The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

**Fashion Buying and Merchandising**

**Level 5  L21852**

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

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<th>Introduction</th>
<th>Describes how the module functions as part of the national vocational certificate framework.</th>
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<td>7</td>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>8</td>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td></td>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 6 to Level 6.</td>
</tr>
<tr>
<td></td>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td></td>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td></td>
<td>Special Requirements</td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td></td>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td></td>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td></td>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td></td>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td></td>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td></td>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td></td>
<td>Module Results Summary Sheet</td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td></td>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td></td>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td></td>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
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</tbody>
</table>
Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed. The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules. The development of learners’ **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
Title: Fashion Buying and Merchandising

Code: L21852

Level: 5

Value: 1

Purpose: This module has been developed to assist the student in finding employment in the fashion retail sector. It will enable students to understand the basic concept of Fashion Merchandising – planning, buying and selling. Students will understand how the ability to fashion merchandise and affect good marketing strategy is imperative to success in the retail clothing industry.

The student will also be adequately developed in progression to further study within clothing related disciplines.

Preferred Entry Level: Leaving Certificate.

Special Requirements: None

General Aims

1. Understand the complex role of the buyer in the fashion retail industry.
2. Appreciate the central role that range planning plays in the buying office.
3. Understand the benefit of customer profiling for fashion buying and merchandising.
4. Recognise the benefits that promotion strategy plays in the cycle of buying.
5. Develop a strategy that will meet the requirements of a given brief.
9. Units.

Unit 1. Elements of Fashion Merchandising.
Unit 2. Fashion Planning and Buying.
Unit 3. Introduction to Retail Organisations.
Unit 4. Fashion Sales Promotion
Unit 5. Customer Profiling.

10. Specific Learning Outcomes.

Unit 1: Fashion Buying & Merchandising.

10.1.1 Identify the key elements of fashion merchandising.
10.1.2 Explain the role of the fashion buyer
10.1.3 Understand what is meant by the obsolescence factor and its impact on the fashion product.
10.1.4 Demonstrate the importance of the duration of fashion as a critical merchandising concern.
10.1.5 Identify the broad influences which affect the purchase of fashion.
10.1.6 Create mood boards which show current factors that influence the cycle of fashion.
10.1.7 Create a seasonal selling calendar.

Unit 2: Fashion Planning and Buying:

11.2.1 Explain the elements of a financial range plan
11.2.2 List the forces that affect the buyers range plan.
11.2.3 Explain the relationship between stock turnover and the stock sales ratio.
11.2.4 Create a seasonal selling calendar.
11.2.5 Identify sources where a fashion retailer would get products, both domestic and offshore.
11.2.6 Explain the relationship between the manufacturer and the buyer.
11.2.7 Explain the term ‘open-to-buy’.
11.2.8 List the factors that effect ‘open-to-buy’
11.2.9 Create a range plan for a particular department for a specific retailer.
Unit 3: Introduction to Retail Organisations:

10.3.1 Define the different types of retail organisation.
10.3.2 Create a ‘line and staff’ chart which shows the organisation of a large retail store.
10.3.3 Show on an organisational chart the need, importance and role that staff supportive services play in assisting the fashion buyer make better buying and merchandising decisions.
10.3.4 Understand the role that technology has played in the selling practices or fashion retail organisations.
10.3.5 Understand the main changes in retailing organisation since the early 20th century.

Unit 4 Fashion Sales Promotion:

10.4.1 Understand the purpose of fashion promotion and its affect on sales.
10.4.2 List the main activities of Fashion promotion.
10.4.3 Define market analysis and positioning
10.4.4 Explain the ‘merchandise-acceptance’ method and its relationship to the customers’ decision to buy.
10.4.5 Research and construct a market analysis and promotional plan for a fashion retailer.

UNIT 5: Customer Profiling:

10.5.1 Explain the term customer profiling.
10.5.2 Understand the role the customer plays in influencing and informing buying decisions
10.5.3 Identity the strategies used by retailers, both internally and externally, to get information about the customer.
10.5.4 Understand the importance of customer profiling within the range plan and the impact that it has.
10.5.5 Evaluate the impact of customer profiling for the retailer.
10.5.6 Design and present customer profile boards for a given retailer.
Assessment

1. **Portfolio of Coursework** 60%

   Assignments (4)

   These practical assignments and notebooks, based on units 1, 2, 3, 4, 5 which include theory, will be carried out throughout the year.

2. **Project** 40%

   A project based on Fashion Buying and Planning, a Financial Range Plan.
Individual Candidate Marking Sheet 1

Fashion Buying & Merchandising
L21852
Collection of Work 60%

Candidate Name: ______________________________  PPSN: ________________________
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accurate interpretation of brief evident</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>• Adequate and systematic research carried out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information interpreted and applied appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development of Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding of the theories of planning, buying and selling.</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>• Effective and original interpretation demonstrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effective communication of ideas evident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Problem solving strategies creatively used</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logical progression of thought clearly demonstrated</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>• Appropriate visual, technical and aesthetic qualities displayed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**  60

*Internal Assessor’s Signature: ______________________________  Date: ___________

*External Authenticator’s Signature: _____________________________  Date: ___________
### Fashion Buying and Merchandising

**L21852**

**Project 40%**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective and original analysis used</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Good understanding of the process involved in financial range planning</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Ideas clearly developed and relevant examples provided in relation to the chosen subject</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>relevant information appropriately presented</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

*This mark should be transferred to the module summary sheet*

**Internal Assessor’s Signature:** ___________________________  **Date:** __________

**External Authenticator’s Signature:** ___________________________  **Date:** __________
# FETAC Module Results Summary Sheet

**Module Title:** Fashion Buying and Merchandising  
**Module Code:** L21852

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Marking Sheets**

Maximum Marks per Marking Sheet: 60 40

Signed: ____________________________  
Internal Assessor: ____________________________  
Date: ____________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*

D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment