# Unit 132: Fashion in Retail

**Unit code:**           R/502/5519

**QCF Level 3:**         BTEC National

**Credit value:**        10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is to introduce and develop learners' knowledge and understanding of fashion within the retail world. Learners will investigate the roles, responsibilities and organisations in the area associated with the fashion business and key areas of the store environment.

## ● Unit introduction

Retail is a very important part of the fashion industry and the fashion business environment is a large part of the UK economy. From small businesses to large organisations the retail area continues to grow. It is therefore essential that the learner is introduced to the variety of organisations associated with the fashion retail business; able to identify the key roles and responsibilities of those who work within the business and able to understand how the store environment works.

Learners will develop their understanding of the fashion retail business by looking at the variety of environments which include: the high street, department stores, boutiques, concession stores, mail order, the internet and small independent businesses. Learners will be required to visit a variety of environments as part of their assignment work to increase their understanding and to conduct research.

Learners will also be asked to identify the roles and responsibilities of those who work within the fashion retail business. This will include an understanding of job descriptions and working relations between those involved with sales, management, promotional materials, store layout, visual merchandising and buying.

Learners will be expected to demonstrate an understanding of the key areas of the store environment. This will involve looking at the store layout and space planning within fashion retail premises. Learners will also undertake research in visual merchandising with particular emphasis on the variety of internal displays available and window dressing.

Learners will need to demonstrate an understanding of styling principles and range planning and how this is influenced by the customer profile and target market.

## ● Learning outcomes

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

1   Know about fashion retail businesses

2   Know about the roles and responsibilities of employees within the fashion retail environment

3   Understand key areas of fashion retail shops.

# Unit content

## 1   Know about fashion retail businesses

*Fashion retail environment*: eg high street, department stores, small independent businesses, fashion chains; concession stores, mail order, internet, boutiques

*Research*: eg interviews, observation, company reports, web pages

*Record*: eg oral, written reports, sketches, photographs

*Evaluate*: eg compare, contrast; suggest improvements, differences, retail outlets; shopping experiences (advantages, disadvantages, shops, internet)

## 2   Know about the roles and responsibilities of employees within the fashion retail environment

*Roles*: eg: manager, buyer, sales assistant, visual merchandiser, promotions manager, stock controller

*Responsibilities*: sales eg customer service, till point return of goods; management eg store manager, section manager; store layout; visual merchandising eg display manager, window display artist, in-store display, promotional materials; buying; putting stock out; stock control; warehouse; staff training

## 3   Understand key areas of fashion retail shops

*Key areas*: eg space planning, floor layout, visual merchandising (windows, fixed displays), range planning, styling, buying, merchandising

*Target markets:* eg: young teens, 16-19, 20-25, bridal, young professional, mature

# 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** describe fashion retail businesses [IE] | **M1** define diverse fashion retail environments and the key roles and responsibilities of staff employed within them | **D1** produce independently, a detailed analysis of the fashion retail environment, supported with examples and reference sources |
| **P2** outline markets for fashion retail businesses [IE, CT] | **M2** analyse the effectiveness of visual merchandising, store layouts and range planning within the fashion retail environment, clearly identifying the target market. | **D2** present independently, a well researched and synthesised evidence of range planning, space planning and display within the fashion retail environment in order to attract a target market. |
| **P3** identify roles and responsibilities of employees within the fashion retail environment [IE, CT] | | |
| **P4** illustrate space planning and store layout [IE] | | |
| **P5** explain the importance of visual merchandising and display theories [RL] | | |
| **P6** examine simple range planning. [IE] | | |

**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

## Delivery

Tutors delivering this unit must ensure that learners have a clear understanding of the range of retail environments. This will include the High Street, department stores, small independent boutiques, mail order internet shopping and retail chains. It is also essential that the learner is introduced to the variety of roles within the fashion retail environment and the relationship of those employed within these companies to the fashion industry overall. Learners will also be asked to identify the roles and responsibilities of those who work within the fashion retail business. This will include a basic understanding of job descriptions for those involved with sales, management, promotional materials, store layout, visual merchandising, buying and how they work together to create the fashion retail environment.

It is essential that learners visit a variety of fashion retail stores as part of their assignment work to increase their understanding and also to conduct research.

Learners will be expected to demonstrate an understanding of the key areas of the store environment. This will involve looking at the store layout and space planning within a number of well known stores. Learners will also undertake research in visual merchandising with particular emphasis on the variety of internal displays available and window dressing.

It is essential that the learners are able to demonstrate a simple understanding of styling principles, and range planning and how this is influenced by the customer profile and target 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 |
|---|
| Unit introduction and assignment programme<br>**Assignment 1**: Fashion in Retail<br>Introduction to unit and assignments. |
| Lecture on the fashion retail environment.<br>Visits to the fashion retail environment.<br>Learners report on the different types of fashion retail environments.<br>Discussion on the roles and responsibilities of those working in the fashion retail environment.<br>Lecture on job descriptions.<br>Learners:<br>• research job descriptions<br>• create job descriptions<br>• produce a mind map for links to other areas of fashion<br>• present job description and report on the fashion retail environment to peers. |
| Learner-initiated study. |

| Topic and suggested assignments/activities and/assessment |
|---|
| **Assignment 2**: The Store Environment |
| Introduction to assignment. |
| Lecture on space planning and layouts. Lecture and discussion on visual merchandising and displays. Learners: <br> • work in pairs to research individual retail stores <br> • produce shop report <br> • present shop report <br> • produce floor layout for individual store <br> • produce of sample display area for individual store. <br> Lecture on range planning for target markets. <br> Lecture on customer profiling. <br> Learners: <br> • create customer profiles <br> • produce range planning production for an individual store <br> • present range planning to peer group. |
| 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. The advice is not inclusive and the examples need not be included in a learner's work in order for the learner to achieve the exemplified grade.

To achieve P1, learners will be expected to produce a report which outlines the range of the fashion retail environment. This report should include both written and visual information. Research will tend to be limited to one location plus internet shopping and will be achieved with tutor support.

To achieve P2, learners have to evaluate a variety of retail businesses. This could be done by comparing retail outlets of similar size or the differences between outlets in one geographical area. Responses will tend to be descriptive.

To achieve P3, learners will be expected to produce and present a series of job descriptions which include the key employees who work within the fashion retail environment. The work should also be supported by a mind map/organisational chart which demonstrates how these key personnel work with others within the world of fashion. The work should be presented to the peer group.

For P4, learners will be expected to gather research on the store environment. This will include information on the target market and consumer groups for different stores. They will also need to research and record evidence of the store layout and space planning. Learners will be expected to report on one store and to provide ideas for a future season for the store. This work will take a visual format supported by written work.

For P5, learners will be expected to research how visual merchandising techniques are used to attract the customer. This will include evidence of window displays and internal displays which are discussed in detail. The learner is then required to provide evidence of their own ideas for displaying merchandise for a future season within the store. Again this will be presented in a visual format supported by written work.

For P6, learners will be asked to research range planning within the store environment and then produce a simple range plan for the store of their choice for a future season. Again this will be presented in a visual.

It is expected that the learners will present their ideas for a future season in terms of customer market, layout, space planning, visual merchandising and evidence of range planning to the peer group. This work will be presented in a portfolio.

To achieve M1, the learner will be expected to research and discuss the retail environment and the roles and responsibilities of the personnel who work within the environment.

The learner should independently research and analyse a range of retail environments. This should be presented in both a visual and written format. To achieve M1, the learner should show a depth of knowledge supported with independent research.

To achieve M2, learners must demonstrate their understanding of range planning and present a comprehensive range of ideas for a store of their choice for a future season. The work should demonstrate an analysis of work researched and a clear target market for the range.

For D1, learners must work independently to produce a detailed report on the fashion retail environment. The report should be supported by clear examples and analysis.

For D2, learners should present a well researched and coherent body of work which provides evidence of range planning, target market, space planning and suggestions for visual display for a future season. This work should be presented to the peer group in a professional way.

### 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 |
|---|---|---|---|
| P1, P2, P3 M1 D1 | Assignment 1: Fashion in Retail | Human resources officer present to a local careers team on the job opportunities, roles and responsibilities of a new high street store. | Report focusing on the roles and responsibilities of a range of employees within the fashion retail environment. Mind map/organisational chart. Presentation. |
| P3, P4, P5, P6 M2, D1, D2 | Assignment 2: The Store Environment | General manager of a high street chain produces a report based on a store in the chain and the proposals for the store environment for a future season. | Shop report for existing high street store. Portfolio of mood boards and other visual information which provides evidence of the proposals for store layout, displays and range planning for a target market and a new season. Presentation. |

## 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 |
|---------|---------|---------|
| An Introduction to the Fashion Industry | Working in the Art and Design Industry | Fashion Buying |
| Introduction to Fashion Marketing and Promotion | Understanding Fashion Marketing and Promotion | Fashion Marketing |

## Essential resources

For this unit learners need access to research tools such as the internet, periodicals, magazines and reference books. Learners should also have access to a range of retail environments

## Employer engagement and vocational contexts

Centres should develop links with practising retailers, 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

Curtis E – *Fashion Retail* (John Wiley & Sons, 2006) ISBN 978-0470066478

Dingemans J – *Mastering Fashion Styling* (Palgrave Macmillan, 1999) ISBN 978-0333770924

Hammond R – *Smart Retail* (Prentice Hall, 2007) ISBN 978-0273712770

Manuell S – *Design for Shopping: New Retail Interiors* (Laurence King, 2006) ISBN 978-1856694506

Morgan T – *Visual Merchandising: Window and In-store Displays for Retail* (Laurence King, 2008)
ISBN 978-1856695398

Mower S – *Stylist: The Interpreters of Fashion* (Rizzoli International Publications, 2007) ISBN 978-0847829248

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

Reschke C – *Store Window Design* (teNeues Publishing, 2005) ISBN 978-3832790363

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

Varley R – *Retail Product Management: Buying and Merchandising* (Routledge, 2001) ISBN 978-0415216067

### Websites

| | |
|---|---|
| www.brandrepublic.com | Professional marketing website linked to Marketing magazine |
| www.drapersonline.com | Drapers online |
| www.just-style.com | Just-style news and information |

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|---|---|
| Independent enquirers | research different fashion retail store environments |
| Creative thinkers | generating ideas for store display, space planning and range planning |
| Reflective learners | reviewing and evaluating existing store environments. |

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 | planning and carrying out research into the fashion retail environment<br><br>carrying out research to produce effective outcomes and portfolio |
| Creative thinkers | developing and refining ideas for their own portfolio |
| Reflective learners | annotating and analysing research materials<br><br>evaluating progress and outcomes of their own portfolio work<br><br>working with others to develop outcomes, participating in group discussions; dealing appropriately with criticism and praise |
| Team workers | contributing to group discussions and critiques |
| Self-managers | completing work to designated timeframe and seeking tutor and group support when needed |
| Effective participators | organising time and resources; planning actions to create successful portfolio. |

## 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 retail store environments<br><br>developing and presenting retail solutions for a future season |
| **ICT – Find and select information** | |
| Select and use a variety of sources of information independently for a complex task | creating and finding examples of fashion retail environments |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | exploring and selecting appropriate materials for analysis from the retail environment, websites and newspaper databases |
| **ICT – Develop, present and communicate information** | |
| Enter, develop and format information independently to suit its meaning and purpose including:<br><br>• text and tables<br><br>• images<br><br>• numbers<br><br>• records | creating a questionnaire and collating information to create results that could be used to promote material or illustrate current trends |
| Bring together information to suit content and purpose | creating and presenting work |
| Present information in ways that are fit for purpose and audience | presenting portfolio of work for a specified audience |
| Evaluate the selection and use of ICT tools and facilities used to present information | evaluating their work and the final outcomes |
| **English** | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | working in groups to discuss ideas |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading about the fashion retail environment, newspaper and journal articles and case studies |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing reports, research and evaluations. |