

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0063123 -Session- 1986-87
-Superclass- BA

-Title- FASHION MERCHANDISING

-DESCRIPTION-

Purpose A specialist module which is designed for the student who wishes to enter fashion retailing. It is also suitable for students who are preparing for specialisation in this field.

Preferred Entry Level 03122 Introduction to Fashion

Learning Outcomes The student should:

1. identify the causes and influences of changing styles;
2. know how high fashion affects the average consumer;
3. know the factors which influence the image of a fashion store;
4. know the factors involved in the selection of fashion merchandise.

Content/ Context Corresponding to the Learning Outcomes 1-4:

1. The social, economic, psychological and artistic forces causing change in styles including the fashion theory of leaders, emulation and mass emulation; the breaking down of the rigid class structure; the changing social/economic role of women; Laver's theory of the erogenous zones.

Contributions of past 20th Century designers.

2. Features of recent high fashion, e.g. Karl Lagerfeld, Issey Miyake, Japanese designers: interpretation and modification by mass producers to meet ordinary mainstream consumers. Reasons for modification.
3. The main factors should include pinpointing the right market segment, the right merchandise for this segment, visual appearance of exterior/interior of shop, co-ordination of promotion, staff, etc.
4. Know the factors involved in the selection of fashion merchandise.

Suggested
Learning and
Teaching
Approaches

Some formal exposition will be necessary but generally the learning approach should employ participative and student centred methods. Emphasis should be placed on the students gathering information from many sources: videos, films, visual material from fashion magazines and books, handouts; visits to fashion shows, fashion shops, relevant exhibitions at local Art Gallery and Art School; talks by visiting retail fashion buyers; projects.

A simulated fashion show could be conducted by the students.

With reference to Learning Outcome 1

From their own personal experience of their peer groups, students should discuss reasons for buying new clothes and decide which of them adopts new styles first and why.

Students should examine illustrations in fashion books to become aware of the focal points in garments which have been exaggerated.

Projects could be undertaken, e.g. on the motifs of the Art Nouveau or Art Deco movements or on the contributions to fashion of a past designer, such as Chanel or Schiaparelli, to show their relevance to contemporary style.

With reference to Learning Outcome 2

Fashion videos of the current international collections produced by the trade paper "Drapers Record" and current magazines could be used to full advantage by the student in this outcome.

Students could examine their own clothes and clothes in shops for particular features and relate these to high fashion.

With reference to Learning Outcome 3

The students could pay visits to successful shops with "images" such as "Next" and "Habitat" designed by Sir Terence Conran, "Liberty", "Country Casuals", and discuss the elements relevant to each shop.

With reference to Learning Outcome 4

Students should appreciate the additional demands placed on the buyer operating in the dynamic field of fashion.

Assessment
Procedures

THIS MODULE WILL BE INTERNALLY ASSESSED

Learning Outcome 1 will be assessed by 10 short answer questions.

Learning Outcome 2 will be assessed by examination of the student's assignment folio. Students should submit an assignment which will illustrate the application of high fashion design to the mass consumer market.

Learning Outcome 3 will be assessed by examination of the student's assignment folio. Students should submit an assignment which will identify the factors employed by a fashion store in the creation of its image.

Learning Outcome 4 will be assessed by 10 short answer questions.

Assessment should be carried out continuously and opportunities should be provided to rectify an unsatisfactory performance. The basis of an acceptable level of performance will be satisfactory achievement of each of the Learning Outcomes.

Performance Criteria for this module are clearly stated in its guidelines.

NATIONAL CERTIFICATE63123 Fashion Merchandising - Assessment GuidelinesGeneral Guidelines

Teachers will wish to use material other than that provided and it may be of a slightly different standard. In these circumstances the criteria of acceptable performance will have to be adjusted on the basis of the teacher's professional judgement.

Learning Outcome

1. THE STUDENT SHOULD IDENTIFY THE CAUSES AND INFLUENCES OF CHANGING STYLES.

Assessment

This learning outcome will be assessed by 10 short answer questions.

Guidelines

- (a) The short answer questions will consist of a direct question to which the student will be required to respond by providing the appropriate words, numbers or symbols.
- (b) In this test the questions should be related to the minimum content in the following proportions:

Social, economic, etc. factors	3
Fashion theory of leaders	2
Class structure	1
Social/economic role women	2
Lavers theory	1
Past designers	1

Performance Criteria

Satisfactory performance will be a maximum of 3 errors.

2. THE STUDENT SHOULD KNOW HOW HIGH FASHION AFFECTS THE AVERAGE CONSUMER.

Assessment

This learning outcome will be assessed by examination of the student's assignment folio. The student should submit 1 assignment which will illustrate the application of high fashion design to the mass consumer market.

Guidelines

- (a) The student is required to provide a sketch or diagram of two mass-produced items which are modified versions of creations of international designers.
- (b) Details of the original creations should be provided for each item: The designer, the centre and at least two distinctive features should be identified.
- (c) Details of the mass-produced items should be provided and for each item the manufacturer and/or retailer should be identified, the potential customer and the variations from the original creation.
- (d) An explanation for at least one variation for each mass-produced item to be provided.

Performance Criteria

Satisfactory performance in this assignment will be shown by:

- (a) Accurate selection and presentation of two mass-produced items. Each item must have been developed or modified from the creations of an international designer and the two items must not have originated from the same designer.
- (b) For each original item there should be correct identification of the designer; the centre; the specialist design area and at least two innovative features of the item, with reference to silhouette, inner decorative detail, fabric/material, focal or unique point.
- (c) For each mass-produced item there should be correct identification of the manufacturer and/or retailer, the potential customers in terms of age or income or social group, and at least two written or diagrammatic indications of the variations from the original creation.
- (d) For each mass-produced item there should be at least one explanation for one of the variations from the original creation.

3. THE STUDENT SHOULD KNOW THE FACTORS WHICH INFLUENCE THE IMAGE OF A FASHION STORE.

Assessment

This learning outcome will be assessed by examination of the student's assignment folio. The student should submit 1 assignment which will identify the factors employed by a fashion store in the creation of its image.

Guidelines

- (a) The student will select and identify two fashion stores - one store offering fashion merchandise for the young person and the other store offering high fashion merchandise. A statement of the image projected by each store should be provided.
- (b) Five factors which influence store image e.g. merchandise; prices; sales promotion and advertising; store decor and layout; services; employees; location, etc., should be selected and an indication, e.g. written, sketch, pictorial, charts etc., of how each factor selected is applied by each store.
- (c) At least one reason must be given for the particular application of each factor by each store.
- (d) The student will state whether or not the factors applied by each store are consistent with each other and with the identified image projected by the store. At least one reason should be provided in support of this statement.

Performance Criteria

Satisfactory performance in this assignment will be shown by:

- (a) Selection of two appropriate stores and the provision of an acceptable statement of image.
- (b) Correct selection of at least five factors which influence store image and a correct indication of how these are applied to influence the image of each store.
- (c) A correct explanation of the application of each factor for each store.

- (d) An acceptable justification of the statement referring to the consistency of the application of the factors by each store.
4. THE STUDENT SHOULD KNOW THE FACTORS INVOLVED IN THE SELECTION OF FASHION MERCHANDISE.

Assessment

This learning outcome will be assessed by 10 short answer questions.

Guidelines

- (a) The short answer questions will consist of a direct question to which the student will be required to respond by providing the appropriate words, numbers or symbols.
- (b) In this test the questions should be related to the minimum content in the following proportions:

Selecting certain groups	2
Styling	1
Price range	1
Breadth/Depth	1
Market sequence	1
Order quantity	2
Selection of supplier	2

Performance Criteria

Satisfactory performance will be a maximum of 3 errors.