culture, popular culture, and subcultures influence key trends in fashion, in a variety of ways. At this point in the course they are also shown specific research skills, focusing primarily on where to locate source material and how to read current trends.

Week 2
During the second week participants will learn how to capture, analyse, interrogate and read their initial findings. They collate and present multimedia resource material into a trend story or basic trend preview concept, and are shown skills of extracting key colours, textures and silhouettes for themes in fashion design.
At the end of the week participants will draw together a simple trend-forecasting package or 'preview' of related trends including for example, colour and fabric samples, silhouette and design detail ideas. They present and 'pitch' their ideas to tutors and peers for additional feedback and a valuable exchange of their research and forecasting outcomes.

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
Trend Forecasting
Cool Hunting
Trend book
Digital Design

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.