



## National Unit specification: general information

**Unit title:** Fashion Merchandising: An Introduction (SCQF level 6)

**Unit code:** FP72 12

**Superclass:** BA

**Publication date:** September 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

## Summary

This Unit is designed to provide candidates with an introduction to merchandising approaches in the fashion industry. Candidates will investigate how fashion is branded, displayed and promoted and the role of the marketing mix in fashion. Candidates will compare different approaches used in the industry and will also be able to present their own merchandising ideas. Throughout the Unit, candidates will use a range of research methods, including drawing on their own experiences.

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

## Outcomes

- 1 Explain branding strategies used in the fashion industry.
- 2 Explain merchandising strategies used in the fashion industry.
- 3 Explain and apply promotional methods used in fashion.

## Recommended entry

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

## Credit points and level

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

*\*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)**

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### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: statement of standards**

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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**

Explain branding strategies used in the fashion industry.

#### **Performance Criteria**

- (a) Explain how the fashion marketing mix is influenced by target markets.
- (b) Compare how different branding strategies are used in fashion.

### **Outcome 2**

Explain merchandising strategies used in the fashion industry.

#### **Performance Criteria**

- (a) Explain the factors which impact on how and where garments are sold.
- (b) Compare different merchandising approaches used in fashion.

### **Outcome 3**

Explain and apply promotional methods used in fashion.

#### **Performance Criteria**

- (a) Explain how a fashion look can be promoted by different brands.
- (b) Compare different promotional methods used in fashion.
- (c) Prepare an outline promotional plan for a fashion brand.

### **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 be required to compare target markets and branding strategy for two 'brands', one at each of two different market levels. The comparison should include an explanation of similarities and differences between customer profile, 4Ps (product, promotion, price, place), brand image and quality in relation to value and price.

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

## **National Unit specification: statement of standards (cont)**

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### **Outcome 2**

Candidates will be required to compare the 'location' and merchandising trends for two 'brands', one at each of two different market levels. The comparison should include an explanation of retail branches vs online outlets, direct and indirect supply, selling methods to consumers, quality in relation to value and price, access and returns policy.

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

### **Outcome 3**

Candidates will be required to compare how a fashion trend has been developed and interpreted by two 'brands', one at each of two different market levels. Candidates should highlight key style features to illustrate the differences, including silhouette, fabric and price.

Candidates should prepare an outline promotion plan for the one 'brand'. This should include an outline description of an approach that could be used for store layout, product display and promotional methods and material.

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

## National Unit specification: support notes

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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 or it could be studied in conjunction with other Units as part of the National Certificate for Fashion Design and Manufacture, for example *Fashion: An Introduction*; *Fashion Design: An Introduction*; *Fashion Forecasting: An Introduction*; *Garment Design for Manufacture: An Introduction*; *Garment Concepts: An Introduction*; *Fashion Illustration: Basic Principles* and also with other relevant Units such as *Media Studies: Fashion*; *Merchandising and Marketing: Basic Principles*.

This Unit is designed to provide candidates with an introduction to merchandising approaches used in the fashion industry. Candidates will be encouraged to compare the merchandising approaches used by different 'brands'. They will use a range of sources of research and will also draw on their own experience as a customer.

For **Outcome 1** candidates will explore the fashion marketing mix eg target market demographics, lifestyles, market size, consumer requirements for the 4Ps (product, promotion, price, place) and product selection approach. Candidates will also explore the concept of branding eg logos, store exterior, store interior, image statement, service and quality.

For **Outcome 2** candidates will explore the factors affecting fashion retail location and selling methods, eg high street, out of town, online, mail order, franchises, supermarkets. Candidates will investigate merchandising trends, eg volume, small run, overseas sourcing, direct and indirect supply, high volume/direct with manufacture, trade fairs, CAD and EPOS. The impact of lead times and role of services such as loyalty cards will also be considered. Candidates should investigate the role of key players in merchandising, eg buyers, wholesalers and retailers.

For **Outcome 3** candidates will explore the principles of store layout and how this is used to maximise sales, eg best sellers, core product, trend products and hotspots. Candidates will investigate different approaches for visual merchandising and may have the opportunity to use software programmes to create their own shop layout. Candidates will investigate promotional methods used in the fashion industry eg advertising, events, promotional offers, display, swing tickets and bags and endorsements and will have the opportunity to design their own promotional plan.

## National Unit specification: support notes (cont)

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### 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.

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

Many of the topics for the Unit could be introduced through class discussion. Handouts with definitions, explanations and examples could assist the candidates to plan their own research.

For **Outcome 1** discussion could include how branding is used to appeal to the target market and consideration of the broad approaches used to attract consumers. Candidates could explore the concept of target markets using themselves as a model, ie what attracts them, what doesn't. Candidates could discuss how different market levels use varying mixes.

For **Outcome 2** class discussions could include what and how different fashion brands source, distribute and sell.

For **Outcome 3** class discussions could include trickle up and trickle down theory in relation to lifestyle aspirations, brand image, effects on product, impact on store design and layout and suitable promotional methods.

Candidates could use the same two brands for comparison purposes for all 3 Outcomes or could select different ones for each Outcome. Comparisons could also be based on two product lines within a store.

### 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 re-assessment.

#### Instruments of Assessment

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

It is recommended that a project approach is 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 findings/reports for Outcomes 1, 2 and 3.

## National Unit specification: support notes (cont)

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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

Candidates could use the same two 'brands' for comparison purposes for all 3 Outcomes or could select different ones for each Outcome. Comparisons could also be based on a designer vs a lower-range high street or two product lines within a store which are aimed at different target markets.

Candidates should present their work as a combination of visual illustrations/images and text — this could be based on an A3 double sided presentation board/source book, folio, digital folio. Typically candidate findings for each Outcome would be between 2 and 3 pages.

### 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* (Portfolio) — preparing findings and 'reports' in a structured and logical way; providing clear explanations of comparisons which indicate a good understanding of the topics.

*Problem Solving* (Portfolio) — 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* (Portfolio) — using the internet to carry out research; using effective search techniques; collating and presenting research findings.

## **National Unit specification: support notes (cont)**

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### **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](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	30/09/2011

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