



National Unit specification: general information

Unit title: Retail Fashion Industry: (SCQF level 5)

Unit code: H1SE 11

Superclass: JK

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Version: 01

Summary

This Unit is designed to provide an introduction to the retail fashion industry. Candidates will learn fashion terminology and how the fashion industry developed into its current structure including the role played by designers. Candidates will also have the opportunity to analyse fashion trends and predict a possible future development.

It is suitable for candidates who have little or no previous fashion experience but want to develop their knowledge with a view to a career in retailing fashion.

This Unit is an optional Unit in the National Certificate in Retailing at SCQF level 5 but can also be delivered as a free-standing Unit.

Outcomes

- 1 Describe the structure of the fashion industry.
- 2 Investigate the development of fashion.
- 3 Identify potential fashion trend.

Recommended entry

Entry is at the discretion of the centre.

Credit points and level

1 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.*

General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

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

Describe the structure of the fashion industry.

Performance Criteria

- (a) Describe the importance of the consumer to the fashion industry.
- (b) Describe the main segments of the fashion industry and their inter-relationships.
- (c) Describe different types of fashion retailers that trade in a shopping area.

Outcome 2

Investigate the development of fashion.

Performance Criteria

- (a) Describe reasons for the development of fashion trends.
- (b) Investigate influential fashion designers from the 19th, 20th and 21st centuries and describe their contribution to fashion.
- (c) Identify and describe different fashion trends.

Outcome 3

Identify a potential fashion trend.

Performance Criteria

- (a) Identify research methods used to predict a fashion trend.
- (b) Identify a potential fashion trend for a specified retailer.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

Written and/or oral evidence is required to demonstrate that all Outcomes and Performance Criteria have been met.

Outcome 1 — Written and /or Oral Evidence

Candidates are required to give a clear description of the structure and importance of the fashion industry from design, to production, to retail. The description must include:

- ◆ three reasons why the consumer is important to a fashion business
- ◆ the interrelationships between the main segments of the fashion industry and two examples of a fashion distribution channel
- ◆ the different types of fashion retailers trading in a shopping area

Outcome 2 — Written and/or Oral Evidence

Candidates will investigate the development of fashion through the contribution to fashion of one designer from each of the 19th, 20th and 21st centuries and their influence on fashion.

Candidates must:

- ◆ describe three examples of influences that contribute to changes in fashion
- ◆ produce a timeline of different influential fashion designers from the 19th, 20th and 21st centuries
- ◆ describe the contribution to fashion that at least 1 designer made during each of the centuries
- ◆ identify and describe three different fashion trends using correct terminology

Outcome 3 — Written and/or Oral Evidence

Candidates will identify two research methods used to predict a fashion trend. They will then identify a potential fashion trend appropriate for a specified retailer.

National Unit specification: support notes

Unit title: Retail Fashion Industry (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 broadly aligns to the National Occupational Standards for Textiles and Material Design. In particular this Unit deals with the elements of the knowledge and skills outlined in:

P1 (P1.1–P1.2) Research design trends and developments in materials and technology

The Unit introduces candidates to fashion retail business through a study of the history of fashion and causes of change including women's role in society, designers' contributions to fashion, fashion terminology and the structure of the fashion industry.

Outcome 1

This Outcome should cover the scope of the fashion industry, its contribution to the economy and the power of the consumer. Candidates should understand the importance of the fashion industry in terms of its significant role in the UK economy. They should also understand the importance of the consumer in relation to sales and profit, and realise that the success or failure of the fashion industry depends on consumers' purchase and the acceptance or rejection of its fashion products.

The interdependency of the following segments should be highlighted:

◆ Sources of supply

Candidates should be made aware that component suppliers companies provide the raw materials of fashion, eg fibres, fabrics and leathers. They may also be the suppliers of buttons, zips, threads and other products required to produce the finished garments.

Candidates should be made aware finished product distributors/suppliers — designers, importers, manufacturers, wholesalers, and agents of children's, women's and men's clothing and accessories. The benefits of using each type of distributor/supplier should be discussed.

National Unit specification: support notes (cont)

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◆ Fashion Retailers

Candidates should be made aware of different types of fashion markets — high fashion, designer Ready to Wear (RTW), mainstream /street fashion, discount fashion.

Candidates should be made aware of different types of retailer — independent, multiple/variety chains, department stores, superstores, discount stores.

Candidates should be made aware of different types of target markets — based for example on age, sex, clothing size, income, marital status, lifestyle, fashion leaders/followers.

Factors that can influence the image of a retailer include merchandise quality, price, promotion, location, and employees.

Outcome 2

When looking at how fashion develops, it should become obvious to candidates that it does not happen without a reason, and the many external influences on trends. They should understand that the only constant in fashion is that it is always changing. It is a response to many things, eg attitudes, social changes and technological developments. Candidates should be encouraged to investigate different periods of time and the fashion content. Candidates should also consider:

- ◆ designer influences — ‘trickle down’ or adoption process (highlighting the different quality from designer to mass produced item); influences of street fashion — ‘trickle across’ theory/upward-flow theory
- ◆ fashion leaders/followers (peer influence/belonging to a group)
- ◆ how components of fashion (silhouette, fabric/texture, details and colour) can change through different fashion cycles, eg a standard trend, a fad, a classic
- ◆ prediction of fashion — trade shows/exhibitions (including Premiere Vision), consultants, trade/consumer magazines, TV and other sources of information

Candidates should be able to distinguish between fashion and style. Fashion trends should be researched and described using the correct terminology.

Outcome 3

Candidates should realise that without accurate forecasts and predictions of what looks, colours, fabrics, silhouettes and design details are likely to be acceptable to customers, the fashion industry would not be able to produce and sell the vast quantities of textiles and clothing that enables it to make a profit.

Candidates should become familiar with the sources of information available, eg trade publications, consumer magazines, relevant internet sites and be able to recognise and evaluate trends based on their knowledge of Outcome 2.

National Unit specification: support notes (cont)

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Essential Skills

By adopting the above learning and teaching approaches and through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work.

Enterprise — the entire Unit provides the opportunity to learn by experience through involvement in investigating the fashion industry. Predicting a fashion trend is clearly an entrepreneurial opportunity which encourages use of initiative, creative thinking and problem solving.

Employability — through developing practical skills to industry standards which involve team working, employer and customer awareness. Predicting trends involves creative and imaginative thinking and presenting the findings in a suitable format, possibly encouraging basic IT skills, develops skills for the workplace.

Guidance on learning and teaching approaches for this Unit

Candidates should be encouraged to use a variety of methods to gather information for Outcomes 1, 2 and 3. From this they could build up a portfolio of fashion retailers/fashion designs/articles, which could be used for assessment purposes.

A selection of historical and current fashion media should be available. Many fashion trade organisations and fashion retailers have detailed websites that may provide relevant information and access to the internet is therefore advisable. Consumer and trade magazines may be useful.

Guest speakers from the fashion industry and visits to fashion retailers, fashion shows and costume museums may make learning more interesting and meaningful.

Candidates should be encouraged to work together in groups for investigations and also practise using presentation skills that may enhance communication, IT and visual awareness for either formative or summative assessment.

Guidance on approaches to assessment for this Unit

Outcome 1 — this assessment could take the form of an assignment that requires candidates to carry out an investigation of fashion retailers within a shopping area. The assignment could be carried out individually or as a group. The shopping area should be large enough to provide candidates with a wide selection of fashion retailers.

One retailer could be selected and a flowchart/graphic illustration produced to clearly show the channel of distribution in moving fashion goods from designer to the consumer. Once the findings of the investigation have been collated, graphs could be drawn to show results.

For example, a graph could be produced to illustrate type of fashion retailer. The types could include independent, multiple, department stores, superstores, discount stores. Another graph could illustrate the fashion market, eg designer RTW, high fashion, street fashion/mainstream, discount fashion.

National Unit specification: support notes (cont)

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This assessment could be an assignment in which candidates:

- ◆ describe three reasons why the consumer is important to a fashion business
- ◆ describe the interrelationships between the main segments of the fashion industry using a flowchart/illustration, demonstrating the channel of distribution from designer to the consumer
- ◆ describe two examples of a fashion distribution channel
- ◆ produce a graph showing different types of fashion retailers in selected shopping area
- ◆ produce a graph showing different fashion markets in the shopping area
- ◆ describe the different fashion mix of retailers in the shopping area and identify one area for improvement.

All evidence could be retained in a portfolio and assessor checklists should be completed.

Outcome 2

In order to investigate 19th fashion designers onwards, candidates could look at different periods to determine the most prominent fashion designers from the main fashion centres during that time, gathering design examples. A timeline could be produced that illustrates designers and the original design that had an impact on popular fashion. A portfolio could be built up illustrating at least three different fashion trends. Fashion terminology should be used correctly. All evidence should be retained and assessor checklists should be completed.

Outcome 3

Candidates will research methods used to predict emerging fashion trends and using these predict a new trend suitable for a fashion retailer. The evidence should be presented in an appropriate format. Evidence could be produced by an assignment. Candidates could select a retailer and provide information on its location, type, target market and merchandise. Candidates could identify a fashion trend for the retailer using different research methods. The trend could indicate a designer's influence, the components used and a potential source of supply. Presentation software could be used by candidates to submit their evidence for this Outcome.

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 social software. 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)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

In this Unit candidates will evaluate how the fashion industry is structured, identify the main influencers on fashion trends and use communication and research skills to predict new fashion trends.

Candidates will:

- ◆ describe the importance of the consumer to the fashion industry
- ◆ describe different types of fashion retailers that trade in a shopping area
- ◆ investigate influential fashion designers from the 19th, 20th and 21st centuries and describe their contribution to fashion
- ◆ identify and describe different fashion trends
- ◆ identify research methods used to predict a fashion trend

This means that as candidates are doing this Unit they will be developing aspects of the Core Skill of *Communication* through researching and conveying fashion information.

In addition, candidates may develop aspects of the Core Skills of *Working with Others* where group work has been encouraged; *Numeracy* where graphs are used; and *Information and Communication Technology (ICT)* where candidates use internet research skills to determine old/new fashion trends or use IT in presenting information.

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

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