



National Unit Specification: general information

UNIT Harris Tweed: An Introduction to Markets and Promotional Methods (SCQF level 5)

CODE F8XY 11

SUMMARY

This Unit aims to allow candidates to gain an understanding of the range of clients and markets within the Harris Tweed industry. Candidates will gain an understanding of different promotional methods for Harris Tweed and will have the opportunity to design a piece of promotional material. Candidates will develop research and evaluation skills in the completion of this Unit.

This Unit forms part of the National Progression Award (NPA) in Harris Tweed but can also be delivered as a free-standing Unit.

OUTCOMES

- 1 Investigate markets and promotional methods for Harris Tweed and Harris Tweed products.
- 2 Design promotional material for a Harris Tweed product.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a course or its component Units at Intermediate 1 (SCQF level 4) or Standard Grade at General level in a relevant subject area such as fashion and textiles, product design, art and design, graphic design, technologies and/or business.

‘New start’ candidates and adult returners should have appropriate prior experience.

Administrative Information

Superclass: JK

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CREDIT VALUE

0.5 credits at SCQF level 5 (3 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.*

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

Investigate markets and promotional methods for Harris Tweed and Harris Tweed products.

Performance Criteria

- (a) Outline the current geographical and demographic markets for Harris Tweed and Harris Tweed products.
- (b) Describe the clients for a range of businesses within the Harris Tweed industry.
- (c) Identify and compare a range of methods that could be used to promote Harris Tweed and Harris Tweed products.
- (d) Identify key promotional messages for Harris Tweed and Harris Tweed products.

OUTCOME 2

Design promotional material for a Harris Tweed product.

Performance Criteria

- (a) Create a specification for promotional material which identifies a target market, promotional message and promotional method for a specific Harris Tweed product.
- (b) Design a piece of promotional material for a specific Harris Tweed product.
- (c) Evaluate the promotional material against the specification.

National Unit Specification: statement of standards

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

◆ Outcome 1 — Research Portfolio

Candidates will be required to create a Portfolio of research which contains a business and promotional profile of the current Harris Tweed industry. The Portfolio must demonstrate that candidates have used the internet as a research method and at least one other research method.

It may be appropriate for some of this research to be carried out in a team but candidates must present their own Portfolio with supporting notes.

The Portfolio must cover the following topics:

- a breakdown of current geographical and demographic markets for Harris Tweed and Harris Tweed products
- the products and clients for different sections of the Harris Tweed industry — this should include weavers, mills, designers and retailers
- at least three examples of promotional material that illustrate different methods that are currently used to promote Harris Tweed and/or Harris Tweed products
- at least three unique selling points that could be used to promote Harris Tweed and/or Harris Tweed products

The Portfolio should be structured and presented in a logical way.

◆ Outcome 2 — Promotional Material

Candidates will be required to design an original piece of promotional material for a product which uses Harris Tweed. Depending on the method selected, the design should be created in an appropriate format or presented as a 'mock up'/prototype.

Candidates must include a specification for their promotional material which clearly defines the target market and explains their choice of promotional message and promotional method. Candidates should carry out a realistic evaluation of their promotional material against their specification.

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 20 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 Harris Tweed Units as part of the National Progression Award for Harris Tweed.

The Unit is designed to give candidates an introduction to how the Harris Tweed industry operates with respect to getting the product to the market, who the different customers are and how Harris Tweed can be promoted. As candidates carry out their research it will also allow them to gain a realistic view of potential business and career opportunities.

Outcome 1

Candidates should gain a basic understanding about how the industry operates in today's market and how the products get to market. Candidates should review market information and current product types and applications and geographical and demographic markets for Harris Tweed.

Candidates should develop an understanding of the different roles of weavers, mills, designers and retailers in getting Harris Tweed products to the market and who their individual clients are.

Candidates will also explore the use of different promotional methods — above the line and below the line methods, PR, advertising, personal selling, sales promotions, trade articles, press articles, etc.

The unique nature of Harris Tweed, in terms of production and cultural context is reflected in the marketing techniques which are employed. Many people are attracted to Harris Tweed because it is not factory produced and because it is produced 'by Islanders in their own homes'. There is appeal in the individual way in which each length of Tweed is produced. Although Harris Tweed was initially developed to provide hard-wearing outdoor clothing, its applications nowadays range over a wide variety of uses, including fashion accessories and upholstery. In terms of clothing, the market has broadened from using Harris Tweed for jackets and coats to using it in a wide range of items of clothing.

Promotion and marketing for Harris Tweed has gone world-wide, with prominent designers promoting the fabric at trade fairs and fashion shows throughout the world. High profile designers are frequently commissioned to work with Harris Tweed and to find innovative uses for the product. A number of initiatives have been undertaken to re-design the image of Harris Tweed.

However, there are traditional features of Harris Tweed which appeal to a wide audience. Candidates need to be aware that a balance has to be maintained between traditional features of Harris Tweed and a desire to make the industry modern and trendy. The versatility of the cloth ensures that it will be possible to achieve both.

National Unit Specification: support notes (cont)

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Outcome 2

In designing their own promotional material, candidates will draw on the research carried out in Outcome 1 and will develop their understanding of:

- ◆ the role of promotion in marketing and selling a product and the importance of having a clear promotional message
- ◆ the importance of market research, profiling typical customer groups and linking promotion methods to target groups, eg direct customers, designers, wholesalers

Candidates will be able to apply this research to designing their own promotional material by:

- ◆ identifying a target market and a relevant promotional message
- ◆ investigating the options for promotional material in relation to the target market
- ◆ developing and considering approaches and possible solutions

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Opportunities for integration

An integrated approach should be adopted for the delivery of this Unit, encompassing both Outcomes. Delivery of Outcome 2 will draw on research candidates have carried out in Outcome 1.

There are also opportunities to deliver and assess the Unit in an integrated way with other Units within the National Progression Award for Harris Tweed. For example, candidates who are undertaking all four Units in the NPA could develop one Portfolio to store and present all their research. There would be a natural progression for the research undertaken within this Unit from the research undertaken for *Harris Tweed: An Introduction to the Industry* which investigates the different roles of those involved in the production and selling of Harris Tweed and identifies examples of how Harris Tweed is currently used in products and applications. It may also be possible to design promotional material for the products which were made or designed in *Harris Tweed: An Introduction to Product Design and Make*.

A cross-curricular approach to the delivery of this Unit could also be used. For example, it may be appropriate within schools to include input from business studies, product design, graphic design, technology and/or Gaelic.

Completion of this Unit and the NPA for Harris Tweed could contribute to the four capacities in Curriculum for Excellence.

National Unit Specification: support notes (cont)

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Learning and teaching approaches

Candidates should be encouraged to take a good deal of responsibility for their own learning. This will involve identifying what information needs to be gathered, planning their research and using a range of research methods. Candidates could be asked to create a research plan which can be discussed at an early stage of the Unit. Candidates should have the opportunity to use a range of research methods to carry out their own investigation. Candidates should also consider how to structure and present the information in their Portfolio to ensure that it can be easily read and understood.

Tutors should assist candidates to access relevant sources of information which gives them details of the geographical and demographic markets for Harris Tweed. Wherever possible, candidates should have the opportunity to talk to individuals who are working in the industry to help them to develop an understanding of the roles of weavers, mills, designers and retailers in getting Harris Tweed products to the market and their different clients. Candidates should be given a list of potential individuals to contact who have agreed in advance to participate. Candidates could identify additional individuals who could be added to the approved list. Relevant individuals from the industry could be invited to visit the learning centre to address a group of candidates.

It may be appropriate for candidates to work as a team to gather information. For example, a team approach could be used to interview and create profiles of different individuals working in the industry, eg a weaver, a mill worker, a designer, a retailer. Candidates should, however, present any joint research in their own words.

Candidates will be required to investigate how different promotional methods are used to target different customer groups, eg direct customers, designers, wholesalers. Candidates should investigate how Harris Tweed and its products are currently marketed and should be encouraged to find and evaluate examples of promotional material for Harris Tweed and products using Harris Tweed.

Candidates will be required to design marketing/advertising material for a product using Harris Tweed which will emphasise the uniqueness of Harris Tweed and reflect current market trends. Candidates should be encouraged to develop several design options /solutions to explore different promotional methods to meet a design specification. The design specification should specify a chosen target market and promotional message.

Depending on the promotional method the candidates have selected, it may not be possible for them to create finished promotional material, eg if they have selected to use a TV advert. In these circumstances the candidates' designs should be presented as 'mock ups'/prototypes in an appropriate format, eg storyboards, drawings.

Candidates should carry out a realistic evaluation of their promotional design. Self evaluation should be carried out but it may also be appropriate to involve group evaluation and invite feedback from local experts/businesses. It may also be appropriate to include a competitive element with a prize for the best design of promotional material. This could be judged by local employers.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

During the delivery of this Unit candidates will be involved a range of written and/or oral tasks and will have to develop and use research, presentation and evaluation skills. Candidates may also work as part of a small team. The approach to this Unit could offer good opportunities for developing aspects of:

- ◆ *Communication*
- ◆ *Working with Others*
- ◆ *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.

Working with Others (Research Portfolio): working cooperatively with other candidates to gather data; recognising the role of others in completing tasks; taking responsibility for own contribution; evaluating the work of the team; using interpersonal skills in an appropriate way to interview individuals from the industry.

Communication (Research Portfolio, Promotional Material): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words; selecting an appropriate promotional message and presenting it in a clear, logical and effective way; selecting an appropriate format for promotional material.

Problem Solving (Research Portfolio, Promotional Material): planning personal research and team research; determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning the creation of promotional material.

Information and Communication Technology (Research Portfolio, Promotional Material): using the internet to carry out research; collating and presenting research data; preparing promotional material in multi-media format.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for Outcome 1 would be a Portfolio and each candidate is expected to produce their own individual Portfolio of evidence. It is important that candidates present the information in their Portfolios in their own words and do not simply include extracts of information from the internet and other sources. Where candidates work in a group to carry out some research, commonly gathered findings should be described in their own words. Candidates should be issued with guidance on the avoidance of plagiarism. The assessor/tutor is responsible for ensuring that candidates develop an individual portfolio of evidence which matches the Evidence Requirements.

National Unit Specification: support notes (cont)

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For Outcome 2 candidates will complete a practical exercise to design an original piece of promotional material for a specific Harris Tweed product. The candidate can choose the target market, promotional message and format for the promotional material. Candidates will need to be able to demonstrate their design in an appropriate format — this could be through a ‘mock up’ or prototype if it is not possible to create a completed promotional material for the method selected.

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)*.

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