

# Unit 133: Fashion Styling

<b>Unit code:</b>	<b>R/502/5522</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 and knowledge in fashion styling. Learners will develop their knowledge of the activities associated with this specialist area, which has become essential in today's competitive fashion environment. Learners will investigate the underpinning knowledge required by a stylist and then apply these skills to a given scenario to produce a piece of promotional material.

## ● Unit introduction

The aim of this unit is to introduce learners to fashion styling. Learners will develop their understanding of the activities associated within the specialist area and will manage a styling project from concept to realisation.

There is a strong commercial element to styling. Red carpet event dresses are lent to celebrities by fashion houses to advertise their work. Fashion stylists play an important role in making the celebrities and these fashion house clothes look wonderful understanding that the image is an advertising tool. Stylists also work on fashion shoots for magazines making clothes and accessories look desirable and glamorous to attract potential customers. Fashion stylists work closely with makeup and hair artists. They also may need to alter clothes to fit models. Fashion stylists work creatively with magazines in studios and on location. They influence designers and help them stage catwalk shows. Personal shoppers are also fashion stylists. In this role they work with individuals to improve their appearance.

Learners will develop their understanding of fashion styling, learning about the role of a stylist and the importance of the role in relation to promotion, customer service and selling. They will also learn about styling principles, styling for specific planning and the role of the stylist within retail promotion.

Learners will be encouraged to look at a variety of target customers, and will learn how to adapt to meet specific needs.

## ● Learning outcomes

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

- 1 Know about the roles and responsibilities of a fashion stylist
- 2 Be able to demonstrate the principles of fashion styling for an individual
- 3 Be able to apply the principles of fashion styling to consumer groups
- 4 Be able to produce fashion styling outcomes.

## Unit content

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### 1 Know about the roles and responsibilities of a fashion stylist

*Roles:* styling for advertising eg editorial photo shoots, magazines, catalogues, newspapers, websites, TV commercials, fashion shows, exhibitions, visual merchandising; celebrity dressing eg film premieres, theatre premieres, television appearances, gala dinners, other red carpet events; personal shopper eg stores, boutiques, freelance

*Responsibilities:* eg promote designers in own country, promote sponsors, maximise sales, advice and guidance; expert knowledge of trends; budgets; communicate eg client, photographers, designers, event organisers, display artists, managers, editors, makeup artists, hairdressers

### 2 Be able to demonstrate the principles of fashion styling for an individual

*Principles:* visual image; coordination eg fabrics, materials, colour, texture; trends; body silhouettes; suitability; fit; cost

### 3 Be able to apply the principles of fashion styling to consumer groups

*Consumer groups:* eg profiles, age, lifestyle, buying habits, gender, ethnicity, occupation

### 4 Be able to produce fashion styling outcomes

*Outcomes:* media publications eg magazines, newspapers, photo shoot; shows eg fashion show, red carpet events, catwalk, premieres, exhibitions

## 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> describe the roles and responsibilities of the fashion stylist [IE]	<b>M1</b> produce a portfolio for a range of consumer groups which clearly demonstrates the principles of fashion styling	<b>D1</b> produce independently, creative and innovative promotional material which addresses the needs of a given consumer group and forthcoming trend and present in a sophisticated way.
<b>P2</b> create a portfolio for a client which applies the principles of a personal stylist [IE, CT]	<b>M2</b> produce, effectively present and coherently evaluate a styling project for a specific consumer group.	
<b>P3</b> create customer profiles for consumer groups using principles of styling [IE]		
<b>P4</b> manage a styling project from concept to realisation [CT, SM]		
<b>P5</b> evaluate own styling project. [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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

Fashion stylists show consumers how to interpret the latest fashion trends. Tutors delivering this unit must ensure that learners have a clear understanding of the basic principles of fashion styling and the role of both the personal shopper and fashion stylist within the fashion industry and in relationship to other departments within the retail environment.

Learners should be encouraged to research a range of consumer groups and target markets. It is, therefore, essential that learners have the opportunity to access a wide range of materials and research tools in order to gather appropriate information.

Learners should explore the basic principles of styling such as fashion colour, texture, fabrics and figure silhouettes. Learners should gather source materials to collate a portfolio of evidence of the work of other stylists. Learners are encouraged to look at new technologies available within the fashion industry and be experimental in their choice of medium.

Learners should be encouraged to research the history of fashion and also develop an understanding of fashion trends and prediction forecasting for style and colour.

Learners should be encouraged to produce a portfolio of evidence of both the work of others and their own work which may include promotional materials and the recording of shows and events in a visual format. They are encouraged to ensure this portfolio includes a range of target markets and consumer profiles.

Regular feedback should be given to learners through day to day discussion and formal and informal their communication skills.

The first stage of the unit (outcomes 1 and 2) should be delivered through a series of group seminars which demonstrate and discuss examples of the roles and responsibilities of the fashion stylist and the basic principles of fashion styling. Learners should be taught key terminology and demonstrate their understanding in the form of visual and written work.

Evidence for learning outcome 1 can take the form of a piece of written work which outlines the role of the fashion stylist in a variety of environments and their relationship to others within the fashion industry. Learners should also be able to identify the role of the personal shopper within the retail environment. This work may also include an organisational chart and examples of work produced by a fashion stylist. This will include visual and written information and possibly tutor handouts. Learning outcome 2 can be evidenced by the production of a portfolio of evidence produced by each learner. The portfolio should include visual and written information supported by tutor handouts. In addition there should be evidence of the work of other stylists. The portfolio should relate to the principles of fashion style and include references to colour, trends, textures and materials, hair and make-up, accessories and other found objects and materials which are used to create an overall image or style. The portfolio may also include records of any tutorials.

For outcome 3 learners should be encouraged to gather information on different consumer groups and target markets so that they have a clear understanding of a range of different markets. Learners should analyse a range of different fashion styling as seen in promotional work 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.

For learning outcome 4, learners should manage their own styling project from concept to realisation which they present to their peer group. This could be in response to a brief that requires items to be selected and presented in response to a theme or a client brief such as for a fashion spread. It could be styling an outfit for a celebrity or styling to a budget or arranging fashion items for an exhibition or fashion show. This project should be evaluated as a report either orally or as a written piece.

## 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 and assignments.
<b>Assignment 1:</b> Principles of Fashion Styling
Lecture and discussion on the roles and responsibilities of the fashion stylist.
Learner-initiated study: learners research on the roles and responsibilities.
Discussion on the links of the fashion stylist to other areas within the fashion industry.
Learner-initiated study: production of a mind map and/or organisational chart.
Learners produce a report on the roles and responsibilities.
Research current trends, colours, textures, hairstyles etc.
Lecture on customer profiles.
Learners: <ul style="list-style-type: none"> <li>• create questionnaire on customer profile</li> <li>• visit high street to research customer profiles</li> <li>• analyse of profiles.</li> </ul>
Learner initiated study:
Learners: <ul style="list-style-type: none"> <li>• produce of mood board which identifies customer profile</li> <li>• produce of mood board for individual client</li> <li>• present work to peer group.</li> </ul>
<b>Assignment 2:</b> Fashion Styling for Promotion
Introduction to assignment.
Learners: <ul style="list-style-type: none"> <li>• work in groups to research contemporary styling for current trend</li> <li>• research styling for different consumer markets</li> <li>• create customer profiles.</li> </ul>
Learners style fashions for an advertisement taking into account styling principles for consumer group (independent learning).
Learners present work to peer group.
Review of unit and assessment.

## Assessment

To achieve P1, learners will be expected to describe the role and responsibilities of the fashion stylist and how this contributes to the fashion industry. This work may include an organisational map and the links to other areas of the fashion industry. The research can include both written and visual information.

To achieve P2, learners will be expected to produce a portfolio of work which visually demonstrates the basic principles of styling to include references to colour, trends, textures and materials, hair and make-up, accessories and other found objects and materials which are used to create an overall image or style. This should also be supported by a selection of materials which has been selected to support the principles. The portfolio should also contain a piece of work presented for an individual client.

For P3, learners will be expected to gather information on different consumer groups and target markets so that they have a clear understanding of a range of different markets. Learners will also be expected to devise questionnaires and interviews; evidence again of analysis of 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.

For P4, Learners have to manage a styling project from concept to realisation. They should show the planning, process and delivery. Records could be written, project lists and photographs or videos which record the outcomes. For P4, learners will be supported by tutors in realising their ideas.

For P5, learners evaluate their styling project. Responses will tend to be descriptive.

To achieve M1, the learner will be expected to demonstrate that they have worked with some independence to produce a portfolio of work which demonstrates their understanding of a range of consumer groups and the principles of styling. The work should be documented with the source of origin clearly recorded.

To achieve M2, the learner should with some independence manage a styling project for a specific consumer group and present the work effectively.

To achieve D1, learners must demonstrate that they have independently produced a creative and innovative styling project which addresses the needs of a given consumer group and forthcoming trend. This must be presented to the peer group. The presentation and materials must demonstrate a degree of sophistication.

## 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 M1	<b>Assignment 1:</b> Principles of Fashion Styling	Personal stylist produces and presents a mood board for a client.	Report focusing on the roles and responsibilities of the fashion stylist.  Production of a customer profiles.  Evidence of the analysis of survey or questionnaire.  Mood board presented to client.  Portfolio of evidence on principles of fashion styling.
P2, P3, P4, P5 M1, M2 D1	<b>Assignment 2:</b> Fashion Styling for Promotion	Stylist to produces promotional materials for clients such as photographs and page spreads.	Range of promotional materials that have been analysed.  Range of work which outlines variety of customer profiles.  Visual promotional materials.  Photo shoot.  Look book.  Advertisement for client group taking into account styling principles and current market trends.

## 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 with Fashion briefs	Fashion Buying
Introduction to Fashion Visualisation and Presentation	Developing Fashion Design Ideas	Fashion Marketing

## Essential resources

Learners need access to the appropriate production equipment used within the fashion and clothing industry, such as industrial sewing equipment, including flat bed sewing machines, overlocking machines and industrial pressing equipment. Domestic machines can be used.

## Employer engagement and vocational contexts

Centres should develop links with practising fashion stylists, 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.

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

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

Maxwell K – *Career Diary of a Fashion Stylist* (Garth Gardner Company, 2007) ISBN 978-1589650381

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

Solomon M and Rabolt N – *Consumer Behaviour in Fashion* (Prentice Hall, 2008) ISBN 978-1405873246

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

### Journals

*Drapers Record*

*Vogue*

### Websites

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

Professional marketing website linked to Marketing magazine

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

Drapers online

[www.just-style.com](http://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 ...
<b>Independent enquirers</b>	researching different promotional materials and campaigns, the fashion environment and target markets through questionnaires and visual response
<b>Creative thinkers</b>	generating ideas for styling for clients
<b>Reflective learners</b>	reviewing and evaluating the work of fashion stylists
<b>Self-managers</b>	managing time and resources to produce a final outcome.

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>	planning and carrying out research into fashion styling materials etc creating and conducting questionnaires to collate information on consumer groups carrying out research to develop their own fashion styling portfolio
<b>Creative thinkers</b>	developing and refining ideas for their own portfolio and promotional materials
<b>Reflective learners</b>	annotating and analysing promotional materials in their research files evaluating progress and outcomes of their own promotional materials and portfolio presenting and inviting feedback on their outcomes; dealing appropriately with criticism and praise
<b>Team workers</b>	contributing to group discussions and critiques
<b>Self-managers</b>	completing work to designated timeframe and seeking tutor and group support when needed
<b>Effective participators</b>	organising time and resources; planning actions to create successful styling outcomes.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching backgrounds of fashion styles and fashion promotional materials developing and presenting fashion solutions as a personal shopper
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	creating and finding fashion promotion examples and evidence of fashion trends
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring and selecting appropriate materials for analysis from fashion stores' websites and newspaper databases
<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>	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 undertaken
Present information in ways that are fit for purpose and audience	presenting promotional material 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
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using results of questionnaire and creating charts with percentages for target audiences
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	

Skill	When learners are ...
<b>English</b>	
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 fashion history, 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.