

Unit 126: Fashion Marketing

Unit code:	A/502/5403
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' skills, knowledge and understanding of basic fashion marketing principles and techniques and how they can be applied to fashion products and services.

● Unit introduction

In today's complex and diverse world there is a need to understand the marketing environment and provide relevant marketing solutions for the fashion industry at a national and global level. As an industry built on non-essential products, ever-changing trends, consumer demands and media coverage, the need to understand the implications, activities and the essential role of fashion marketing and promotion in this commercial process has never been greater.

This unit will enable learners to examine in depth the nature and scope of fashion marketing. By conducting initial investigative market research and trend analysis, learners will be able to understand and discuss the meaning, importance and subsequent impact of fashion marketing and product lifecycle management on today's fashion industry. They will learn how this relates to, and impacts on, the manufacturing company, retailer and consumer. Learners will also be introduced to external influences on the market, including politics, social and ethical considerations, economic, technological, ecological and legal factors.

Learners will also find out about the marketing mix (product, price, place and promotion) within retailing, including department stores, chain stores, boutiques, mail order and internet shopping.

In working through this unit, learners will be able to present and report their investigative research findings in a number of formats appropriate to the project brief and within the context of the unit. These can be in written and illustrated formats or verbally communicated through discussion and presentation sessions. Learners will benefit from developing a marketing and promotional strategy for a selected target market, based on work in this unit, previously studied core units and other specialist units.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the nature and scale of fashion marketing
- 2 Understand the fashion marketing environment
- 3 Know about the scale of the fashion industry
- 4 Be able to present fashion marketing information to a brief.

Unit content

1 Know about the nature and scale of fashion marketing

Nature of fashion marketing: historical development (marketing, fashion industry) eg meaning, importance

Scope of fashion marketing: impact eg care for customers, commercial success, links (fashion, social change), design ingredients

2 Understand the fashion marketing environment

Fashion environments: department stores; concession shops; chain stores; boutiques; mail order; internet

Fashion process: design to consumer; managing eg product life cycle

Fashion market: factors eg fast fashion, economic, politic, environmental, social, ethical, technological, ecological, legal (PESTEL, copyright)

Marketing mix: product; price; place; promotion

3 Know about the scale of the fashion industry

Scale and diversity of the fashion industry: local; global; haute couture; mass market; chain stores, mail order; street fashion

Fashion influencers: eg couture, mass market, street culture, cross current

Fashion calendar: eg seasonal changes (spring, summer, autumn, winter)

4 Be able to present fashion marketing information to a brief

Marketing principles: eg overall concept, marketing definitions, activities, objectives (SMART), customer preferences, objectives, manufacturer

Collecting and organising relevant fashion market information: eg posters, packaging, labels, press adverts, magazine cuttings, internet

Prepare report or file: research; drawing conclusion; editing information

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the nature and scale of fashion marketing [IE, EP]	M1 show an individual approach to a well-researched breadth of information about the nature of marketing in the fashion industry	D1 demonstrate independence in wide-ranging investigative research, including a well-documented range of information about fashion marketing, expressing comprehensive and perceptive judgements
P2 examine the fashion marketing environment and related processes [IE, EP]	M2 analyse diverse and well-researched information about the scope and scale of marketing in the fashion industry	D2 apply an independent, stimulating and professional approach to structuring and presenting findings creatively and professionally.
P3 outline the scale of the fashion industry [IE, EP, SM]	M3 present fashion marketing information using an individual and coherent approach.	
P4 present fashion marketing information to a brief. [IE, EP, SM, CT, RL]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

For this unit learners will require access to a wide range of resources including library and information resources, digital applications and the internet. Tutors delivering this unit will help learners to understand fashion marketing through a variety of theoretical and practical sessions. Visits to a variety of retail outlets along with company presentations will further contextualise the subject.

Delivery should stimulate, motivate, educate and enthuse the learner to encourage independent and self-directed learning. This can be achieved through a planned, staged and integrated delivery within both the unit and the course structure. Tutors may consider integrating the delivery and assessment of this with other specialist fashion units, particularly *Fashion Presentation Techniques* and *Fashion Promotion*. In planning delivery of project briefs in this way, tutors should be aware of the need to track relevant criteria of the units being covered.

Learning outcomes 1, 2 and 3 are closely linked and could be delivered through formal lectures, seminars and tutorial sessions. Learning outcome 1 specifically introduces and contextualises marketing within the fashion industry. Learners' initial areas of enquiry should include:

- historical development
- importance of fashion marketing
- consumer awareness
- impact of social change
- design.

Specialist input from the fashion industry could add to the relevance of the subject and act as a way to introduce learning outcome 2. This could include speakers from PR companies, buyers, retailers, merchandisers as well as fashion managers and manufacturers. Awareness of and an opportunity to discuss product life cycle management techniques, processes and factors that have an effect on the fashion market would be advantageous at the stage.

Learners are naturally exposed to the range of fashion environments but evaluating them as an observer as opposed to a participant requires a different range of skills. Tutors need to guide learners in this process including how to record, analyse and evaluate information prior to commencing the first assignment – 'Shop report'. Visits to a range of fashion shops (department, boutique, chain stores) will develop learners' awareness of:

- range of outlets
- customer profiles
- products and services
- marketing techniques.

Learning outcomes 1 and 2 could be evidenced through written reports with supporting visual information (where required). Presentations should be recorded for internal and external verification purposes.

For learning outcome 3, following a tutor led introduction, learners need to research the scale and diversity of the global fashion industry through examination of key influences and considerations. Learners' presentations could be general or specific and allow opportunities for group discussion. Following this learners need to produce individual reports and should include detailed reference, to for example:

- mass markets
- street culture
- seasonal changes.

Visual trend and customer profile boards supported by research, notes and sketches could be the main focus of learning outcome 3 for learners.

Learning outcome 4 is practice based and should incorporate findings from the first three learning outcomes through written, visual and verbal forms of communication. To achieve learning outcome 4, regular feedback should be given to learners through day to day discussion and formal tutorial sessions. The final outcome for this unit should be an individual marketing and promotional strategy underpinned by work from the previous assignments. Evidence for this learning outcome 4 could include research data, notebooks, ideas, sketches, a written report, appropriate visual boards and related marketing material ideas. Learners should present this work in a viva situation, which should be recorded for internal and external verification purposes. This self-directed marketing and promotional strategy for a selected target market requires learners to review, analyse and understand marketing principles and the fashion market.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit/activity/theme/assignment – whole class.
Introduction to marketing and its impact on the fashion industry – whole class.
Introduction to research methodologies, evaluation and recording information – whole class.
Retail fashion industry speakers – 'Understanding the fashion marketing process' followed by group Q & A session – whole class.
<p>Assignment 1: Shop Report</p> <p>Individual assignment followed by presentation and group discussion. Tutor-led introduction to brief.</p> <p>Learners:</p> <ul style="list-style-type: none"> ● visit a range of fashion shops (department, boutique, chain stores) ● research range of retail outlets/brands (high street, online etc) ● identify consumer base, market and product range ● analyse and evaluate findings ● produce written and visual report ● present findings to group.

Topic and suggested assignments/activities and/assessment

Assignment 2: Fashion Influencers

Introduction to external influences and considerations – whole class.

Learners:

- research influences (in pairs)
- do presentation and have a group discussion
- write an individual report (500 words).

Assignment 3: Knowing Your Customer

Introduction to consumer behaviour and fashion trends.

Learners:

- identify future styling trends for specific season
- identify customer profile(s)
- produce visual boards (style boards, customer profile board).

Assignment 4: Develop and Produce Marketing and Promotional Strategy for Selected Target Market (750-1000 words with supporting visual information incorporating research from previous assignments.)

Informal and formal tutorial sessions.

Learners analyse and evaluate findings from previous assignments

Learner-initiated development and production strategy (to include supporting written information and visual information eg profile/story boards, point of sale and packaging material, labels, adverts etc).

Unit review and assessment.

Assessment

For P1, P2 and P3, learners will be expected to apply knowledge and understanding of fashion marketing. To do this, learners will need to learn the difference between marketing and fashion marketing, understand marketing environments, the marketing mix, analyse consumer behaviour and be able to investigate theories which influence levels of the fashion market including the relevance of the fashion calendar. Learners should also communicate this knowledge and understanding in all discussion forums and presentation situations.

P4 requires learners to analyse fashion marketing principles and produce a variety of illustrated written reports which identify and describe past, present or future influences at different levels of the fashion market. The final report should be written about a specified product or range which has the scope for analysis of the fashion marketing information indicated in the *Unit content*. The report should make special reference to 'the trickle down, trickle up' theories.

For M1 and M2, learners must provide a well-researched and organised breadth of information about the nature, scope environment and scale of the fashion industry. They should express opinions coherently and knowledgeably, supported by relevant examples.

M3 requires learners to apply an individual approach to structuring and presenting coherent findings. Learners must produce in-depth written and visual reports. The materials used should come from a wide range of sources appropriate to the specific briefs.

For all merit criteria, learners must demonstrate a good understanding and knowledge of fashion marketing, effectively communicating this both visually and verbally.

For D1, learners must provide thorough wide-ranging investigative research, an extended well-documented range of information about fashion marketing, expressing clear, coherent and knowledgeable judgement.

D2 requires learners to apply an individual, stimulating, creative and professional approach to structuring, presenting and illustrating findings.

For all distinction criteria, learners must demonstrate a thorough and in-depth understanding of fashion marketing and communicate both fluently and creatively in all presentation formats.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, P2, P3, P4 M1, M2, M3 D1, D2	Assignment 1: Shop Report	Fashion marketer visits and researches a range of fashion shops (department, boutique, chain stores, online etc) to develop their awareness of product, market range and customer base.	Research data. Written and visual report. Presentation (recorded).
P2, P3, P4 M2, M3 D1, D2	Assignment 2: Fashion Influencers	Fashion marketer researches and develops awareness of all fashion influencers (couture, mass market, street style, social, ethical, manufacturing, political etc).	Research notes. Presentation (recorded). Individual written report.
PI, P2 M1, M2 D1	Assignment 3: Knowing Your Customer	Fashion marketer considers how the consumer influences and is influenced by fashion.	Research ideas, sketches and notes. Trend story board. Customer profile board.
PI, P2, P3, P4 M1, M2, M3 D1, D2	Assignment 4: Develop and Produce Marketing and Promotional Strategy for Selected Target Market	Fashion marketer develops and produces marketing and promotional strategy for selected target market.	Research data, notebook, ideas sketches. Written report. Visual boards. Marketing material ideas. Presentation (recorded).

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Fashion Marketing and Promotion	Working with Fashion Briefs	Fashion Presentation Techniques
An Introduction to the Fashion Industry		Fashion Promotion

Essential resources

Learners need access to library and information resources. Learners should also have access to a range of digital resources and applications including the internet, CD ROMs and DVDs to achieve all learning outcomes. They would also benefit from visits to retail outlets and visits from fashion buyers, merchandisers and retail store managers.

Employer engagement and vocational contexts

Centres should develop links with retail organisations and fashion outlets. Links with fashion houses for example, *Vogue*, PR companies and trend prediction organisations will be of benefit in the delivery of this unit. Visits to and from marketing/PR specialists will add further relevance to learners' understanding of the fashion industry.

Centres should develop links with practising artists, craftspeople, designers and marketing and PR specialists, to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillfast-UK, the Sector Skills Council for Fashion and Textiles (www.skillfast-uk.org), provides details on careers (www.skillfast-uk.org/justthejob) and the industry and has regularly updated news and events pages.

Indicative reading for learners

Textbooks

Bohdanowicz J and Clamp L – *Fashion Marketing* (Thomson Learning, 1994) ISBN 978-0415059404

Easy M – *Fashion Marketing* (Wiley Blackwell, 2008) ISBN 978-1405139533

Hines T and Bruce M – *Fashion Marketing: Contemporary Issues* (Butterworth-Heinemann, 2006) ISBN 978-0750668972

Jones R – *The Apparel Industry* (Wiley Blackwell, 2006) ISBN 978-1405135993

Mercer D – *Marketing Strategy: the Challenge of the External Environment* (Sage Publications, 1998) ISBN 978-0761958758

Moore E C and Johnson M J – *Apparel Product Development* (Prentice Hall, 2002) ISBN 978-0130254399

Rath P, Bay S, Petrizzi R and Gill P – *The Why of the Buy: Consumer Behaviour and Fashion Marketing* (Fairchild Books, 2008) ISBN 978-1563674563

Stephens Frings G – *Fashion from Concept to Consumer* (Prentice Hall, 2007) ISBN 978-0131590335

Tungate M – *Fashion Brands: Branding Style from Armani to Zara* (Kogan Page, 2008) ISBN 978-0749453053

Journals

Drapers

Drapers Record

Fashion Weekly

Menswear

The Journal of Fashion Marketing and Management

Website

www.brandrepublic.com

Professional marketing website linked to *Marketing* magazine

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	researching, identifying and explaining the nature, scope and scale of fashion marketing
Creative thinkers	using appropriate visual imagery to demonstrate or enhance marketing reports
Reflective learners	reviewing and reflecting on previous reports and how these could be enhanced or developed for future projects
Self-managers	undertaking and developing self-directed marketing strategies
Effective participators	discussing and describing key components of marketing within a fashion context.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching a range of retail outlets/brands (high street, online etc) identifying consumer base, market and product range identifying future styling trends for specific season
Creative thinkers	producing visual boards (style boards, customer profile board)
Reflective learners	analysing and evaluating findings
Self-managers	developing and producing marketing and promotional strategies for selected target markets managing self to complete work within specified timeframe
Effective participators	actively participating in presentations and group discussions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching fashion marketing
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	producing reports and related written materials in the development of marketing strategy
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	analysing findings from range of investigative research
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	presenting analysed work in written format
Present information in ways that are fit for purpose and audience	presenting findings using a range of technology processes and applications
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting work in a group situation participating in group discussions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and gathering information for marketing related reports
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing marketing reports.