



**London
South Bank**
University

EST 1892

Module Guide

Fashion, Retail and Consumer Trends

CIN_5_FRC_1

BA (Hons) Fashion Promotion
with Marketing 2019-20
Level 5

Fashion Illustration Niky Roehreke Fashion Mixed Media Illustrations | Trendland:



MODULE DETAILS

Module Title: Fashion Retail and Consumer Trends
Module Level: Level 5
Module Reference Number:
Credit Value: 20
Student Study Hours: 200
Contact Hours: 36
Student Managed Learning Hours: 164
Pre-requisite Learning (If applicable):
None
Co-requisite Modules (If applicable): None
Course(s): BA (Hons) Fashion Promotion with Marketing
Year and Semester: Level 5, Semester 1
Module Coordinator: Ronke Fashola
Subject Area: Creative Industries
Summary of Assessment Method: 100% summative assessment

1. SHORT DESCRIPTION

This module explores insights into what consumers value now and what they will value next, in the context of fashion and retail. The importance of trend forecasting is introduced, and students will learn the role of this specialist sector in predicting consumer behavior and attitudes, influencing the collections of fashion designers, identifying predictive shopping behaviors and shaping the customers retail experience. Topics will encourage students to critically evaluate the changing ethical and moral standards within established and emerging fashion markets.

2. AIMS OF THE MODULE

The module aims to introduce students to:

- Key concepts in fashion retail including product development
- Entrepreneurial Skills
- Fashion forecasting sectors and their roles within industry
- Visual merchandising and the retail experience
- Ethics, sustainability and social responsibility
- Lifestyle awareness and consumer lifestyle trends – past and present
- Fashion writing and developing trend communications

3. [LEARNING OUTCOMES](#)

On completion of this module, students will be able to:

Knowledge and Understanding:

- Understand key debates, practices, processes, techniques and technologies and their practical application in a variety of contexts within fashion retail.

Intellectual Skills:

- Identify, analyze and evaluate information to make appropriate judgements and form reasoned argument.

Practical Skills:

- Develop skills in fashion writing to produce appropriate and effective trend communications.

Transferable Skills:

- Work in a professional way to manage time appropriately and meet a range of deadlines.

4. [ASSESSMENT AND SUBMISSION DETAILS](#)

You will receive one mark for this module (100% summative assessment). All work is marked and moderated by a second marker.

FORMATIVE ASSESSMENT

Feedback will be given during seminar and workshop activities, and on draft work that they are encouraged to submit prior to summative assessment.

Presentation or Pitch of your business

SUMMATIVE ASSESSMENT - Monday 9th December 2019 (week 12)

Assignment Outline

Explore and Examine your own innovative business concept through a creative business plan.

Using your own illustrative, graphic or photographic evidence to support the work submitted.

You should show experimentation with garments and textiles

Your concept should explore an array of content and thoroughly evidence subjects within this module throughout your work.

Additional visual evidence can be represented within your appendix.

You should consider the layout and how you will make it visually engaging for your reader.

Students will submit via Turnitin a written, visual & creative hard copy book of 3000 words. (+/- 10%)

Your assessment must include;

- Introduction
- Theoretical and Practical evidence
- Evidence of some visual media communication within your work to creative outcome to support your brand.
- Primary and secondary research, both quantitative and qualitative must be evidenced

This should include relevant images and have a highly creative and exciting layout that communicates your brand image to its audience.

You will be expected to include referencing and a bibliography with academic books.

A minimum of 5 academic books **must be listed and evidenced within your work.**

5. [FEEDBACK](#)

Feedback will normally be given to students **15 working days** after the final submission of an assignment or as advised by their module leader.

If for any reason beyond our control (e.g. staff illness or bereavement) feedback cannot be returned within that timeframe, students will be informed by the course director of the fact and be presented with an alternative timeframe.

6. [STUDYING IN SEMESTER 1](#)

7.1 Indicative Content

- Retail experience from a customer perspective
- Consumer Behaviour (two parts)
- Trend/Fashion forecasting and analysis
- Visual merchandising
- Ethics, sustainability and social responsibility
- Lifestyle awareness
- Consumer lifestyle trends – past and present
- Fashion writing and writing styles
- Developing trend communications
- Professionalism and time management
- Resilience within Fashion part 1
- Product Development
- Product Lifecycle
- Fashion Merchandising

7.2 Types of Classes

Depending on the subject matter under consideration, the class will take a variety of forms:

- Lectures
- Seminars
- Group Work
- Tutorials
- VLE learning

7.3 Importance of Student Self-Managed Learning Time

The importance of self-managed learning cannot be under-estimated. You will be expected to work professionally and independently. You will also be expected to undertake study (e.g. reading books and articles) and prepare tasks for forthcoming sessions, as appropriate.

Presentation:	<ul style="list-style-type: none">▪ Work must be referenced, and a bibliography provided▪ Your student number must appear at the front cover of the coursework.
Referencing:	Harvard Referencing should be used, see your Library Subject Guide for guides and tips on referencing.
Regulations:	<p>Make sure you understand the University Regulations on expected academic practice and academic misconduct. Note in particular:</p> <ul style="list-style-type: none">▪ Your work must be your own. Markers will be attentive to both the plausibility of the sources provided as well as the consistency and approach to writing of the work. Simply, if you do the research and reading, and then write it up on your own, giving the reference to sources, you will approach the work in the appropriate way and will cause not give markers reason to question the authenticity of the work.▪ All quotations must be credited and properly referenced. Paraphrasing is still regarded as plagiarism if you fail to acknowledge the source for the ideas being expressed. <p>TURNITIN: When you upload your work to the Moodle site it will be checked by anti-plagiarism software.</p>

7.4 Employability

This module provides practical knowledge in key areas of fashion retail and asks students to engage with new skillsets central to many careers in fashion promotion.

[THE SEMESTER 1 PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT](#)

Session Breakdown - Semester 1

TEACHING WILL BE IN ROOM : Please check your calendar on a Monday from 10am – 1pm
Please always check your time table for as room changes may occur.

<p>Monday 10am - 1pm</p>	<p>LECTURE CONTENT, WORKSHOP ACTIVITY and CORE READING</p>
<p>Week 1 23rd September</p>	<p>Lecture: Module Briefing, Timetable, Aims and Objectives</p> <p>Workshop: Concept Mapping in pairs</p> <p>Reading : Grose, V. (2011) Basics Fashion Management 01: Fashion Merchandising</p>
<p>Week 2 30th September</p>	<p>Lecture: 3</p> <p>Workshop: Underpinning your concept through modern retail and your target market.</p> <p>Branding</p> <p>You will be exploring your ideas and finalizing your product & brand.</p> <p>Time management and Visualization. Making it a reality.</p> <p>Reading: Siegle, L. (2011) To die for: is fashion wearing out the world?</p>
<p>Week 3 7thOctober</p>	<p>Activity: Research Trip</p> <p>To Do: You will explore a number of independent shops, talk to business owners. Boxpark, Spitalfields Market, Brick Lane etc.</p> <p>What makes these small brands stand out ? Look, Listen and Learn.</p> <p>Read: Graham,B. Anouti,C. (2018) Promoting Fashion</p>

<p>Week 4 14th October</p>	<p>To Do: students to present back following their Inspiration Trail.</p> <p>Lecture: Retail Consumption . Phycology in Fashion</p> <p>Workshop: VM activity at the shops - using worksheet provided</p> <p>Reading: Cope, J. and Maloney, D. (2016) <i>Fashion Promotion in Practice</i>, Fairchild Books</p> <p>Morgan, T. (2016) <i>Visual Merchandising: Window and In Store Displays for Retail</i>. Laurence King Publishing.</p> <p>Activity: The Planning Journey</p> <p>Reading: Mair, C (2018) <i>The psychology of fashion</i></p>
<p>Week 5 21st October</p>	<p>Lecture: Product Development 1. Trend Forecasting Buying cycle. Why we buy</p> <p>Activity: Exploring the how to create a successful collection.</p> <p>How do brands take develop ideas and discover winning designs?</p> <p>History of Fashion</p> <p>Future of Fashion</p> <p>Fashion Innovation</p> <p>Reading ; Evelyn L. Brannon, Lorynn R. Divita (2015) <i>Fashion Forecasting</i></p>

<p>Week 6 28th October</p>	<p>Tutorials and Peer to Peer Presentations</p> <p>All 1st rough drafts ready to present</p>
<p>Week 7 4th November</p>	<p>Lecture: Product Development 2: Range Planning & Product Development 1. Trend Forecasting Buying cycle. Why we buy</p> <p>Activity: Discover textiles and clothing</p> <p>From the start to the end</p> <p>The ABC of financially building a range</p> <p>Making a profit</p> <p>Commercial vs Runway</p> <p>Does merchandising really matter?</p> <p>Reading; Jackson, T. Shaw, D. (2000) Mastering fashion buying and merchandising management</p>
<p>Week 8 11th November</p>	<p>Lecture: Fashion Ethics & Visual Merchandising</p> <p>Workshop: Your brand story and essence</p> <p>Reading: Senthilkannan Muthu, S. (2019) Fast Fashion, Fashion Brands and Sustainable Consumption</p>
<p>Week 9 18th November</p>	<p>Lecture: Pitch perfect</p> <p>Workshop: Exploring how to take things to the next level.</p> <p>How can a business grow internationally?</p> <p>Brand Expansion through Social media</p> <p>Resilience</p> <p>Work Experience workshop Semester 2 deadline</p> <p>Reading: Rocamora, A. Smelik, A. (2015) Thinking Through Fashion</p>

<p>Week 10 25th November</p>	<p>Formative Assessment</p> <p>You will have the opportunity to pitch your product to a panel of experts to formatively assess your work and enable you to be selected to go onto the next stage in semester 2.</p> <p>Only 4 Brands will be taken to Spitalfields market where you will then join to create a group and officially launch your brands in Fashion Promotion and Events Module.</p>
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<p>Week 11 2nd December</p>	<p>Session: Learning how to grow</p> <p>Self-Branding and Digital Portfolio planning</p>
<p>Week 12 9th December</p>	<p>SUMMATIVE ASSESSMENT</p> <p>no work will be accepted to Turnitin later than 23.59pm.</p>

7. LEARNING RESOURCES

Please note that the module guide, lecture presentations and other supporting materials will be available on Moodle.

KEY RESOURCE:

Please look to your reading list online via Moodle for your suggested and full resource list.

Easey, M. (2009) *Fashion Marketing*, Blackwell Publishing.

Posner, H. (2011) *Marketing Fashion*, Portfolio Publishing

Rath, P.M. (2008) *The Why of the Buy: Consumer Behaviour and Fashion Marketing*, Bloomsbury

Raymond, M. (2010) *The Trend Forecaster's Handbook*, Laurence King

Optional Reading:

Ashford Down, H. (1931) *The Art of the Window Display*, London: Pitman

Ha, Y., Kwon, W.S. and Lennon, S.J. "Online Visual Merchandising (VMD) of apparel websites." *Journal of Fashion Marketing and Management*, 11 (4) (2007): 477-493

Klanten, R. (2011) *Visual Storytelling: Inspiring a New Visual Language*, Die Gestalten Verlag.

McNeil, P. and Miller, S. (2014) *Fashion Writing and Criticism*, Bloomsbury Academic

Grose, V. (2011) *Basics Fashion Management 01: Fashion Merchandising*

Posner, H (2015) *Marketing fashion: strategy, branding and promotion*

Morgan, T (2016) *Visual merchandising: window and in-store displays for retail*

Graham, B; Anouti C (2018) *Promoting Fashion*

Mair, C (2018) *The psychology of fashion*

Rocamora A; Smelik A (2015) *Thinking Through Fashion*

MARKING CRITERIA

	Criteria	Feedforward comments						
		100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
50%	1. Research Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.	Some evidence of research but insufficient amount. Needs support to develop research skills.	Little or no research presented. Needs significant support to develop research skills.
	2. Subject Knowledge Understanding and application of subject knowledge. Contribution to subject debate.	Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge.	Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge.	Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge.	Accurate understanding of key aspects of subject. Evidence of coherent knowledge.	Understanding of key aspects of subject. Some evidence of coherent knowledge.	Some evidence of superficial understanding of subject. Inaccuracies.	Little or no evidence of understanding of subject. Inaccuracies.
	3. Critical Analysis Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates.	Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments.	Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments.	Limited evaluation of resources. Limited use of evidence-based arguments	Little or no evaluation of resources. Very little use of evidence-based arguments.
	4. Testing and Problem-Solving Skills Design, implementation, testing and analysis of product/process/system/idea/solution(s) to practical or theoretical questions or problems	Autonomous creation and novel implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals.	Almost entirely autonomous creation and implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals.	Mainly autonomous creation and implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals.	Some autonomy to create and implement. Some adaption made to unforeseen practical and theoretical challenges to achieve identified goals.	Exploration of possible solution(s). Use of established approaches to resolve practical and theoretical problems.	Limited exploration of possible solution(s) using established approaches to resolve practical and theoretical problems.	Little or no exploration of solution(s). Question or problem unresolved.
	5. Experimentation Problem-solving and exploration of the assessment including risk taking and testing of ideas.	Evidence of rich, in-depth exploration and highly innovative problem-solving. Responds to assessment in a way that pushes boundaries and/or makes exciting new connections possible within discipline. Finds a balance between experimentation and resolution to create a highly coherent and innovative piece of work.	Evidence of in-depth exploration and innovative problem-solving. Responds to assessment in a way that pushes boundaries and/or makes new connections possible within discipline. Finds a balance between experimentation and resolution to create a coherent and innovative piece of work.	Clear evidence of exploration and experimentation. The work may not find the balance between experimentation and the attempt to create a coherent piece of work.	There is some problem-solving evident but lacks creative exploration and experimentation.	Some evidence of limited problem-solving. Appropriate response to assessment but there is little development and exploration evident.	Some evidence of engagement with assessment but it is insufficiently developed. Unable to engage with the challenges of assessment.	Little or no evidence of engagement with the assessment, it shows little development.
	6. Practical Competence Skills to apply theory to practice or to test theory	Consistently applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies practical and/or technical skills very well and with careful application of theory to context.	Applies practical and/or technical skills correctly and with some application of theory to context with only minimal errors.	Applies a sufficient level of practical and/or technical skills but with some errors. Limited application of theory to context.	Applies some aspects of the practical and/or technical skills but these are incomplete or contain important errors. Very limited application of theory to context.	Limited application of some aspects of the practical and/or technical skills. No application of theory to context.

	7. Communication and Presentation Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account.
	8. Academic Integrity¹ Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.	Limited application of referencing conventions and / or errors.	Very limited or no application of referencing conventions, and/or multiple errors.
	9. Collaborative and/or Independent Working Demonstration of behaviour appropriate to discipline, including individual contribution to team or working with others in teams	Integrates a highly developed sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone.	Integrates a sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone.	Aware of and able to meet most standards required for relevant discipline in simulated or real disciplinary situations. Can work effectively in a team or alone.	Aware of and able to meet the main standards required of relevant discipline in simulated or real disciplinary situations. Able to work in a team or alone	Aware of main standards required of relevant discipline. Able to work in a team or alone	Some evidence of knowledge of relevant disciplinary standards; collaborates reluctantly or struggles to work alone.	Little or no evidence of knowledge of relevant disciplinary standards. No evidence of collaboration with others; unproductive working alone
	10. Personal and Professional Development Management of learning through self-direction, planning and reflection	Takes full responsibility for own learning and development through continuous cycles of well-articulated purposeful analysis and planning, supported by extensive evidence	Takes full responsibility for own learning and development through continuous cycles of well-articulated purposeful analysis and planning, supported by evidence.	Reflection and planning are self-directed, continuous, habitual and evidenced clearly. Strengths have been built on; weaknesses have been mitigated.	Evidence that a cycle of reflection and planning has been continuous and productive. Actively works to develop strengths and mitigate weaknesses.	Evidence that reflection and planning have led to increased disciplinary engagement and commitment. Developing an awareness of strengths and weaknesses.	Weak evidence of reflection and planning for learning but not followed through consistently. Incomplete awareness of personal strengths and weaknesses.	Insufficient evidence of reflection or planning for learning and no evidence of awareness of personal strengths and weaknesses.
	11. Performance Quality Demonstration of embodied practice including affecting and being affected.	An exceptional level of embodied awareness revealed in a highly sensitive and detailed performance.	Highly developed embodied awareness; consistent detailed and accurate responsiveness; clear and dynamic intentionality / connectivity	Well-developed embodied awareness; for the most part, a detailed and accurate responsiveness; a dynamic intentionality / connectivity	Some moments of embodied awareness; responsiveness is more generalised; intentions / connections are evident, but not dynamic	Little evidence of embodied awareness; responsiveness is slow and inorganic; intentions are self-conscious or guarded and lack connection	Blocked embodied awareness: attempts are frustrated by lack of engagement or resistance to make connections.	Responsiveness is consciously withheld; there is no attempt to make connections or embody intentionality
	12. Data literacy Competence in working ethically with data including data access, data extraction, interpretation and representation.	An exceptional level of competence in the ethical use and presentation of data.	Highly developed competence in the ethical use and presentation of data.	Well-developed competence in the ethical use and presentation of data.	Evidence of competence in the ethical use and presentation of data.	Limited evidence of competence in the ethical use and presentation of data, with some minor errors.	Evidence of limited competence in the ethical use and presentation of data, with some major errors.	Little or no evidence of competence in the ethical use and presentation of data.

¹ The application of this criterion is independent of the process outlined in the [Student Academic Misconduct Procedure](#)