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1.1 Definitions and characteristics

The Level 3 Diploma and Extended Diploma in Fashion Business & Retail are designed to provide students with the knowledge, skills and understanding necessary to access and progress to degree level study or employment in the fashion retail sector.

They provide an opportunity for those with an interest in fashion to explore, develop and test their creativity within a qualification structure, which is both stimulating and demanding and provides a supportive transition from general to more specialised study.

Study for the qualifications is not time constrained but will normally be over a period of one-year for the Diploma and two-years for the Extended Diploma. The structure of the qualifications, with units linked to provide coherence, allows students to synthesise newly acquired practical skills with theoretical knowledge and understanding, as they explore their aptitude and ambition and the particular characteristics of a broad range of fashion business and retail disciplines. Students will be encouraged to recognise, not only the unique characteristics of different disciplines, but also the dynamic and potentially innovative relationships between those disciplines.

The qualifications will require students to develop a coherent and effective working methodology, through

immersion, reiteration and reinforcement, which will enable them to react positively and creatively across a diverse range of assignments and creative activities.

The final unit of the Extended Diploma, requires students to demonstrate the independent capacity to self-initiate, research, analyse, organise, reflect and evaluate, commensurate with study in Higher Education.

The qualifications will encourage student recognition of the broader context within which the fashion retail sector operates, and the necessity to develop transferable skills to ensure an effective contribution to both the immediate and future development of the industry.

The qualifications are characterised by experiential, experimental and integrated learning, relying on the application and transfer of recognised skills, whilst valuing the accidental and novel results that can occur in both individual and collaborative practice. The qualification also recognises the common principles and distinctive characteristics within the field of fashion business and retail.

It is expected that a majority of students will complete the **Extended Diploma in Fashion Business & Retail** over a nominal two-year period. To support retention, achievement and success rates in centres, the Diploma in Fashion Business & Retail offers an accredited and certificated 'jumping off point' at the end of

year one, should students choose not to progress into year two.

1.2 Objectives

The qualifications will enable students to:

1. Have a critical and contextual awareness of different perspectives and approaches within fashion business and retail or related subjects of study or work.
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions.
3. Understand, adapt and safely use appropriate and practical methods and skills for creative production.
4. Solve complex problems through the application of practical, theoretical and technical understanding.
5. Critically review the effectiveness and appropriateness of methods, actions and results.
6. Use evaluative and reflective skills in order to take responsibility for own learning, development and decision-making.
7. Take responsibility for the research, planning, time-management and actions to access progression opportunities.
8. Effectively present themselves and their work to appropriate audiences.

1.3 Qualification structure

Diploma in Fashion Business & Retail

Mandatory units to be achieved: 8
Total Qualification Time (TQT): 1040

Unit 1	Principles of fashion business and retail	Level 3 80 GLH, TQT 120
Unit 2	Communication for fashion business and retail	Level 3 70 GLH, TQT 105
Unit 3	Critical and contextual awareness	Level 3 70 GLH, TQT 105
Unit 4	Fashion production and supply chain	Level 3 60 GLH, TQT 90
Unit 5	Fashion buying and merchandising	Level 3 60 GLH, TQT 90
Unit 6	Fashion management and marketing	Level 3 60 GLH, TQT 90
Unit 7	Visual merchandising for fashion retail	Level 3 60 GLH, TQT 90
Unit 8	Collaborative fashion retail project	Level 3 140 GLH, TQT 350

Extended Diploma in Fashion Business & Retail

Mandatory units to be achieved: 13
Total Qualification Time (TQT): 2030

Students must complete Units 1–8 of the Diploma in Fashion Business & Retail, plus Units 9–13.

Unit 9	Specialist study and preparation for progression in fashion business and retail	Level 3 90 GLH, TQT 135
Unit 10	Fashion retail environments	Level 3 90 GLH, TQT 135
Unit 11	Fashion futures and sustainability	Level 3 90 GLH, TQT 135
Unit 12	Project proposal in fashion business and retail	Level 3 90 GLH, TQT 135
Unit 13	Extended project in fashion business and retail	Level 3 180 GLH, TQT 450

1.4 Commentary on qualification structure Level 3 Diploma in Fashion Business & Retail

The qualification will be delivered through 8 units over a nominal one-year period. Units will vary in length to ensure that the qualification provides an appropriately supportive experience as students explore the diagnostic experience in preparation for further education or employment. Centres delivering the qualification should design assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of the assignments, and the specific fashion business and retail activities which students are asked to engage with, are at the discretion of the centre.

Units 1–3 linked together form a coherent pattern of teaching and learning that will provide the student with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their development and determine a standard from which all other activities and learning will develop. Students will be given a broad diagnostic introduction to fashion retail that will develop their understanding of the interrelated nature of the discipline and industry.

- **Unit 1 – Principles of fashion business and retail** will provide students with a broad introduction to the contexts within which fashion retail is situated and the diversity of roles, responsibilities and employment opportunities within the sector. The unit will also introduce students to the particular personal and professional characteristics required for a career in fashion business and retail.
 - **Unit 2 – Communication for fashion business and retail** will provide students with an introduction to oral, written and visual communication as integral to activities in the fashion retail industry. They will explore and analyse meaning, how to convey a message to an audience, and the importance of visual language and digital skills in the presentation and communication of ideas.
 - **Unit 3 – Critical and contextual awareness** will provide students with an introduction to the investigation of both historical and contemporary contexts. Through a thematic approach to the subject, students will research a broad range of perspectives that influence contemporary thinking in fashion retail.
- Units 4–7 will require students to apply their newly acquired skills, knowledge and understanding in a series of more complex, and demanding, assignments that introduce them to a range of disciplines within the fashion retail sector. Whilst beginning to explore the unique characteristics of these activities, they will also be encouraged to recognise and understand the shared characteristics uniting them.
- **Unit 4 – Fashion production and supply chain** will provide students with an opportunity to acquire knowledge and understanding of garment production processes and an introduction to the global supply chain. They will explore the specific skills and attributes required for garment production and technology in fashion retail.
 - **Unit 5 – Fashion buying and merchandising** will provide students with an introduction to buying and merchandising, including the opportunity to understand and apply essential numeracy skills and knowledge required for buying and merchandising for fashion retail.
 - **Unit 6 – Fashion management and marketing** will provide students with an opportunity to acquire knowledge, skills and understanding of fashion retail structures, organisation and functions, and to explore customer behaviour and the specific skills and attributes required for management and marketing within the fashion retail industry.

- **Unit 7 – Visual merchandising for fashion retail** will provide students with an opportunity to explore display across the spectrum of fashion retail environments - both in-store and online - and the specific skills and knowledge required to enhance sales through the use of visual merchandising.

Unit 8, the summative unit in the first year of the two-year qualification, will provide the student with a measure of self-directed learning in the completion of a substantial collaborative project.

- **Unit 8 – Collaborative fashion retail project** will provide students with an opportunity to make use of the skills, knowledge and understanding developed in the preceding units. It will provide them with a measure of self-directed learning, and an opportunity to begin to clarify their longer-term goals through their choice of an activity to explore in greater depth within a substantial collaborative project.

Level 3 Extended Diploma in Fashion Business & Retail

The qualification will be delivered through 13 units over a nominal two-year period. Units 1–8 are described on the preceding pages, and Units 10–13 below.

Unit 9–11 will provide students with more focused opportunities to explore activities and competencies within fashion business and retail. They are designed to encourage a personal dialogue in terms of ambitions, preferences and future progression opportunities. Students will take an increasing responsibility for their own learning and personal ambitions.

- **Unit 9 — Specialist study and preparation for progression in fashion business and retail** will require students to enter into a more formal dialogue of personal interrogation and diagnosis designed to identify strengths, enthusiasms and ambitions within a specific pathway. The units will enable students to develop the entrepreneurial, professional and vocational skills necessary for progression within their chosen discipline, and to identify and prepare for specific Higher Education or employment routes appropriate to their ambitions. The unit will enable them to demonstrate the requisite practical, intellectual and communication skills necessary for progression.

- **Unit 10 — Fashion retail environments** will require students to research and critically examine both historical and contemporary contexts, different technologies and their influence on the development of the fashion retail environment. The unit will enable students to demonstrate their understanding of the consumer within a diverse range of markets, and to present ideas, knowledge and understanding of the means by which audiences might be reached and addressed.
- **Unit 11 — Fashion futures and sustainability** will require students to investigate the ethical and environmental impact of the global supply chain. The unit will enable them to explore future trends and developments within the fashion retail industry and, through a personal research project, present ideas and solutions in response to and in anticipation of change.

Together Units 12 & 13 will provide students with opportunities to refine and demonstrate the skills, knowledge and understanding appropriate to their choice of future career path and entry to Higher Education or related employment through the completion and presentation of a substantial self-directed project.

- **Unit 12 — Project proposal in fashion business and retail** will provide students with an opportunity to reflect on, review and summarise their personal progress and achievement through the preceding units, and to present a rationale for their choice of discipline and final project context. The unit will require students to articulate the skills, knowledge and understanding acquired throughout the course, and present ideas for the development of an independently conceived, planned, realised and evaluated extended project.
- **Unit 13 — Extended project in fashion business and retail** will provide an opportunity for student to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded. It will also provide an opportunity for them to demonstrate their achievement through realising a project, which integrates the skills, knowledge and understanding acquired throughout the course.

1.5 Admissions

UAL Awarding Body expects centres to recruit with integrity and on the basis of students' anticipated abilities to successfully complete the requirements of the individual unit(s) or the full qualification.

Applicants to courses should provide suitable evidence of their learning and achievement, ideally in the form of a portfolio of work. Where possible, applicants should be invited to attend a personal interview to enable the interviewer(s) to assess their aptitude and potential to benefit from the course.

UAL Awarding Body recommends that students have a minimum of 4 x GCSE at grade C or above (or the equivalent level 2 qualification in an appropriate subject). Students should be advised that some university degree courses require students to have gained a GCSE at C or above in maths and English.

Students may be advised to complete these qualifications to ensure that they have the best possible chance to progress to Higher Education.

1.6 Induction

Centres should provide students with an induction to ensure that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetable arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided as appropriate
- Course structures and assessment requirements are explained for both internal assessment and external moderation
- Health and safety regulations and procedures are explained.

1.7 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

The qualification has been written to support a range of delivery options. The 13 units focus on underpinning processes and principles, and deliberately avoid the specification of detailed contexts in which delivery should occur.

Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible and desirable that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area such as fashion marketing or visual merchandising.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning and observing from

practical experience in fashion business and retail, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

At all times students should be developing a skills base that acknowledges the interrelationship of the critical, theoretical and practical, and the relationship between the development of their ideas and work and the choices they make regarding future progression.

Centres planning to deliver the qualification should familiarise themselves with the 13 individual units and supporting material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources
- Grading criteria.

Not every centre delivering the Diplomas will be expected to provide an identical programme, but will be required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing, (patterns of teaching, learning and assessment which are continuous, interactive and integrative) rather than a fragmented approach across diverse disciplines.

It is anticipated that centres will resource learning within the areas of fashion retail, production, communication, visual merchandising, business and marketing. This list is not meant to be exhaustive but a guide to the general areas of activity which will meet the aims of the qualifications and ensure a genuine diagnostic and immersive experience.

1.8 Personal and professional development

The Diploma and Extended Diploma in Fashion Business & Retail will provide students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the programme will allow students to demonstrate:

- Initiative
- Independent inquiry
- Creative thinking
- Reflective learning
- Team-working
- Self-management
- Effective participation
- Problem solving
- Communication
- Numeracy.

1.9 Assessment

Units 1–7 of the Level 3 Diploma in Fashion Business & Retail will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

Units 1–7 and units 9–11 of the Level 3 Extended Diploma in Fashion Business & Retail will be internally assessed and internally moderated against the assessment criteria for those units.

Unit 8 the final unit of the **Level 3 Diploma in Fashion Business & Retail** will determine the grade achievement at Level 3. The unit is graded **Fail, Pass, Merit or Distinction**.

Evidence will be assessed against the grading criteria, and internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment grading criteria.

A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time-frame agreed by the centre and confirmed by UAL Awarding Body. Further guidance on assessment can be found in the *guidance for students* and *grade criteria* sections of this specification.

In the **Level 3 Extended Diploma in Fashion Business & Retail**, Unit 12 and Unit 13 together make up the learning and assessment activities for the final project, and will determine the grade achievement at Level 3.

Unit 12 the Project Proposal in Fashion Business and Retail, evidence will be assessed against the grading criteria and contribute 40% of the mark for the final grade. The unit is graded **Fail, Pass, Merit or Distinction**.

The remaining 60% of the final overall grade will be determined by student performance in Unit 13: Extended project in fashion business and retail. This will be internally assessed and moderated and externally moderated through students' portfolios of evidence against the learning outcomes and assessment grading criteria. The unit is graded **Fail, Pass, Merit or Distinction**.

The two grades will be aggregated to provide the final overall grade for the qualification.

To achieve a **Pass** in any unit, all assessment criteria must be met.

To achieve a **Merit or Distinction**, all grade criteria must be met in full.

A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time-frame agreed by the centre and confirmed by UAL Awarding Body. Further guidance on assessment can be found in the *guidance for students* and *grade criteria* sections of this specification.

1.10 Accreditation and funding

The qualifications have been accredited by Ofqual and sit on the Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 3 Diploma in Fashion Business and Retail is [601/6483/9](#).

The qualification accreditation number or QAN for the Level 3 Extended Diploma in Fashion Business and Retail is [601/6484/0](#).

Centres can find full details of Education Funding Agency (EFA) and Skills Funding Agency (SFA) funding arrangements for the qualification on 'the Hub' Learning aims search facility.

Level 3 Diploma

Units and indicative content

Unit 1

Principles of fashion business and retail

Level: 3
GLH: 80

TQT: 120

Unit aim: Provide students with a broad introduction to the contexts within which fashion retail is situated and the diversity of roles, responsibilities and employment opportunities within the sector. The unit will also introduce students to the particular personal and professional characteristics required for a career in fashion business and retail.

Learning outcomes

On successful completion of this unit the student will:

1. Understand the contexts within which fashion retail is situated.
2. Understand roles, responsibilities and methods in fashion business and retail.
3. Understand the personal and professional characteristics required for a career in fashion business and retail.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically compare a range of contexts within which fashion retail is situated.
- 1.2 Apply understanding of contexts to support fashion business and retail activities.
- 2.1 Demonstrate knowledge of working practices and methods.
- 3.1 Organise self and work to meet deadlines and targets.
- 3.2 Demonstrate professionalism in working with others.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit may be linked formally through a common assignment or assignments with Units 2 & 3, and is designed to provide a coherent body of knowledge and to develop practical, critical and analytical skills that will enable the candidate to develop an understanding of the range of activities and elements used in fashion business and retail.

This unit, together with Units 2 & 3, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

Students should be encouraged to be adventurous and open-minded in exploring, analysing and evaluating a range of practical activities. They will be expected to demonstrate their understanding in an appropriately skilful manner, and should be encouraged to relate their own

experiences to current practice and the professional environment.

The learning for this unit may be delivered through studio based assignments, workshop sessions, seminars and educational visits designed to strengthen student understanding, ability and confidence in the use and application of a range of methodologies.

A range of activities might include:

- Introduction to supply chain
- Introduction to numeracy for buying and merchandising
- Research and report writing
- Exploration of global and local contexts
- Investigation of customer service
- Investigation of marketing and lifestyle
- Research and analysis of retail environments
- Exploration of concept to consumer
- Introduction to health, safety and ethics
- Individual presentations and group work
- Discussion groups
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, audio, visual and digital presentations.

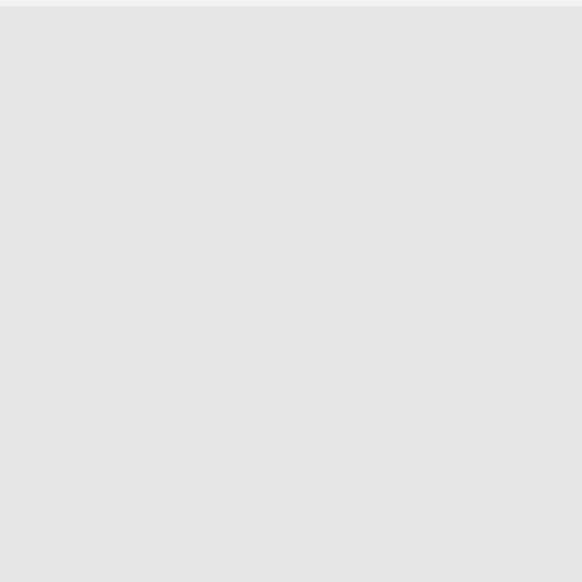
This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 2

Communication for fashion business and retail



Level: 3
GLH: 70

TQT: 105

Unit aim: Provide students with an introduction to oral, written and visual communication as integral to activities in the fashion retail industry. Students will explore and analyse meaning, how to convey a message to an audience and the importance of visual language and digital skills in the presentation and communication of ideas and concepts.

Learning outcomes

On successful completion of this unit the student will:

1. Be able to use oral, written, visual and digital presentation techniques and methods.
2. Be able to communicate meaning to an identified audience.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Apply traditional and digital presentation techniques and methods to convey ideas.
- 2.1 Critically compare a range of alternative methods used to convey meaning to an audience.
- 2.2 Select and apply appropriate methods of communication in presenting to an identified audience.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit may be linked formally through a common assignment or assignments with Units 1 & 3, and is designed to provide a coherent body of knowledge and to develop practical, critical and analytical skills that will enable the candidate to develop an understanding of the range of activities and elements used in fashion business and retail.

This unit, together with Units 1 & 3, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

Students should be encouraged to be adventurous and open-minded in exploring, analysing and evaluating a range of practical activities. Students will be expected to demonstrate their understanding in an appropriately skilful manner and should be encouraged to relate their own experiences to current practice and the professional environment.

The learning for this unit may be delivered through studio based assignments, workshop sessions, seminars and educational visits designed to strengthen student understanding, ability and confidence in the use and application of a range of methodologies.

A range of activities might include:

- Introduction to visual language and semiotics
- Introduction to digital techniques and processes
- Research and report writing
- Exploration of traditional and web based communication methods
- Investigation of branding and image
- Technical workshops exploring traditional, new media and multi-channel communication tools
- Research and analysis of user groups and target markets through case studies
- Exploration of alternative forms of presenting information
- Introduction to pitching ideas and proposals
- Individual presentations and group work
- Discussion groups to analyse the effectiveness of various techniques
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, research portfolios, storyboards, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 3

Critical and contextual awareness

Level: 3
GLH: 70

TQT: 105

Unit aim: Provide students with an introduction to the investigation of both historical and contemporary contexts. Through a thematic approach to the subject, students will research a broad range of perspectives that influence contemporary thinking in fashion retail.

Learning outcomes

On successful completion of this unit the student will:

1. Understand historical and contemporary perspectives influencing fashion retail.
2. Understand cultural, ethical, and environmental contexts within which the fashion retail industry is positioned.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse a range of perspectives that influence fashion retail activities.
- 1.2 Apply knowledge and understanding of historical and contemporary perspectives to support own practice.
- 2.1 Critically compare a range of contexts within which the fashion retail industry is situated.
- 2.2 Apply understanding of cultural ethical, and environmental contexts to support own practice.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit may be linked formally through a common assignment or assignments with Units 1 & 2, and is designed to provide a coherent body of knowledge and to develop practical, critical and analytical skills that will enable students to develop an understanding of the range of activities and elements used in fashion business and retail.

This unit, together with Units 1 & 2, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in the qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

Students should be encouraged to be adventurous and open-minded in their exploration of critical and contextual perspectives. Students should also be encouraged to recognise the informative relationship between the study and analysis of historical and contemporary perspectives and their own activities.

The learning for this unit may be delivered through studio based assignments, workshop sessions, seminars and educational visits designed to strengthen student understanding, ability and confidence in the use and application of a range of methodologies. The unit provides students with an early opportunity to develop their literacy through the production of extended contextual analysis. Students should also be encouraged to articulate their perceptions in facilitated workshops.

A range of activities might include:

- Introduction to the history of the fashion retail industry
- Introduction to contemporary influences on the fashion retail industry
- Research and report writing
- Exploration of critical perspectives through a range of delivery forms
- Investigation of cultural and ethical perspectives
- Investigations into the environmental impact of the fashion industry
- Educational visits including exhibitions and trade shows
- Library and archive research
- Individual presentations and group work
- Discussion groups
- Peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, research portfolios, essays, audio, visual and digital presentations.

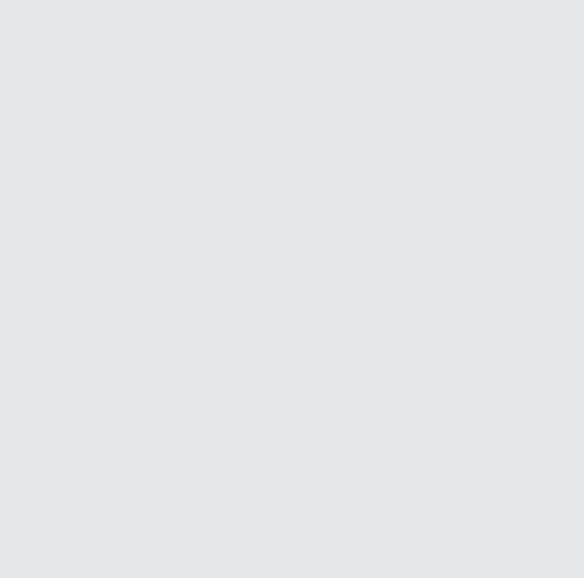
This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 4

Fashion production and supply chain



Level: 3
GLH: 60

TQT: 90

Unit aim: Provide students with an opportunity to acquire knowledge and understanding of garment production processes and an introduction to the global supply chain, and to explore the specific skills and attributes required for garment production and technology in fashion retail.

Learning outcomes

On successful completion of this unit the student will:

1. Understand contexts within which fashion production operates.
2. Be able to identify garment production processes and technology.
3. Be able to evaluate solutions to a garment production and technology problem.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically compare a range of supply chain contexts.
- 1.2 Use knowledge and understanding of supply chain to support own practice.
- 2.1 Demonstrate the ability to plan, organise and present solutions to a garment production and technology problem.
- 2.2 Use practical skills, understanding and methods to solve a garment production problem.
- 3.1 Analyse the effectiveness of solutions to a garment production and technology problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop an understanding of garment production processes and the global supply chain. The unit should incorporate opportunities for students to explore both theory and practice, gain relevant skills within the area of garment production and technology, and develop knowledge of the relationship between both local and global production and supply.

Learning for the unit may be delivered as part of a studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified production problem, this could take the form of concept or realisation. Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in much of the fashion retail industry. The learning may be delivered through an externally set 'live' assignment encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of other examples within the industry.

A range of activities might include:

- Introduction to global supply chain including sourcing decisions
- Exercises in PESTLE analysis
- Introduction to garment technology CAD and technological developments
- Introduction to characteristics of different materials
- Introduction to costing and specifications
- Exploration of garment technology roles and responsibilities including pattern cutting, grading, sample development and quality control
- Exploration of production processes for a range of markets
- Exploration of how design ideas are adapted for retail requirements including simulated fit meetings
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, research portfolios, patterns, costings specification, samples, toiles, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 5

Fashion buying and merchandising

Level: 3
GLH: 60

TQT: 90

Unit aim: Provide students with an introduction to buying and merchandising and the opportunity to understand and apply essential numeracy skills and knowledge required for buying and merchandising for fashion retail.

Learning outcomes

On successful completion of this unit the student will:

1. Understand contexts within which buying and merchandising for fashion retail operates.
2. Be able to interpret data and apply numeracy to solve a buying and merchandising problem.
3. Be able to plan, create and present a range in response to a buying and merchandising problem.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically compare buying strategies for a range of fashion retail markets.
- 1.2 Use knowledge and understanding of trend information to support own practice.
- 2.1 Demonstrate competence in data interpretation and market analysis to inform buying and merchandising decisions.
- 2.2 Apply numeracy skills and knowledge to meet costs and constraints for an identified retail market.
- 3.1 Analyse the effectiveness of solutions to a buying and merchandising problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments and the specific activities, with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop an understanding of buying and merchandising for the fashion retail industry. The unit should incorporate opportunities for students to explore the key drivers for a range of retail markets, to understand planning processes and gain relevant skills within the area of data and trend analysis including numeracy.

Learning for the unit may be delivered as part of a studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified buying and merchandising problem. Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in much of the fashion retail industry. The learning may be delivered through an externally set 'live' assignment encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of other examples within the industry.

A range of activities might include:

- Introduction to roles and responsibilities of buying and merchandising teams
- Exercises in spreadsheet data interpretation and market information analysis
- Introduction to buying strategies and USP for a range of fashion retail markets
- Introduction to price structures, margins and market positioning
- Introduction to stock allocations, ratios and strategies to optimise sales
- Exercises in the application of numeracy
- Exploration of merchandise mix and seasonal trend information
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, research portfolios, spreadsheets, trend analysis, range plans, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 6

Fashion management and marketing

Level: 3
GLH: 60

TQT: 90

Unit aim: Provide students with an opportunity to acquire knowledge, skills and understanding of fashion retail structures, organisation and functions, and to explore customer behaviour and the specific skills and attributes required for management and marketing within the fashion retail industry.

Learning outcomes

On successful completion of this unit the student will:

1. Understand operational structures, organisation and functions that support fashion retail.
2. Be able to apply management and marketing principles to solve an identified fashion retail problem.
3. Be able to evaluate and present management and marketing decisions.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically compare organisational and marketing strategies for a range of fashion retail markets.
- 1.2 Use knowledge of external and internal factors on business performance to inform own practice.
- 2.1 Use research and analysis of customer behaviour to develop solutions to a fashion retail problem.
- 2.2 Use management tools to analyse performance for an identified retail market.
- 3.1 Evaluate and present solutions to a fashion retail problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop an understanding of management and marketing for the fashion retail industry. The unit should incorporate opportunities for the student to explore business and management tools including: SWOT, PESTLE and DIAMOND analyses; concept development; promotion and branding; customer relationship management; health safety and other legislation; business finance, and human resources.

Learning for the unit may be delivered as part of a studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified management and marketing problem. Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in much of the fashion retail industry. The learning may be delivered through an externally set 'live' assignment encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of other examples within the industry.

A range of activities might include:

- Introduction to roles and responsibilities of management and marketing
- Introduction to daily operational procedures, resource management and KPIs
- Exercises in customer analysis
- Exploration of CRM for physical and digital retail environments
- Introduction to marketing strategies and USP for a range of fashion retail markets
- Exploration of organisational design and store management
- Exploration of HR and team management
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: case studies, reports, reflective journals, blogs, workbooks, notebooks, research portfolios, business plans, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 7

Visual merchandising for fashion retail

Level: 3
GLH: 60

TQT: 90

Unit aim: Provide students with an opportunity to explore display across the spectrum of fashion retail environments, both in-store and online, and to understand the specific skills and knowledge required to enhance sales through the use of visual merchandising.

Learning outcomes

On successful completion of this unit the student will:

1. Understand the importance of visual merchandising.

2. Be able to create a visual display for an identified retail environment.

3. Be able to evaluate solutions to a visual merchandising problem.

Assessment criteria

On successful completion of this unit the student can:

1.1 Critically compare a range of display techniques used to enhance sales in fashion retail.

1.2 Use knowledge and understanding of visual merchandising theory to support own practice.

2.1 Demonstrate the ability to plan, organise and present solutions to a visual merchandising problem.

2.2 Apply practical skills, understanding and methods to solve a visual merchandising problem.

3.1 Analyse the effectiveness of solutions to a visual merchandising problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop an understanding of the unique characteristics of visual merchandising for fashion retail. The unit should incorporate opportunities for students to explore both theory and practice, and to gain an understanding of how merchandise display, branding and other promotional activities can be used effectively to better sales.

Learning for the unit may be delivered as part of a studio or workshop based project designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified visual merchandising problem. This could take the form of concept, organisation or production. Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in much of the fashion retail industry. The learning may be delivered through an externally set 'live' assignment encouraging student understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of other examples within the industry.

A range of activities might include:

- Introduction to visual merchandising theory including colour and trend forecasting
- Introduction to store and merchandise selection, layout and display techniques
- Research and exploration of brand identity, high street to luxury
- Introduction to online visual merchandising and multi-channel platforms including styling and photography
- Introduction to visual merchandising software and tools
- Exploration of window display, lighting, focal points and grouping
- Exploration of store environments, graphics, music and ambience
- Impact analysis, sales performance and customer feedback
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery

approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, research portfolios, models, plans, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 8

Collaborative fashion retail project

Level: 3

GLH: 140

TQT: 350

Unit aim: Provide students with an opportunity to make use of the skills, knowledge and understanding developed in the preceding units. Unit 8 will provide students with a measure of self-directed learning, and an opportunity to begin to clarify their longer-term goals through their choice of an activity to explore in greater depth within a substantial collaborative project.

Learning outcomes

On successful completion of this unit the student will:

1. Understand the requirements of a collaborative project in fashion retail.
2. Be able to use research methods to inform ideas for a fashion retail project.
3. Be able to use skills, knowledge and understanding in the completion of a fashion retail project.
4. Be able to evaluate own and others contribution to a collaborative fashion retail project.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Analyse the requirements and parameters of a collaborative fashion retail project.
- 2.1 Review a range of research sources to support a fashion retail project.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience.
- 3.1 Apply practical skills, knowledge and understanding to complete a fashion retail project within an agreed time-frame.
- 4.1 Critically evaluate a collaborative fashion retail project against the agreed requirements and parameters.

As the summative unit of the first year of the two year qualification, Unit 8 will provide learners with a measure of self-directed learning in the completion of a substantial collaborative project.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide an opportunity for students to use the skills, knowledge and understanding developed in previous units, to respond to the requirements of a fashion business and retail project. The learning for this unit should be structured to allow students the opportunity to exercise a degree of self-direction. Centres may use the unit to support the delivery of a live brief or to encourage students to demonstrate entrepreneurship in their exploration of realistic opportunities within the fashion retail industry.

It is important that centres provide a structure that is appropriately supportive and encourages student ambition and initiative. Good practice will ensure that students are provided with an opportunity to discuss their intentions with

delivery staff prior to making a commitment to a coherent proposal. It is important that students recognise the value of communication, with both their peers and professionals in the analysis and evaluation of their ideas and ambitions. Students should be encouraged to recognise that they will need to be realistic in terms of achievable goals, material resources and time management. The format of the project should be determined by the centre, which should provide an overarching brief to facilitate student responses.

Students may choose to work within a team to complete a project, but individual responsibilities and contributions to the project will need to be clearly identifiable. The unit provides an ideal opportunity for students to extend and develop their use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

The learning for this unit should be delivered through a studio based environment or workshops, and may be supported by educational visits, seminars and group discussion. Learning activities should be designed to develop students' abilities to take responsibility for the direction and organisation of their own learning. Students should be encouraged to adopt a reflective and evaluative attitude at all stages in the completion of the project.

Students should also be encouraged to relate their own experiences to the work of other relevant practitioners.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

A range of activities might include:

- Individual presentations and group work
- Research visits
- Industry collaborations
- Exploration of industry context
- Pitching of ideas and proposals
- Budgeting
- Research into user groups and target markets
- Tutorial
- Discussion groups and seminars
- Peer and self assessment.

Methods of assessment and evidence of achievement

The assessment evidence submitted by the students will determine their grade achievement at Level 3.

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios,

digital recordings and witness statements of performance. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

The unit is graded Pass, Merit or Distinction. A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time-frame agreed by the centre and confirmed by UAL Awarding Body. Further guidance on assessment can be found in *guidance for students* and *grade criteria* sections of this specification.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

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Level 3 Extended Diploma

Units and indicative content

Unit 9

**Specialist study
and preparation
for progression in
fashion business
and retail**

Level: 3
GLH: 90

TQT: 135

Unit aim: Unit 9 requires students to enter into a more formal dialogue of personal interrogation and diagnosis. The unit is designed to identify strengths, enthusiasms and ambitions within a specific pathway. It will enable students to develop entrepreneurial, professional and vocational skills necessary for progression within their chosen discipline, and to identify and prepare for specific Higher Education or employment routes appropriate to their ambitions. The unit will enable students to demonstrate the requisite practical, intellectual and communication skills necessary for progression.

Learning outcomes

On successful completion of this unit the student will:

1. Be able to use a range of skills, knowledge and understanding in the context of a specific fashion business and retail discipline.
2. Understand the requisite practical, intellectual and communication skills required to support progression.
3. Be able to use communication and presentation skills and knowledge to make applications for future study or work.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Demonstrate practical, technical and theoretical understanding appropriate to personal development.
- 1.2 Confidently apply a range of practical skills, to develop creative solutions for a specified activity.
- 2.1 Demonstrate independence in decision making, planning and development for a specified activity.
- 2.2 Critically evaluate own progress against progression goals.
- 3.1 Use knowledge and understanding of communication and presentation skills to support own development and meet identified goals.
- 3.2 Effectively present themselves and their work to a specified audience.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop their skills within a specific pathway and to understand the range of educational and career opportunities within the fashion retail industry.

Learning for the unit may be delivered through a range of appropriately structured studio and workshop based activities, that simulate a realistic working environment, combined with opportunities for students to explore and develop a range of effective communication and presentational skills appropriate for applications and interviews. The unit may include a period of work placement to provide relevant experience for those students wishing to progress directly into employment.

Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage entrepreneurship and the development of a greater independence and professionalism. Activities should facilitate student understanding of the range of progression opportunities available and how to organise and present themselves and their work to ensure effective communication.

A range of activities might include:

- Opportunities for work experience within a fashion retail environment
- Practical and investigative assignments in the context of the subject specialism
- CV writing and applications for Higher Education and employment
- Seminars on entrepreneurship and self-promotion
- Exploration of agencies and employment opportunities
- Portfolio presentation and simulated interviews
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, work placement reports, application letters, CVs, portfolios, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 10

Fashion retail environments

Level: 3
GLH: 90

TQT: 135

Unit aim: This unit requires students to research and critically examine both historical and contemporary contexts and technology, and how this has influenced development of the fashion retail environment. The unit will enable students to demonstrate their understanding of the consumer within a diverse range of markets and to present ideas, knowledge and understanding of how that audience might be reached and addressed.

Learning outcomes

On successful completion of this unit the student will:

1. Be able to research contexts that influence the development of ideas in the fashion retail sector.
2. Understand how technology informs development of ideas and communication in fashion retail.
3. Be able to use evaluation to support solutions to a fashion retail environments problem.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically evaluate a range of different contexts that influence environments found in fashion retail businesses.
- 1.2 Use knowledge and understanding of retail environments to support own practice.
- 2.1 Interpret research activity to develop ideas and creative proposals for an identified audience.
- 2.2 Select appropriate platform to communicate ideas for an identified audience.
- 3.1 Critically evaluate solutions against identified audience characteristics.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop their understanding of fashion retail environments, and both the global and local contexts within which fashion retail is situated. The unit should incorporate opportunities for students to explore a range of both historical and contemporary contexts, to understand the impact of new technologies on the sector, and to investigate ways to improve customer experience to enhance sales.

Learning for the unit may be delivered as part of a studio or workshop based project, designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified retail environment problem. Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in much of the fashion retail industry. The learning may be delivered through an externally set 'live' assignment, to enhance students' understanding of commercial constraints and the need for a sound working methodology.

Students should be encouraged to relate their own experience to that of other examples within the industry.

A range of activities might include:

- Exploration of retail concepts and design for high street to luxury brands
- Exploration of the role and sales impact of the personal shopper
- Investigation of concept selling, pop-ups and brand promotion techniques.
- Exploration of new media, multi-channel and online retail platforms
- Investigation of loyalty schemes and brand promotion strategies to optimise sales
- Working to client briefs to promote and optimise sales
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular

students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and moderated against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, design and branding ideas, market research, customer profiling range plans, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 11

Fashion futures and sustainability

Level: 3
GLH: 90

TQT: 135

Unit aim: This unit requires students to investigate the ethical and environmental impact of the global supply chain. It enables students to explore future trends and developments within the fashion retail industry and, through a personal research project, present ideas and solutions in response to and in anticipation of change.

Learning outcomes

On successful completion of this unit the student will:

1. Be able to research contexts that influence the ethical and environmental impact of fashion business and retail.
2. Understand how technology informs the development of ideas and drives change in fashion business and retail.
3. Be able to evaluate and present solutions to an identified fashion retail problem.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically evaluate a range of different contexts that influence the ethical and environmental impact of fashion retail in the global supply chain.
- 1.2 Use knowledge and understanding of ethical and environmental impact to inform own practice.
- 2.1 Identify trends and developments in fashion retail.
- 2.2 Interpret research activity to develop sustainable ideas and solutions to a fashion retail problem.
- 3.1 Critically evaluate solutions to an identified problem.
- 3.2 Select appropriate platforms to communicate ideas.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide a coherent body of skills and knowledge that will enable students to develop their understanding of the ethical and environmental impact of the fashion industry. Students should be encouraged to investigate both global and local contexts. The unit should incorporate opportunities for students to explore and understand the impact of new technologies on the sector and to investigate ways to minimise the environmental impact of the global supply chain.

Learning for the unit may be delivered as part of a studio or workshop based project designed to strengthen student knowledge and understanding of sustainability in the sector. Students should be given the opportunity to explore future trends and developments, and be encouraged to present ideas and solutions to an identified problem. Opportunities should be provided for students to articulate, record and present their solutions in a range of forms. Discussion groups, seminars, workshops and lectures may all be used to support the learning for this unit.

The learning for the unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in much of the fashion retail industry.

Students should be encouraged to relate their own experiences to examples within the industry.

A range of activities might include:

- Exploration of the ethical and environmental impact of the global supply chain
- Research into a range of contexts both historical and contemporary to inform knowledge and understanding
- Exploration of ethical trading concepts and the 3 Ps (People, Planet, Profit)
- Investigation of future trends and the impact of new technology
- Workshops and seminars to discuss and present ideas and solutions
- Educational visits, library and archive research
- Individual presentations and group work
- Discussion groups, peer and self-assessment.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Evidence is not prescribed. It could typically include: reports, reflective journals, blogs, workbooks, notebooks, trend forecasting ideas, research files, audio, visual and digital presentations.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 12

Project proposal in fashion business and retail

Level: 3
GLH: 90

TQT: 135

Unit aim: Provide students with an opportunity to reflect on, review and summarise their personal progress and achievement through the preceding units, and to present a rationale for their choice of discipline and final project context. The unit will require students to articulate the skills, knowledge and understanding acquired throughout the course and present ideas for the development of an independently conceived, planned, realised and evaluated extended project.

Learning outcomes

On successful completion of this unit the student will:

1. Have a critical and contextual awareness of different perspectives and approaches informing own progress.
2. Be able to research, analyse and evaluate relevant information and ideas in order to develop creative solutions.

Assessment criteria

On successful completion of this unit the student can:

- 1.1 Critically review own practice and progression.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated.
- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal.
- 2.2 Apply academic conventions to reference research sources.

Learning outcomes

On successful completion of this unit the student will:

3. Be able to solve complex problems through the application of practical, theoretical and technical understanding.

4. Be able to present a realistic plan for the realisation and completion of a personal project.

Assessment criteria

On successful completion of this unit the student can:

- 3.1 Apply knowledge and understanding to anticipate potential problems.
- 3.2 Critically compare a range of practical and theoretical approaches used to solve problems.

4.1 Propose a realistic timescale for the completion of a personal project.

4.2 Estimate resources required for the successful completion of a personal project

Learning outcomes

On successful completion of this unit the student will:

5. Understand, adapt and safely use appropriate practical methods and skills for creative production.

6. Be able to use evaluative and reflective skills in order to take responsibility for own learning.

7. Be able to present themselves and their work to appropriate audiences.

Assessment criteria

On successful completion of this unit the student can:

- 5.1 Review a range of techniques and processes used in realising ideas.
- 5.2 Propose approaches and strategies for the development of a personal project.

6.1 Describe approaches and strategies for evaluation in order to inform, develop and progress ideas.

7.1 Communicate and articulate creative ideas and concepts for a personal project proposal.

7.2 Present ideas and concepts in a range of appropriate formats.

Unit 12

Project proposal in fashion business and retail

Indicative content, teaching strategies and learning activities

It is important to note that Unit 12 and Unit 13 together make up the learning and summative assessment activities for the final project. It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by the student will determine achievement.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. Centres should ensure that individual students' project proposals provide the learning necessary to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take significantly greater responsibility for their own learning by initiating, researching, implementing and evaluating a project proposal within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education and in preparation for employment. The choice of proposed subject, subsequent research and all relevant activity in support of the project will be defined by the student or student group in consultation with tutors.

Support should be provided to students through normal tutorial or seminar sessions.

Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of activities and processes and to relate their own experiences to that of the fashion business and retail environment.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes to inform the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

All students will need to consider how they will balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self, but the additional challenge of ensuring contributing partners deliver their responsibilities to an appropriate standard within the agreed time-frame.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

The unit will be internally assessed and internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment grading criteria.

The unit is graded Fail, Pass, Merit, Distinction, and contributes 40% of the overall grade for the Extended Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

This unit requires students to present their ideas in a written project proposal of no more than 800 words, and to present their work to an audience giving a clear outline of the context, proposed plan and intentions for the project. Presentations should be time constrained and witness authenticated.

The proposal should address the following:

- A review of the students' progress and achievement to date
- The project concept and rationale
- How the project will be evaluated and reviewed.

In addition, each student should provide:

- A project cover sheet and title
- A timetabled action plan
- A bibliography detailing all research sources
- A PDF of their presentation.

Further guidance on assessment can be found in the *guidance for students* and *grade criteria* sections of this specification.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 13

Extended project in fashion business and retail

Level: 3

GLH: 180

TQT: 450

Unit aim: Provide an opportunity for students to engage in an extended activity related to their discipline of choice. The unit will enable students to take responsibility for their learning by responding positively to the greater opportunities for individual expression and creativity afforded, and to demonstrate their achievement through realising a project, which integrates the skills, knowledge and understanding acquired throughout the course.

Learning outcomes

The student will:

1. Be able to initiate and develop a fashion business and retail project.
2. Be able to use research, analysis and evaluation to develop solutions for a fashion business and retail project.

Assessment criteria

The student can:

- 1.1 Use critical and contextual perspectives to initiate a fashion business and retail project.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a fashion business and retail project proposal.
- 2.1 Use research to support the development of fashion business and retail project.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a fashion business and retail project.

Learning outcomes	Assessment criteria	Learning outcomes	Assessment criteria
The student will:	The student can:	The student will:	The student can:
3. Be able to solve practical, theoretical and technical problems in a fashion business and retail project.	3.1 Solve practical and technical problems within a fashion business and retail project. 3.2 Solve theoretical problems within a fashion business and retail project.	6. Be able to use evaluative and reflective skills in the production of a fashion business and retail project.	6.1 Maintain evaluative and reflective records of the development and production of a fashion business and retail project. 6.2 Use evaluative and reflective skills to make decisions for a fashion business and retail project.
4. Be able to plan, organise and produce a fashion business and retail project.	4.1 Demonstrate the ability to plan, organise and produce a fashion business and retail project within an agreed time-frame.	7. Be able to present a creative media production project.	7.1 Explore strategies to present a fashion business and retail project. 7.2 Present a fashion business and retail project to a specified audience.
5. Be able to use practical methods and skills in a fashion business and retail project.	5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a fashion business and retail project.		

Unit 13

Extended project in fashion business and retail

Indicative content, teaching strategies and learning activities

It is important to note that Unit 13 and Unit 12 together make up the learning and assessment activities for the final project. It is anticipated that centres will deliver the learning for these units together. The assessment evidence submitted by the student will determine achievement.

Centres delivering the qualification should support activities and assignments that will provide the learning necessary to enable students to achieve the assessment criteria. Centres should ensure that individual candidate project proposals provide sufficient opportunity for students to be able to achieve at the highest level possible.

The unit aims to provide students with an opportunity to take control of their own learning by independently initiating, researching, implementing and evaluating a project within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education and in preparation for employment.

The choice of proposed subject, subsequent research and all relevant activity will be defined by the student or student group in consultation with tutors. Support should be provided to students through normal tutorial or seminar sessions.

Students should understand:

- A range of critical and contextual perspectives and approaches that can be used in the development of a project proposal
- The need for research that has relevance and appropriate depth and breadth to support the project development and realisation
- How to analyse and evaluate research evidence to inform and support ideas
- How to integrate practical, theoretical and technical understanding to realise the project
- How to maintain and use records of critical analysis and evaluation of the working processes leading to the realisation of the project
- How to articulate in an appropriate form an analysis and evaluation of the working processes which have led to the realisation of the project
- How to use appropriate forms and techniques to present themselves and their work to an audience.

All students will need to balance ambition, time and resources in the realisation of the project. Collaborative projects will require not only the management of self but the additional challenge of ensuring contributing partners deliver their responsibilities to an appropriate standard within the agreed time-frame.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed, internally and externally moderated through students' portfolios of evidence against the learning outcomes and assessment and grading criteria.

The unit is graded Pass, Merit or Distinction and contributes 60% of the overall grade for the Extended Diploma and combined with the grade for Unit 12 will provide the overall grade. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include:

- Records of planning, research and ideas development recorded in workbooks, digital format, notebooks or personal reflective journals
- Records of analysis and reflection including responses to peer, tutor and audience feedback

- Records of project development including storyboards, visual development work, recordings, designs, media and artefacts
- Digital recordings of presentations and witness statements
- Audio and visual recordings
- Written reports
- Maquettes or models.

Work should be presented in the most appropriate format for the project undertaken.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated studios and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Unit 8 Collaborative fashion retail project

Within the guidelines for the project set by the centre, each student must complete a proposal for their own role and contribution. In producing the project proposal, and in preparing for the project realisation, students should familiarise themselves with Unit 8 of the qualification. In particular they should understand the assessment and grading criteria, which will be used to determine standards of achievement.

Unit 8 requires students to produce a project proposal of about 350 words, excluding the project plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed nor should they be excessively long and unfocused.

The project proposal should be sufficiently challenging to ensure students have the best possible chance of meeting the grading criteria.

The project proposal must be word processed and presented under the five headings listed on these pages.

Section 1 Rationale

(approx 100 words)

This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first seven units. You should provide an overview of the knowledge, skills and understanding you have acquired. What you know now, and what it means to you, compared with what you knew and could do before you started the course, and how this has influenced your choice of pathway and your project proposal.

Section 2 Project concept

(approx 200 words)

This section provides an opportunity for you to clearly explain the concept and aims of your project, the research and ideas that will support its development, what you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

Section 3 Evaluation

(approx 50 words)

This section provides an opportunity for you to explain how you will reflect on and evaluate your work, as both an ongoing activity and at the conclusion of the project. You should describe how you intend to record your decision making and how you will document changes to your ideas as work progresses.

The evaluation should reference your stated aims and be reflective and analytical rather than a description of actions completed.

When working in collaboration with others you should comment on how this may impact either positively or adversely, and the steps you will take to minimise disruption to your own progress.

Section 4 Project action plan and timetable

This section provides you with an opportunity to outline your planning and organisation over a period of weeks. This includes the activities you will need to carry out in order to successfully complete your project within the agreed time-frame.

It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include: what you are going to do, how you will do it and by when. The more time and thought you give to planning your project, the more successful it is likely to be.

Remember to include time spent on: sourcing materials, performing questionnaires, accessing workshops, tutorial and peer group feedback opportunities and where you will incorporate independent study.

In a collaborative project, individual responsibilities and contributions will need to be clearly identifiable.

Section 5 Proposed research sources and bibliography (Harvard format)

This section provides an opportunity to record the initial research sources, both primary and secondary, that you intend to use. Your sources of research should be as wide as possible, including: libraries, museums and galleries; books and magazines; theatre and live events; film, TV and radio, and websites and digital sources.

Where appropriate, you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

Unit 12 Project proposal in fashion business and retail

In producing the project proposal, and in preparing for the project realisation, you should familiarise yourself with Units 12 and 13 of the qualification. In particular you should understand the assessment and grading criteria, which will be used to determine standards of achievement.

Unit 12 requires you to produce a project proposal of about 800 words, excluding the project action plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed, nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria in Unit 13, the extended project.

Section 1 Context

(approx 300 words)

This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first 11 units, and the knowledge, skills and understanding you have acquired. What you know now, and what it means to you, compared with what you knew and could do before you started the course, and how this has influenced your choice of pathway and your project proposal. It also provides an opportunity for you to explain your reasons for choosing a particular pathway and to outline both your immediate and longer-term aspirations.

You should use this section to clearly explain the concept and aims of your personal project, and what you anticipate producing, making reference to the critical and contextual perspectives within which your own work is situated.

Section 2 Research

(approx 50 words)

This section provides you with an opportunity to record the initial research sources that you intend to use, both primary and secondary and the ideas that will support and inform the development of your project. Your sources of research should be as wide as possible, including: libraries, museums and galleries; books and magazines; theatre and live events; film, TV and radio, and websites and digital sources. You should include references to print or digital media in the form of a bibliography presented using the Harvard system of referencing, within the template provided.

Section 3 Problem solving

(approx 100 words)

In this section you should describe how you intend to overcome problems you are likely to encounter during the development of your proposed project. Give examples of both practical and theoretical problems that you have resolved through your previous work. Include examples of personal initiative and commitment that you have previously demonstrated and use this to anticipate the level of comprehension, appreciation, knowledge and proficiency that will be necessary to achieve your identified goals.

Section 4 **Planning and production** (approx 50 words)

This section provides you with an opportunity to outline your planning and organisation over a period of weeks, and the activities you will need to carry out in order to successfully complete your project within the agreed time-frame. Your planning should be presented within the template provided. It is important that you consider how you will balance ambition, time and realism in the realisation of the project. This should include what you are going to do, how you will do it and by when.

The more time and thought you give to planning your project, the more successful it is likely to be. Remember to include time spent on: sourcing materials, performing questionnaires, accessing workshops, tutorial and peer group feedback opportunities and where you will incorporate independent study. You should also outline the resources that you will need and an indication of the form in which you will complete and present your final realisation within the allocated timescale.

Section 5 **Practical skills** (approx 100 words)

In this section you should describe the practical elements of your project and the materials processes and technical skills that you will need to apply in order to successfully realise your proposal. Give examples of techniques and processes that you have used during previous units. This can include the development of a range of skills used to support and ensure the successful communication of experiences and ideas and the resources you will need to access in order to fully explore the potential of your project concept.

Section 6 **Evaluation and reflection** (approx 100 words)

This section provides an opportunity for you to explain how you will reflect on and evaluate your work, as both an ongoing activity and at the conclusion of the project. You should describe how you intend to record your decision making, and how you will document changes to your ideas as work progresses. The evaluation should be referenced to your stated aims and be reflective and analytical rather than a description of actions completed. When working in collaboration with others you should comment on how this may impact either positively or adversely and steps you can take to minimise disruption to your own progress.

Section 7 **Presentation** (approx 100 words)

The final section provides an opportunity for you to describe how you intend to organise and present the work generated throughout the development of your project. You should consider the most appropriate formats for communicating the development of your ideas to an identified audience, both visually and conceptually and how you will present your conclusions and outcomes.

Additional requirements (not included in the 800 word proposal)

- Proposal cover sheet and project title
- Bibliography
- Project timetable
- Digital presentation.

Unit 8 Collaborative fashion retail project

The overall grade for the Level 3 Diploma in fashion business and retail is determined by the student's achievement in the final unit of the qualification, Unit 8: Collaborative fashion retail project.

This unit is internally assessed, internally and externally moderated through a student's portfolio of evidence against the learning outcomes and assessment grading criteria.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria then they are referred. The student has one further opportunity to redeem the **Referral** by the submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass

To achieve a **Pass** grade, a student must achieve all of the assessment criteria listed within Unit 8.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within Unit 8, in addition to the entire **Merit** grade criteria listed here.

Distinction

To achieve a **Distinction** grade, a student must achieve all of the assessment criteria listed within Unit 8, in addition to all of the **Merit** grade criteria and the entire **Distinction** grade criteria listed here.

1. Context

Pass

- 1.1 Analyse the requirements and parameters of a collaborative fashion retail project to a satisfactory standard.

Merit

- 1.1 Analyse the requirements and parameters of a collaborative fashion retail project to a high standard.

Distinction

- 1.1 Analyse the requirements and parameters of a collaborative fashion retail project to a very high standard.

2. Research

Pass

- 2.1 Review a range of research sources to support a fashion retail project to a satisfactory standard.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience to a satisfactory standard.

Merit

- 2.1 Review a range of research sources to support a fashion retail project to a high standard.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience to a high standard.

Distinction

- 2.1 Review a range of research sources to support a fashion retail project to a very high standard.
- 2.2 Interpret research to develop ideas and effectively communicate to an audience to a very high standard.

3. Practical Skills

Pass

- 3.1 Apply practical skills, knowledge and understanding to complete a fashion retail project within an agreed time-frame to a satisfactory standard.

Merit

- 3.1 Apply practical skills and theoretical knowledge and understanding to complete a fashion retail project within an agreed time-frame to a high standard.

Distinction

- 3.1 Apply practical skills, knowledge and understanding to complete a fashion retail project within an agreed time-frame to a very high standard.

4. Evaluation and Reflection

Pass

- 4.1 Critically evaluate a collaborative fashion retail project against the agreed requirements and parameters to a satisfactory standard.

Merit

- 4.1 Critically evaluate a collaborative fashion retail project against the agreed requirements and parameters to a high standard.

Distinction

- 4.1 Critically evaluate a collaborative fashion retail project against the agreed requirements and parameters to a very high standard.

Unit 12 Project proposal in fashion business and retail

In the Level 3 Extended Diploma in Fashion Business and Retail, Units 12 & 13 together make up the learning and assessment activities for the final project and will determine the grade achievement at Level 3.

Unit 12 is internally assessed and graded, and contributes 40% of the mark for the final grade.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria then they are referred. The student has one further opportunity to redeem the **Referral** by the submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

If the student is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass

To achieve a **Pass** grade, a student must achieve all of the assessment criteria listed within Unit 12.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within Unit 12, in addition to the entire **Merit** grade criteria listed here.

Distinction

To achieve a **Distinction** grade, a candidate must achieve all of the assessment criteria listed within Unit 12, in addition to all of the **Merit** and the entire **Distinction** grade criteria listed here.

1. Context

Pass

- 1.1 Critically review own practice and progression to a satisfactory level.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated to a satisfactory level.

Merit

- 1.1 Critically review own practice and progression to a high level.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated to a high level.

Distinction

- 1.1 Critically review own practice and progression to a very high level.
- 1.2 Clarify the concept and aims of a personal project and the critical and contextual context in which own practice is situated to a very high level.

2. Research

Pass

- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal to a satisfactory level.
- 2.2 Apply academic conventions to reference research sources to a satisfactory level.

Merit

- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal to a high level.
- 2.2 Apply academic conventions to reference research sources to a high level.

Distinction

- 2.1 Critically compare a range of primary and secondary research sources that inform ideas and concepts for a creative project proposal to a very high level.
- 2.2 Apply academic conventions to reference research sources to a very high level.

3. Problem Solving

Pass

- 3.1 Critically compare a range of practical and theoretical approaches used to solve problems to a satisfactory level.
- 3.2 Apply knowledge and understanding to anticipate potential problems to a satisfactory level.

Merit

- 3.1 Critically compare a range of practical and theoretical approaches used to solve problems to a high level.
- 3.2 Apply knowledge and understanding to anticipate potential problems to a high level.

Distinction

- 3.1 Critically compare a range of practical and theoretical approaches used to solve problems to a very high level.
- 3.2 Apply knowledge and understanding to anticipate potential problems to a very high level.

4. Planning and Production

Pass

- 4.1 Propose a realistic timescale for the completion of a personal project to a satisfactory level.
- 4.2 Estimate resources required for the successful completion of a personal project to a satisfactory level.

Merit

- 4.1 Propose a realistic timescale for the completion of a personal project to a high level.
- 4.2 Estimate resources required for the successful completion of a personal project to a high level.

Distinction

- 4.1 Propose a realistic timescale for the completion of a personal project to a very high level.
- 4.2 Estimate resources required for the successful completion of a personal project to a very high level.

5. Practical Skills

Pass

- 5.1 Review a range of techniques and processes used in realising ideas to a satisfactory level.
- 5.2 Propose approaches and strategies for the development of a personal project to a satisfactory level.

Merit

- 5.1 Review a range of techniques and processes used in realising ideas to a high level.
- 5.2 Propose approaches and strategies for the development of a personal project to a high level.

Distinction

- 5.1 Review a range of techniques and processes used in realising ideas to a very high level.
- 5.2 Propose approaches and strategies for the development of a personal project to a very high level.

6. Evaluation and Reflection

Pass

- 6.1 Describe approaches and strategies for evaluation in order to inform and develop ideas to a satisfactory level.

Merit

- 6.1 Describe approaches and strategies for evaluation in order to inform and develop ideas to a high level.

Distinction

- 6.1 Describe approaches and strategies for evaluation in order to inform and develop ideas to a very high level.

7. Presentation

Pass

- 7.1 Communicate and articulate creative ideas and concepts for a personal project proposal to a satisfactory level.
- 7.2 Present ideas and concepts in a range of appropriate formats to a satisfactory level.

Merit

- 7.1 Communicate and articulate creative ideas and concepts for a personal project proposal to a high level.
- 7.2 Present ideas and concepts in a range of appropriate formats to a high level.

Distinction

- 7.1 Communicate and articulate creative ideas and concepts for a personal project proposal to a very high level.
- 7.2 Present ideas and concepts in a range of appropriate formats to a very high level.

Unit 13 Extended project in fashion business and retail

In the Level 3 Extended Diploma in Fashion Business and Retail, Units 12 & 13 together make up the learning and assessment activities for the final project and will determine the grade achievement at Level 3.

Unit 13 is internally assessed and graded and contributes 60% of the mark for the final grade.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria then they are referred. The student has one further opportunity to redeem the **Referral** by the submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

If the student is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass

To achieve a **Pass** grade, a student must achieve all of the assessment criteria listed within Unit 12.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within Unit 12, in addition to the entire **Merit** grade criteria listed here.

Distinction

To achieve a **Distinction** grade, a candidate must achieve all of the assessment criteria listed within Unit 12, in addition to all of the **Merit** and the entire **Distinction** grade criteria listed here.

1. Context

Pass

- 1.1 Use critical and contextual perspectives to initiate a personal self-directed fashion business and retail project to a satisfactory standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a fashion business and retail project to a satisfactory standard.

Merit

- 1.1 Use critical and contextual perspectives to initiate a personal self-directed fashion business and retail project to a high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a fashion business and retail project to a high standard.

Distinction

- 1.1 Use critical and contextual perspectives to initiate a personal self-directed fashion business and retail project to a very high standard.
- 1.2 Use analysis and evaluation to clarify and develop ideas for a fashion business and retail project to a very high standard.

2. Research

Pass

- 2.1 Use research to support the development of a fashion business and retail project to a satisfactory standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a fashion business and retail project to a satisfactory standard.

Merit

- 2.1 Use research to support the development of a fashion business and retail project to a high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a fashion business and retail project to a high standard.

Distinction

- 2.1 Use research to support the development of a fashion business and retail project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop creative solutions to realise a fashion business and retail project to a very high standard.

3. Problem Solving

Pass

- 3.1 Solve practical and technical problems within a fashion business and retail project to a satisfactory standard.
- 3.2 Solve theoretical problems within a fashion business and retail project to a satisfactory standard.

Merit

- 3.1 Solve practical and technical problems within a fashion business and retail project to a high standard.
- 3.2 Solve theoretical problems within a fashion business and retail project to a high standard.

Distinction

- 3.1 Solve practical and technical problems within a fashion business and retail project to a very high standard.
- 3.2 Solve theoretical problems within a fashion business and retail project to a very high standard.

4. Planning and Production

Pass

- 4.1 Demonstrate the ability to plan, organise and produce a fashion business and retail project within an agreed time-frame to a satisfactory standard.

Merit

- 4.1 Demonstrate the ability to plan, organise and produce a fashion business and retail project within an agreed time-frame to a high standard.

Distinction

- 4.1 Demonstrate the ability to plan, organise and produce a fashion business and retail project within an agreed time-frame to a very high standard.

5. Practical Skills

Pass

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a fashion business and retail project to a satisfactory standard.

Merit

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a fashion business and retail project to a high standard.

Distinction

- 5.1 Demonstrate the exploration, adaptation and application of practical methods and skills in the realisation of a fashion business and retail project to a very high standard.

6. Evaluation and Reflection

Pass

- 6.1 Maintain evaluative and reflective records of the development and production of a fashion business and retail project to a satisfactory standard.
- 6.2 Use evaluative and reflective skills to make decisions for a fashion business and retail project to a satisfactory standard.

Merit

- 6.1 Maintain evaluative and reflective records of the development and production of a fashion business and retail project to a high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a fashion business and retail project to a high standard.

Distinction

- 6.1 Maintain evaluative and reflective records of the development and production of a fashion business and retail project to a very high standard.
- 6.2 Use evaluative and reflective skills to make decisions for a fashion business and retail project to a very high standard.

7. Presentation

Pass

- 7.1 Explore strategies to present a fashion business and retail project to a satisfactory standard.
- 7.2 Present a fashion business and retail project to a specified audience to a satisfactory standard.

Merit

- 7.1 Explore strategies to present a fashion business and retail project to a high standard.
- 7.2 Present a fashion business and retail project to a specified audience to a high standard.

Distinction

- 7.1 Explore strategies to present a fashion business and retail project to a very high standard.
- 7.2 Present a fashion business and retail project to a specified audience to a very high standard.

Unit achievement is based on a student's ability to meet all of the assessment criteria. There is no compensation across assessment criteria.

The formative units, **1–7** and **9–11**, are awarded a grade of **Pass** only.

Unit 8, the summative unit of the Diploma, can be awarded a grade of **Pass**, **Merit** or **Distinction**.

Units 12 and 13, the summative units of the Extended Diploma, can be awarded a grade of **Pass**, **Merit**, or **Distinction** and are aggregated to provide the final grade for the qualification.

The overall grade for the Level 3 Diploma/Extended Diploma in Fashion Business & Retail is determined by the student's achievement in the summative units.

5.1 Unit grades

Units are graded **Fail**, **Pass**, **Merit** and **Distinction**. To be awarded each grade level, a student must meet the requirements outlined on these pages:

Fail:
If the student is unable to provide evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass:
To achieve a **Pass** grade, a student must achieve all of the assessment criteria listed within the unit.

Merit:
To achieve a **Merit** grade, a student must achieve all of the **Pass** assessment criteria listed within the unit, in addition to the entire **Merit** grade criteria listed on pages 46–51.

Distinction:
To achieve a **Distinction** grade, a student must achieve all of the assessment criteria listed within the unit, in addition to all of the **Distinction** and **Merit** grade criteria listed on pages 46–51.

Referral:
A student who fails to achieve the required **Pass** standard will be allowed one opportunity to redeem a referral in each internally assessed unit before being awarded a **Fail**.

Students who are referred can only achieve a **Pass** grade.

5.2 Using the grade criteria and exemplification matrix

Students' work should be assessed against the published assessment criteria and graded using the grade criteria (for summative units: Units 8, 12 and 13).

The *Grade Exemplification Matrix* describes key features and general characteristics of assessed work associated with each grade, and should be used to help assessors make a judgement as to the student's level of attainment.

5.3 Awarding the final qualification grade

UAL Awarding Body qualifications are awarded at the grade ranges shown below:

Qualification	Available grade ranges
Level 3 Diploma	Pass/Merit/Distinction
Level 3 Extended Diploma	Pass/High Pass/Merit/High Merit/Distinction

Awarding the Diploma

The final grade of the Diploma is awarded on the basis of the unit grade assigned to **Unit 8: Collaborative fashion retail project**.

Awarding the Extended Diploma

The final grade of the Extended Diploma is awarded on the basis of the grades assigned to **Unit 12: Project proposal for extended project in fashion business and retail**, and **Unit 13: Extended project in fashion business and retail**.

The two individual unit grades, weighted 40% and 60% respectively, are aggregated to provide the overall qualification grade. The final grade is based on a structure of **Pass, High Pass, Merit, High Merit** and **Distinction**. The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade:

Unit 12 (40% weighting)	Unit 13 (60% weighting)	Qualification grade
Distinction	Distinction	Distinction
Distinction	Merit	Merit
Distinction	Pass	High Pass
Merit	Distinction	High Merit
Merit	Merit	Merit
Merit	Pass	Pass
Pass	Distinction	Merit
Pass	Merit	High Pass
Pass	Pass	Pass

UAL Awarding Body will issue the final grade to the centre.

Exemplification for UAL Awarding Body Grade Criteria – Level 3

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all of the assessment criteria and is of a satisfactory standard.
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.
Problem solving	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.
Planning and production	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.
Practical skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.
Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.
Presentation	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.

Merit

Work submitted meets all assessment criteria and is of a high standard.

Distinction

Work submitted meets all assessment criteria and is of a very high standard.

Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.

Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.

Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against time-scales.

Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against time-scales.

Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.

In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.

Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.

Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.

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Want to find out more?

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