

# Unit 131: Fashion Promotion

<b>Unit code:</b>	<b>F/502/5435</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to develop learners' skills, knowledge and understanding of the ways retailers and fashion designers use fashion promotion to sell themselves and their product. Learners will investigate the underpinning theory of promotional and marketing policies and relate this to different brands to understand the current fashion environment. Learners will then apply their research and understanding to developing their own brand and promotional campaign.

## ● Unit introduction

Fashion promotion has many different aspects and applications in the fashion industry. From the large mass market retailers to the small niche brands and independent designers; all companies in the fashion industry need to use fashion promotion techniques to be successful. Communication of fashion brands has developed with technology and the ever changing retail environment. Learners will research and analyse a range of different brands to show a variety of promotional techniques and policies. The promotion techniques utilised by different brands will relate to the target markets and their lifestyle; learners will gain knowledge of the different consumer profiles and how brands target them through different promotional tactics.

Key trends and contemporary issues are prevalent in fashion promotion; issues such as technology, sustainability, politics, cultures, celebrities, film and music will be used to appeal to different demographics and grab consumer attention. Learners will consider the context of different promotional campaigns and how these are communicated visually and verbally. The different aspects of promotion for fashion will be explored, including fashion journalism, PR, advertising, visual merchandising and trend forecasting. The unit will introduce learners to the techniques of promoting fashion through creating a press pack, including press release, look book and advertising shoot.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know about fashion promotion strategies
- 2 Understand how promotional strategies target different markets
- 3 Be able to create a promotional campaign.

# Unit content

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## 1 Know about fashion promotion strategies

*Marketing mix:* product; price; place; promotion (4 Ps); decisions; marketing; brand; target market

*Promotional mix:* advertising; sales promotion; visual merchandising; PR; personal selling

*Advertising:* fashion brand eg magazines, newspapers, television, billboards, internet, specialist trade fairs; attention grabbing techniques eg Attention, Interest, Desire, Action (AIDA); specific consumer groups eg shock tactics, celebrity endorsements, promotional offers, point-of-sale, Unique Selling Proposition (USP)

*Sales promotions:* short term promotions eg buy one get one free, student discount, 20% off

*Visual merchandising:* eg stores, product, shop floor, window displays, point-of-sale

*PR:* media; brand image eg press releases, articles, charity support

## 2 Understand how promotional strategies target different markets

*Different consumer groups:* eg profiles, age, lifestyle, buying habits, gender, ethnicity, occupation; visual imagery; consumer profiles; brands; markets eg housewife, 'tween', student, young professional

*Different fashion environments and types of stores:* eg department, boutique, chain, high street, online, mail order

*Ways groups are targeted:* advertising campaigns; media eg magazines (Vogue, iD, Harpers, GQ), newspapers, internet; promotion models; competitor campaigns

## 3 Be able to create a promotional campaign

*Campaign plan:* promotional strategies eg 4 Ps, promotional mix, AIDA; identified target market; fashion brand

*Visual promotional materials:* eg logo, letterhead, swing tag, label, strap line, mission statement

*Press pack:* eg visuals, written representation, brand, media, product launch, new season, press release, promotional materials (style board, look book, advertisements); digital design eg *Adobe Photoshop*, *Adobe Illustrator*, *Adobe InDesign*, *Microsoft Publisher*

*Effectiveness:* eg feedback, comparisons, similar current campaigns

## 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:
<b>P1</b> outline fashion promotion strategies used within different fashion promotion campaigns [IE]	<b>M1</b> describe fashion promotion strategies used in fashion promotion campaigns	<b>D1</b> explain and support with examples how fashion promotion strategies create effective fashion promotion campaigns
<b>P2</b> identify fashion promotion policies	<b>M2</b> describe and present imagery of different consumer groups and give examples of how they are targeted	<b>D2</b> present well-researched profiles of consumer groups and support with examples of how they have been targeted in different ways
<b>P3</b> explain how promotional strategies target different markets [IE]		
<b>P4</b> plan and create a promotional campaign and press pack for a given or created fashion brand [CT, SM, TW]	<b>M3</b> apply fashion promotion strategies to create a well-considered promotional campaign and a sophisticated press pack	<b>D3</b> apply fashion promotion strategies to create a targeted promotional campaign supported with an exciting and innovative press pack
<b>P5</b> review effectiveness of promotional campaign. [RL]	<b>M4</b> analyse effectiveness of promotional campaign and materials.	<b>D4</b> evaluate effectiveness of promotional campaign and materials compared to competitors and using correct terminology.

**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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

After an introduction to fashion promotion, the first stage of the unit (learning outcomes 1 and 2) should be delivered through a series of group seminars that show and discuss examples of different fashion promotion campaigns. Learners should be taught key terminology and methods of analysing promotional campaigns. Learners should be encouraged to gather and analyse a range of promotional campaigns for different types of fashion companies and compare the different methods of attracting different target markets. The research should be from contemporary fashion magazines and the internet. Learners should create mood boards to show their understanding of target markets.

Tutors should introduce learners to trade journals such as *Drapers Record* and encourage them to research newspaper databases to see how fashion companies release press information when launching new collections or brands. Particular case studies of stores such as Marks and Spencer would be useful to show the re-branding and promoting of collections to attract new target markets. Learners should also be taken to explore different promotional strategies used within stores through visits and completion of comparison shop reports to look at product and prices. Learners should look at different types of consumer groups they could produce a suitable questionnaire that allows them to collate and analyse information on particular consumer groups.

The above learning should create a solid body of research and analysis of promotional strategies for learners to take forward to create their own promotional campaign for a design range (learning outcome 3). Learners may find it useful to work as a group for this part of the unit but should each have their own evidence of investigation into competitors and similar brands to help them design and create their own branding. Tutors should provide examples of press packs from fashion brands and handouts and examples of how to write press releases and campaign plans.

Learners should be encouraged to plan their own project to ensure all tasks are completed by the deadline. Sufficient time and access to computers should be given so learners can create a professional outcome. Tutors should manage the group work and have tutorials with groups as well as individuals to ensure all tasks are being met. Evaluations and records of tutorials should be kept to show development of the project and ideas.

Learning outcome 1 could be evidenced through a file of seminar notes and individual research including: analysed and annotated fashion adverts and promotional tactics used by stores, newspaper and journal articles, background research on different types of fashion brands and the fashion environment in their local shopping district. Learners should show evidence of using correct terminology such as the 4 Ps and AIDA when annotating their file.

Learning outcome 2 can be evidenced through learners gathering information on target markets through questionnaires and interviews; and analysing adverts that have been clearly targeted to specific consumer groups. Group work could be used to develop discussions on typical target markets and consumer groups. Visual assessment could take place through the creation of mood boards to communicate specific target markets for given brands.

Learning outcome 3 can be assessed through the practical production of a press pack and a written campaign plan, the final delivery presentation and evaluations. Correct use of terminology and analysis of all outcomes should be evidenced within the supporting file alongside the practical outcome. It is suggested that learners are assessed as part of a group for this outcome. When learners are working in groups it is essential that individual contributions and roles within the group are recorded through notes and evaluations.

It is advised that this unit be delivered alongside a computer-based unit or be based on pre-taught skills in CAD (Computer Aided Design) so learners can achieve suitable outcomes to the production element of the unit. It is also suggested that the application of learning outcome 3 (a promotional campaign and press pack) should be applied to a design range that has been previously produced as part of the course structure. The production element is only one part of the unit and these outcomes should not dictate the full outcome of the unit.

## 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 the unit and structure of the programme.
<p><b>Assignment 1:</b> Shop Report</p> <p>Group activity for files to analyse the fashion environment in local city centre and 'typical' consumer groups. Learners create mood boards reflecting different target markets.</p> <p>Learners research different types of stores and fashion environments.</p>
Introduction to fashion promotion strategies and examples of fashion promotion campaigns.
Analysis of promotional materials and adverts using the AIDA model and case studies.
<p>Learners:</p> <ul style="list-style-type: none"> <li>• research the 4 Ps of an individual store allocated to them</li> <li>• create of questionnaire</li> <li>• question customers</li> <li>• collate and analyse questionnaire results</li> <li>• research visual merchandising, customer service, sales and PR</li> <li>• compare given store and competitors' promotional strategies</li> <li>• organise and present files of research.</li> </ul>
Learner initiated study.
Collating and writing of report.
Presenting summary of report.

## Topic and suggested assignments/activities and/assessment

### Assignment 2: Promotional Campaign

Learners:

- work in groups to create a campaign plan: generate ideas
- research current campaigns and competitors
- research PR issues and USPs eg ethical and eco friendly
- create a consumer profile
- create visual promotional materials eg swing tag, logo etc
- create photo shoot and look book
- develop advertisement
- complete professional presentation
- write press release
- planning of presentation.

Learner initiated study.

Present work.

Review of unit and assessment.

## Assessment

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

For P1, learners must be able to identify when promotional strategies have been used within a promotional fashion campaign. Basic observations will be made on a limited range of fashion adverts. Annotation will describe the content of the advertisements. Learners should show they have collected promotional materials and examples of visual merchandising but this may be limited to only a small number of stores and will not be discussed.

For P2, learners should show recognition that there are different target markets through creating notes and visual references to the details of at least one consumer group. They should include adverts that relate to different target markets but will not have identified this in their annotations.

For P3, learners need to assess the material gathered for P1 and P2 to draw conclusions about the ways in which promotional strategies target different markets.

To achieve P4, learners must create a press pack and campaign plan. It may be limited the branding aesthetically amateur and the idea not developed. The outcome should be collated and presented but may not be sophisticated and may not be suitable for the identified target market. The campaign plan may be simple, only listing the key elements. The press pack may only include one example of promotional material and the advertisement should have been attempted but may be basic and not created into a finished advert. At pass level the final outcome may be hampered due to limited grasp of technology.

To achieve P5, learners must document their project and describe a timeline of events, using simple language to evaluate the effectiveness of the outcome eg 'It was good and it worked well'.

Merit level learners will still need guidance and advice on the development of much of their work.

To achieve M1, learners must show an understanding of fashion promotion techniques by using the correct terminology within their annotations. The selection of adverts should be more considered and must evidence different types of promotional tactics. Learners will also identify the adverts as targeting different consumers and compare to different brands.

For M2, learners must describe and present imagery of different consumer groups and give examples of how they are targeted. Responses should be informative and considered.

For M3, the press pack must show development of ideas and planning; the final product must show use of a specific promotional technique that has been employed to some success. It should be appropriately branded and targeted to their identified consumer. Branding and the advert may be simple but effective; they may have taken influence from similar campaigns rather than being individual and forward thinking. The application of skills must be clear and the pack presented in a creative way. The campaign plan must be in more detail, must relate to previously learned knowledge and the correct terminology must be used.

For M4, evaluations must show greater discussion of outcomes, relating to relevant terminology and learned promotional strategies. However, evaluations may be limited and not give full analysis or argument backed up with evidence.

For D1, learners must show a greater range of research for their file. They should read and discuss articles from current journals and newspapers on promotional strategies used by brands such as celebrity or designer endorsements.

For D2, they must use research from current fashion promotion and marketing books to back up their research. Learners must gather a range of promotional materials from a range of different types of brands, for example boutique, high street and department.

For D3, the press pack must show innovation in ideas and planning; the final product must show use of a targeted promotional technique that has been employed with some success. It should be appropriately branded and targeted to their identified consumer. Branding and the advert will be attractive, individual and forward thinking. The application of skills must be clear and the pack presented in an exciting way showing sophistication. The campaign plan must be detailed.

For D4, they must evaluate how the material has been created to attract certain types of customers, giving their own opinions using correct terminology and comparing to other stores. They need to critically analyse promotional campaigns as a whole, discussing adverts and how they do or do not meet the target market.

## 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 MI, M2 DI, D2	<b>Assignment 1:</b> Shop Report	Fashion brand briefs researcher creates a comparative shop report from a competitor.	Background research of given brands and products/prices. Research and analysis of target markets. Analysis of promotional materials and methods of advertising. Final presentation of report with recommendations.
PI, P2, P3, P4, P5 MI, M2, M3, M4 DI, D2, D3, D4	<b>Assignment 2:</b> Promotional Campaign	Independent designer creates a press pack to launch a new brand.	Research of competitors and their promotional strategies. Research and analysis of target markets. All notes and evidence of planning and idea development. Brand logo. Press release. Finished photo shoot/advert. Presentation of press pack with promotional materials. Evaluations.

## 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:

Level 1	Level 2	Level 3
Introduction to Fashion Marketing and Promotion	Working with Fashion Design Briefs	Visual Communication in Art and Design
An Introduction to the Fashion Industry	Understanding Fashion Marketing and Promotion	Fashion Media, Techniques and Technology
	Developing Fashion Visualisation and Presentation Techniques	Fashion Marketing



## Essential resources

For this unit, learners need access to digital cameras and computer aided design equipment and software. Learners also need access to current fashion magazines and trade journals.

## Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, 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](http://www.vocationallearning.org.uk)

Business and finance advice:

- local and regional Business Link – [www.businesslink.gov.uk](http://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](http://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](http://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](http://www.skillfast-uk.org)), provides details on careers ([www.skillfast-uk.org/justthejob](http://www.skillfast-uk.org/justthejob)) and the industry and has regularly updated news and events pages.

## Indicative reading for learners

### Textbooks

Barnard M – *Fashion as Communication* (Routledge, 2002) ISBN 978-0415260183

Blanchard T – *Fashion & Graphics* (Laurence King, 2004) ISBN 978-1856693387

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

Okonkwo U – *Luxury Fashion Branding: Trends, Tactics, Techniques* (Palgrave Macmillan, 2007) ISBN 978-0230521674

Solomon M and Rabolt N – *Consumer Behaviour in Fashion* (Prentice Hall, 2008) ISBN 978-0131714748

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

### Journals

*Campaign*

*Drapers*

*Marketing weekly*

*Vogue*

### Websites

[www.brandrepublic.com](http://www.brandrepublic.com)

Brand Republic

[www.drapersonline.com](http://www.drapersonline.com)

Drapers magazine

[www.just-style.com](http://www.just-style.com)

Industry information

## 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 ...
<b>Independent enquirers</b>	selecting, using and safely operating appropriate equipment and machinery for the development of garment production
<b>Creative thinkers</b>	selecting and using appropriate production processes to assemble a well finished garment
<b>Reflective learners</b>	evaluating their work at appropriate stages of the production process
<b>Self-managers</b>	planning the production process and use appropriate techniques to present well finished garments and accompanying documentation.

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 ...
<b>Independent enquirers</b>	selecting and operating appropriate equipment and materials
<b>Creative thinkers</b>	using an innovative and creative approach to the production process when completing finished garments
<b>Reflective learners</b>	adapting and refining garment production processes to meet a sophisticated level of competence
<b>Team workers</b>	working as a team to produce a collection of garments
<b>Self-managers</b>	producing garments which demonstrate a high standard of competence and meeting the requirements of the brief and meeting the deadline
<b>Effective participators</b>	effectively participating in group critique and presentations.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing and presenting the following using IT: <ul style="list-style-type: none"> <li>• lay plan</li> <li>• sequence of operation</li> <li>• working sketch</li> <li>• costing</li> <li>• technical specification</li> <li>• evaluation</li> </ul>
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
<b>Mathematics</b>	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	producing a cost effective lay plan for the selected garment to include fabric requirements for a minimum number of two fabric widths
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in one to one tutorials and group critique throughout the production process
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	gathering research on quality inspection processes used within the fashion and clothing industry
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing an ongoing evaluation of the production process, sequence of operation and report of quality inspection within the fashion and clothing industry.