National Unit specification: general information

Unit title: Fashion: An Introduction (SCQF level 5)

Unit code: FP21 11

Superclass:	JK
Publication date:	July 2011
Source:	Scottish Qualifications Authority
Version:	01

Summary

This Unit is designed to provide candidates with an introduction to the fashion industry. Candidates will investigate historical and environmental factors which have influenced fashion over the years. Candidates will also be able to explore the process of how a fashion concept seen on the catwalk will become a high street fashion garment. Throughout the Unit, candidates will use a range of research methods and will learn key terminology that is used in the fashion industry.

This Unit forms part of the National Certificate in Fashion Design and Manufacture but can also be delivered as a freestanding Unit.

Outcomes

1   Describe the function of clothes and key fashion terminology and concepts.
2   Investigate historical influences and drivers of change in fashion.
3   Investigate the fashion production process from concept to high street customer.

Recommended entry

Entry to the Unit is at the discretion of the centre. It would be beneficial if candidates had Communication Core Skills at a minimum of SCQF level 4 and some Information Technology skills to support research on the Internet.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

National Unit specification: general information (cont)

Unit title: Fashion: An Introduction (SCQF level 5)

Core Skills

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

♦ Communication (SCQF level 5)
♦ Problem Solving (SCQF level 4)
♦ Information and Communication Technology (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit specification: statement of standards

Unit title: Fashion: An Introduction (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe the function of clothes and key fashion terminology and concepts.

Performance Criteria

(a) Describe key functions of clothing.
(b) Describe key fashion terminology and concepts.

Outcome 2

Investigate historical influences and drivers for change in fashion.

Performance Criteria

(a) Outline historical influences on a current fashion trend.
(b) Identify key drivers for change in fashion.

Outcome 3

Investigate the fashion production process from concept to high street customer.

Performance Criteria

(a) Outline the production process stages of a current high street fashion trend from its original design influence.
(b) Describe the role of key players in the fashion supply chain.

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcomes 1, 2 and 3 — Portfolio

Candidates will be required to present a portfolio for Outcomes 1, 2 and 3 which must include the following:

Outcome 1

Candidates will describe **three** functions of clothing and provide two visual images for each of the three functions.

Candidates will describe a minimum of **eight** key fashion terminology and concepts and provide a visual image for each.

Unit title: Fashion: An Introduction (SCQF level 5)

Outcome 2

Candidates will identify one current fashion look and trace the influence from a similar look originating in a previous period in history. This must clearly show the influence of the original design on the current look.

 Candidates must identify silhouette, style features, and cultural influences for both the current and previous look in history and PESTEL (political, economic, social, technological, environmental and legal) influences on the original design.

Candidates will present their findings through a combination of images and text.

Outcome 3

Candidates will investigate a current fashion trend and describe its development.

This must include the process from designer catwalk to garments in a high street store. Candidates must clearly illustrate the fashion influence/inspiration for the high street garment and its final target market.

Candidates will describe the role of key players — designer, manufacturer, sales rep, distribution centre, display staff/merchandiser.

Candidates will present their findings through a combination of images and text.

National Unit specification: support notes

Unit title: Fashion: An Introduction (SCQF level 5)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit could be studied on its own as a freestanding Unit, as part of a group of related Units or it could be studied in conjunction with other Units as part of the National Certificate for Fashion Design and Manufacture, for example *Fashion Design: An Introduction.* Candidates could progress to a range of fashion design Units, for example, *Fashion Forecasting: An Introduction, Garment Design for Manufacture: An Introduction, Garment Concepts: An Introduction, Fashion Illustration: Basic Principles* and also to other relevant Units such as *Media Studies: Fashion.*

The Unit is designed to develop candidates' understanding of the fashion industry. Candidates will be introduced to some of the key terminology and concepts used, will explore the history of fashion from 1900 and investigate the factors that influence fashion. This will include consideration of fashion cycles, fashion influences, drivers of change, fashion trends, sources of inspiration (eg forecasts, observation, investigation) and PESTEL (political, economic, social, technological, environmental and legal) factors (see grid on pages 6/7).

Candidates may look at specific decades, for example:

♦ 1940's WW2 — changing experience of women — eg as land girls, in uniforms, in trousers; rationing, nylons, make do and mend, shortages (food and fabrics); utility clothing and CC41; muted durable tweed type fabrics, narrow classic silhouettes, shoulder pads, austerity, followed by Dior's 'New Look 1947, Joan Crawford, Bette Davis, Bogart, Bacall. Designers such as Edith Head etc
♦ 1950s Post war, return of women to traditional roles baby boomers, end of rationing, start of economic growth/recovery, Festival of Britain 1951; mass television (USA) and household gadgets, American dream, Elvis, James Dean, Marilyn Monroe, Hitchcock, Grace Kelly, Princess Margaret Rose. Designers such as Dior, Givenchy, Schiaperelli etc
♦ 1960s Swinging Sixties, JFK, space race, economic growth, spread of TV (UK) washing machines, fridges etc, student protest; rise of feminism; new choices and control of lifestyles: women with jobs/careers, Audrey Hepburn, David Bailey, BIBA, Beatles, Twiggy, Hendrix, Woodstock, Vietnam, Hippies. Designers such as Courreges, British innovation Mary Quant; importance of UK (Liverpool/London) in music and fashion 'scenes'
♦ 1970's 'the decade style forgot'; Middle East Oil Crisis, decimalisation; Colour TV; Concorde; strikes, 3 day week, 'sit-ins, winter of discontent' recession, Glam Rock; hot pants, flares, platforms; Studio 54, rebellion, Punk Rock, Bowie, extreme looks, synthetics. Designers such as YSL, Vivienne Westwood, Halston.

Further information about PESTEL factor analysis is provided below.

Unit title: Fashion: An Introduction (SCQF level 5)

Outline historical influences on a current fashion trend	**Project for Portfolio** Identify one current fashion look and trace the influence from a similar look originating in a previous period in history. Candidates may wish to refer to www.fashion-era.com (at the time of writing) or similar web sites.
Identify key drivers of change in fashion	Identify silhouette, style features and cultural influences for both the current and previous look. Relate PESTEL factors on the original design. Guidelines — students should explore the history of fashion from 1900 onward and investigate the factors that influence fashion: for example fashion cycles, fashion influences, (decades and the associated look) drivers of change, fashion trends, sources of inspiration and PESTEL factors. **PESTEL analysis** considers Political, Economic, Sociological, Technological, Environmental and Legal factors and examines each factor to assess what their potential impact could have on an organisation or retailer. This analysis may then enable organisations or retailers to prepare for any changes that need to be made or simply provide them with an enhanced awareness of the external market, giving them a competitive edge over other firms in the industry. ♦ **Political** — government policies, tax policies, trade restrictions/agreements, tariffs, exports and imports, disruption due to war/terrorism ♦ **Economic** — economic growth, interest rates, inflation rates, how much disposable income consumers may have, store credit, minimum wage ♦ **Sociological** — income distribution, demographics, role of men and women in society, culture, level of education, health consciousness, age distribution, lifestyle trends, work/career and leisure attitudes, popular media/fashion and role models, health consciousness and welfare, feelings on safety, consumerism ♦ **Technological** — ecological aspects, research and development, rate of technological change, growth of e-commerce and internet shopping, fast pace transfer of information, portable devices, bar-codes and CAD/CAM, advances in textiles fibres and care of textiles ♦ **Environmental** — global warming, recycling policies, pollution and waste disposal, ethical buying, organic manufacture, fair-trade ♦ **Legal** — health and safety laws, consumer laws and regulations, copyright, competition law, employment law Candidates may want to refer to some of the above when discussing a style from a particular retailer or relate them to a specific time period

Unit title: Fashion: An Introduction (SCQF level 5)

Identify key drivers of change in fashion (cont)	The **emphasis** should be on ensuring that candidates can show an **awareness** of PESTEL factors that influence fashion at a particular time. Candidates should consider but do not have to mention *all* the factors. They should relate some issues to the style they have chosen to study and link that with the key points for that era in relation to fashion. This could include particular world events (Political); the financial position of the country — boom/bust (Economical); influential people, role of men/women (Social); influence of new innovations/machinery/computers (Technological). Each time period will have particular issues for discussion — see example below. **For example**: Fashion in the years following World War II: **Political and Economic** — fashion is influenced by the reappearance of haute couture after the austerity of rationing during the war years. Utilitarian looks with square shoulders and short skirts were replaced by the soft femininity of Christian Dior's 'New Look' silhouette, with its generous sweeping longer skirts, fitted waist, and rounded shoulders, which in turn gave way to an unfitted, structural look in the later 1950s. **Social** — Range of influences including film, TV, magazine and rock music created a new consumer called 'teenagers'. Music genres influenced style — Teddy Boys. **Technological** — innovations in textile technology following the war resulted in new synthetic fabrics and easy-care fabric finishes that fitted the suburban lifestyle of the 1950s with its emphasis on casual sportswear for both men and women. The project findings should be presented with a combination of text and visual images.

Candidates will explore the process of how a fashion concept seen on the catwalk will become a high street fashion garment and the role of key players in the supply chain, including designers, manufacturers, sales reps, distribution centre and display staff/merchandiser.

Candidates could also consider the role of industry events such as fashion and wedding shows.

National Unit specification: support notes (cont)

Unit title: Fashion: An Introduction (SCQF level 5)

Guidance on learning and teaching approaches for this Unit

A candidate centred, resource based learning approach is recommended. The Outcomes in this Unit need not be taught separately and it is likely that an integrated approach could be used. The Outcomes are likely to be taught in the order shown.

Many of the topics for the Unit could be introduced through class discussion supported by handouts and examples.

Candidates will also be required to carry out individual research. Candidates should be encouraged to take responsibility for their own learning. Candidates should consider how to carry out their research and how to meet the given briefs. Candidates should also plan how to structure their project reports so that they can be presented in a logical and easily understood way.

Candidates should be encouraged to use a range of research methods to ensure that they develop a good understanding to the topics. A list of suitable publications and websites could be made available to assist with research.

Candidates should be made aware of copyright issues when using images.

It is recommended that approximately 50% of learning and teaching could be devoted to Outcome 2 with approximately 25% for each of Outcomes 1 and 3

Guidance on approaches to assessment for this Unit

Each candidate should have several opportunities to develop practical skills required in this Unit and should be assessed at appropriate points throughout the Unit. The Outcomes are likely to be assessed in the order shown. Where a candidate is unsuccessful in achieving an outcome, provision should be made for remediation and reassessment.

Instruments of Assessment

Centres may use Instruments of Assessment which are considered by assessors/tutors to be the most appropriate.

It is recommended that projects are used to assess Outcomes 1, 2 and 3. As outlined in the Evidence Requirements candidates will be required to present a portfolio which contains their project reports for Outcomes 1, 2 and 3.

The assessor/tutor is responsible for ensuring that candidates develop an individual portfolio of evidence which matches the Evidence Requirements. Candidates should be made aware of copyright issues when using images.

Assessment Guidance

Typically candidate descriptions should be short paragraphs of two or three sentences each.

Illustrations/images in the candidates' project findings/reports could include sketch books, mood boards, theme boards or other relevant options.

National Unit specification: support notes (cont)

Unit title: Fashion: An Introduction (SCQF level 5)

For **Outcome 1** candidates must describe three functions of clothing. In modern times the three key ones are protection, privacy and status but others could include identification, enhancement, adornment.

Candidates must describe eight key terms and concepts, for example, change, acceptability, trend, classic, fad, haute couture, prêt à porter.

For **Outcome 2** the 'previous period in history' would normally be any time after 1900 or the later years of the Victorian era (1837–1901).

In **Outcome 3** a current fashion trend could be based on a style (military, nautical, flapper) or fabric type (lace, specialist textiles), feature (ruffles, pleats, geometrical shapes) or colour/s.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

During the delivery of this Unit candidates will be involved in research and practical activities which would offer opportunities for developing aspects of:

♦ *Communication*
♦ *Problem Solving*
♦ *Information and Communication Technology*

The following gives some examples of some of the opportunities for developing these core skills which the Unit makes available to candidates.

Communication (Project reports) — preparing findings and reports in a structured and logical way; providing sufficient detail to clearly illustrate an understanding of the topics.

Problem Solving (Project reports) — planning research and determining relevant sources for information; interpreting and combining relevant information to meet the brief; planning and production of reports.

Information and Communication Technology (Project reports) — using the internet to carry out research; collating and presenting research findings.

National Unit specification: support notes (cont)

Unit title: Fashion: An Introduction (SCQF level 5)

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date