



## Higher National Unit specification

### General information

**Unit title:** Fashion Range Planning (SCQF level 7)

**Unit code:** HH4L 34

**Superclass:** JK

**Publication date:** December 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit is designed to introduce learners to methods of range planning in the fashion industry. Learners will learn how to research factors affecting range planning then develop and present the information to a specific brief. This unit is suitable for those studying clothing or fashion or those working in the clothing and fashion industries.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Research factors affecting range planning.
- 2 Analyse, research and develop an individual range plan.
- 3 Present a range plan.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the unit

No prior knowledge of range planning is required however learners may have some prior knowledge of the Fashion Industry or relevant employment experience.

## Higher National Unit Specification: General information (cont)

**Unit title:** Fashion Range Planning (SCQF level 7)

### Core Skills

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

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6

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

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

### Unit title: Fashion Range Planning (SCQF level 7)

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Research factors affecting range planning.

#### Knowledge and/or Skills

- ◆ Interpretation of a brief
- ◆ Internal/external factors
- ◆ Seasonal/trend analysis factors
- ◆ Target market research
- ◆ Product elements
- ◆ Research skills

### Outcome 2

Analyse research and develop an individual range plan.

#### Knowledge and/or Skills

- ◆ Consumer demand
- ◆ Aesthetic judgement
- ◆ Selection/editing process
- ◆ Mood board
- ◆ Range plan structure and content
- ◆ Product groupings

### Outcome 3

Present the range plan.

#### Knowledge and/or Skills

- ◆ Presentation technique
- ◆ Use client visuals
- ◆ Communication techniques

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Fashion Range Planning (SCQF level 7)

### Evidence Requirements for this unit

#### Outcome 1

Learners will need to provide evidence to demonstrate their knowledge and/or skills, by showing that they can research a range of factors affecting fashion range planning in response to a given brief:

- ◆ three relevant external factors for the organisation — target market, competition and current market position.
- ◆ four relevant internal organisational factors — company size, brand image, supply chain summary and pricing policy.
- ◆ four seasonal factors — fashion forecast, trend analysis, best sellers and seasonal phasing.
- ◆ Product elements for main product groupings — silhouette, style features, fabric and colour.

#### Outcome 2

Learners will need to provide evidence to demonstrate their knowledge and/or skills, by showing that they can analyse and develop research findings to identify consumer demand. An individual range plan should be developed demonstrating:

- ◆ Moodboard showing inspirational images — direction for product elements with relevant colour palette
- ◆ Structured, 30 piece range plan, including five main product groupings with accessories

The response should be gathered together in a logical way, which could be used to respond to the brief. The range plan could include an accurate summary of the brand and consumer demand, garment flat images for five product groupings, (eg dresses, trousers, skirts, tops, jackets, etc) with annotation of product details and colour options, seasonal phasing with costs and Recommended Retail Price points (RRP).

#### Outcome 3

Learners will need to provide evidence to demonstrate their knowledge and/or skills, by showing that they can present a range plan for the coming season to a mock client panel showing:

- ◆ Background information and a completed range plan for the given brief
- ◆ Presentation and justification of solutions

Assessment may be carried out:

- ◆ Outcome by Outcome

Or

- ◆ All Outcomes together — holistic assessment of the unit



## Higher National Unit Support Notes

**Unit title:** Fashion Range Planning (SCQF level 7)

Unit support notes are offered as guidance and 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 is included as an optional unit in the framework of the HNC/HND in Fashion Business. It is recommended it should be taught and assessed within the subject area of the group award to which it contributes. This unit provides underpinning knowledge which could be used for units where planning a range is integral to the functions of fashion buying and fashion merchandising activities, and for Graded Units within the course.

Vocational skills developed include researching, analysing and anticipating consumer demand then identifying a fashion product to meet those specific needs. Learners will use a problem-solving approach to balance garment buying direction, to meet the needs of a specific brief in line with seasonal requirements.

The content and context should be appropriate to the personal and vocational needs of learner by using a relevant brief. Learners will develop their research and organisational skills when undertaking this unit. This will be evidenced by researching, analysing, collating and presenting all information in a coherent way.

### Guidance on approaches to delivery of this unit

The tutor will deliver the initial background to the unit. Through the use of hand-outs, videos and discussion, the tutor will explain the relevance of research required into the factors affecting range planning, to meet the needs of the given brief. Field research will be important. Learners will also be encouraged to research various elements of the background information through textbooks, internet research and through company visits where possible.

Explanation of external and internal factors and their influence on range planning will be given. Fashion trend forecasts should be available for reference and learners will be encouraged to collect their own information for the given season. Market research and fashion product information will develop their folder as a working reference document and contribute to the written report.

Learners may compile a portfolio of reference sources which includes information on the organisation, season, production, market, pricing, etc. While this could be developed in co-operation with others in groups or teams, if this evidence is to be used for assessment purposes, lecturers would need to assure themselves that the descriptions and information in the portfolio are the learner's own work.

## Higher National Unit Support Notes (cont)

**Unit title:** Fashion Range Planning (SCQF level 7)

The portfolio could contain research findings and/or evidence for all three outcomes. Evidence for assessment could be drawn from collated research into the specific areas of range planning influencing factors, range planning structure and content, then range planning presentation.

Delivery should be sequential and follow outcomes 1, 2 and 3.

It is important to recognise that the development of portfolio evidence should be ongoing, and there should be periodic reviews between the tutor and the learner to ensure continuity of evidence and the attainment of individual goals.

To help the learner manage their time, it is recommended that deadlines are given for hand-in dates and that review dates are set at regular intervals with learners. Learners should be able to show evidence of planning their work and activities, especially where group work is involved. It is helpful to use questioning or supervised write-ups of investigation, to ensure authenticity of learner work.

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learners could be given a brief to research information about range planning for a given organisation, a target group and a specific theme. All three outcomes could be assessed holistically through a portfolio of evidence which includes:

#### ◆ A report

This report should detail the information gathered by the learner on factors influencing range planning and contain visual appendices. It should cover the following headings:

- External factors
- Internal factors
- Seasonal/trend analysis
- Target market
- Fashion product

The 1,000 word report will support the development of the next pieces of evidence.

## Higher National Unit Support Notes (cont)

**Unit title:** Fashion Range Planning (SCQF level 7)

### ◆ A mood board (A3 size)

The mood board should show a relevant interpretation of a selected fashion trend, to be used as visual inspiration and overall direction for the range plan. Both sides of the board may be used. This seasonal summary is initial inspiration for colour palette, silhouette, style features and fabrics. The learner should use the mood board to present a summary for the early direction of the total look for the main product groupings. This visual mood board will support the next piece of evidence.

### ◆ A range plan booklet

This booklet develops the report and mood board information into a finished product. It should show that the learner can select and display visual and written information taken from a variety of sources and present them in a logical, coherent and aesthetically pleasing way. Within the booklet the learner will present a structured range plan with visuals covering the following headings:

- Brand summary
- Consumer demand summary
- Structured 30 piece range plan including the relevant product groupings showing the following for each grouping:
  - Garment flat images with annotation of product details and colour
  - Key seasonal fabrics
  - Key silhouettes
  - Styling details
  - Accessories
  - Seasonal phasing
  - Recommended Retail Price (RRP)

### ◆ Presentation

Outcome 3 could be assessed by the learner presenting and justifying their ideas in a role play situation to a mock client panel. The presentation should last approximately 10 minutes. Learners should structure the evidence from the first two outcomes in a cohesive and logical sequence.

It will be necessary to identify the main purposes of the range planning brief and summarise key points from the initial research. This should result in clear and accurate consumer requirements for theme and product.

Using visual and other evidence produced, the learner should justify their range planning solutions. All evidence should be displayed and presented in a logical manner and the learner should be able to respond to questions using the researched and developed evidence to justify their responses.

## Higher National Unit Support Notes (cont)

**Unit title:** Fashion Range Planning (SCQF level 7)

All outcomes should be completed under open-book, supervised conditions, to ensure all work submitted is the learner's own. There are no restrictions on materials that can be accessed during assessments. It is also possible for learners to submit their work electronically to assessors, which should be encouraged, given that this would be an industry standard. This could be facilitated a number of different ways; virtual learning environment being one such example.

### Opportunities for 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 learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

#### Outcomes 1 and 2

Written Communication, Problem Solving and ICT: (brief analysis, researching and presenting relevant solutions.)

Employability skills are developed through identifying consumer demand then range planning to meet those specific needs. Learners will balance the range to meet the needs of a specific brief in line with seasonal requirements and present in a professional manner.

Sustainable development may be taken in to consideration through discussion on ethical production and sourcing, local sourcing, waste minimising or recycling.

#### Outcome 3

Presentation Skills: Verbal Communication, Employability, Sustainable Development

This unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6.



## History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2016

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

## General information for learners

### Unit title: Fashion Range Planning (SCQF level 7)

This unit is intended to introduce you to the concept and importance of range planning in relation to the fashion industry. It is primarily intended as an overview for learners who are taking interest in employment as buyers or merchandisers within the fashion and retail industry.

The purpose of this unit is to develop a creative and logical approach to fashion collection development, to anticipate consumer demand and develop commercial recommendations for a specific target market and brand image. You will learn how to use the correct terminology when dealing with suppliers and retail customers. This will provide you with skills required for you to be able to undertake your final presentation.

You will be given a fashion brief to research, develop and present. This will be done through the use of trends and forecasts, magazines, books, media and relevant internet sites. You will be encouraged to gather information from as wide a range of sources as possible. This may involve trips to fashion retailers, exhibitions, promotions and fashion shows, which offer the opportunity for relevant research.

You will be encouraged to make notes throughout the project and to develop your communication and organisational skills. You will learn how to edit and process visual and written information and present it as a range plan to meet future fashion requirements. You will learn how to present your recommendations to a mock client panel. You will also learn how to create mood boards to show how you have developed your ideas.

You will be assessed on production of a research report identifying demand, from the given brief, for a new fashion range and also a trend mood board giving inspirational direction. You will then interpret the findings of the report and fashion direction selected into a range planning booklet, showing your key choices of garments for inclusion in a future range. A short, 10 minute presentation gives you the opportunity to explain why you have selected specific types of garments, and how the range is balanced to meet the needs of the initial brief.

Outcomes are designed to develop personal and vocational skills. Your tutor will be a facilitator and will expect you to take a high degree of responsibility in the investigation of the chosen market and fashion brand and in the development of solutions to meet the fashion brief. Learning new methods and developing new skills required for this unit will be demanding but enjoyable too.

During the course of this unit you will develop skills in ICT, Communications, Problem Solving and Employability.

This unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6.