THE UNIVERSITY OF MANCHESTER
Programme Unit Specification

1. GENERAL INFORMATION

Title	Fashion Marketing
Unit code	MATS21112
Credit rating	10
Level	2nd year UG
Semester(s)	2
Pre-requisite units	None
Co-requisite units	None
School responsible	Materials (Textiles & Paper Group)
Member of staff responsible	Dr Liz Barnes
Other staff involved	

2. AIMS

This unit aims to develop student understanding of fashion marketing by examining elements of the fashion marketing mix in detail with a focus on application of the marketing mix to a current issue in the fashion industry.

3. BRIEF DESCRIPTION OF THE UNIT

Students are familiarised with the main principles and theories of fashion marketing. The lectures help to build knowledge and experience in the evaluation of concepts, developing the ability to apply the relevant theory to issues in the textile and fashion industry. The lectures are supported by a series of tasks and formative assessments.

4. INTENDED LEARNING OUTCOMES *(include module-specific and contribution to programme)*

Category of outcome	*Students should be able to:*
Knowledge and understanding	demonstrate knowledge and critical understanding of the fashion marketing field through wider academic reading and the appreciation of how theory is applied in practice
Intellectual skills	contribute to the debate relating to marketing strategies in the fashion industry
Practical skills	co-ordinate and carry out research and task orientated activities both individually and as a team
Transferable skills and personal qualities	express written skills with critical approach to evaluate issues and develop sustained arguments relating to fashion marketing

5. LEARNING AND TEACHING PROCESSES (*methods of delivery*)

The unit is delivered through a series of lectures combined with a range of tasks which may be carried out individually or as part of a team, including reading, research, field work, independent study and seminars and are designed around formative assessments and feedback in preparation for the examination.

6. ASSESSMENT

Assessment task	**Length**	**Weighting within unit (if relevant)**
Examination	2 hours 3 questions from a choice of 5	100%

7. DELIVERY SCHEME

Week	Topic
1 04/02/2010	Introduction to the unit Introduction to Fashion Marketing
2 11/02/2010	Premiere Vision Field Trip
3 18/02/2010	Promotion – Fashion Marketing Communications Trade & Fashion Shows
4 25/02/2010	Place/Price – Fashion Retail Value & Supermarket Fashion Retail
5 04/03/2010	Promotion – Fashion Marketing Communications Popular Culture & Fashion
6 11/03/2010	Promotion – Fashion Marketing Communications Celebrity Endorsement
7 18/03/2010	Product – Fashion Branding Fashion Brand Extensions & Lifestyle Branding
8 25/03/2010	Product – Fashion Branding Celebrity Fashion Brands
9 22/04/2010	Place – Fashion Distribution Fast Fashion
10 29/04/2010	Exam Preparation & Revision
11 06/05/2010	Revision
12 13/05/2010	Revision

8. READING LIST

Barnard, M. (2002) **Fashion as Communication** 2nd edition, Routledge, London

Berman, B. (2007) **Retail Management: a strategic approach** Pearson Education, New Jersey

Brassington, F. & Pettitt, S. (2006) **Principles of Marketing** 4th edition, FT Prentice Hall

Bruce, M.; Moore, C. & Birtwistle, G. Eds. (2004) **International Retail Marketing** Elsevier Butterworth Heinemann, Oxford

Cox, R. & Brittain, P. (2004) **Retailing: an Introduction** 5th edition, FT Prentice Hall

Davis, A. (2004) **Mastering Public Relations** Palgrave Master Series, Palgrave Macmillan, Hampshire

Easey, M. (2009) **Fashion Marketing** 3rd edition, Wiley-Blackwell, Oxford

Freathy, P. (2003) **The Retailing Book: Principles & Applications** FT Prentice Hall

Frings, G. (2002) **Fashion from Concept to Consumer** (7th Edition) USA, Prentice Hall

Gladstone, M. (2000) **The Tipping Point** Abacus, London

Guerin, P. (2005) **Creative Fashion Presentations** 2nd edition, Fairchild, New York

Guins, R. & Zaragoza Cruz, O. (2005) **Popular Culture: a reader** Sage, London

Harrison, A. & van Hoek, R. (2005) **Logistics Management and Strategy** FT Prentice Hall, Harlow

Hines, T. & Bruce, M. eds. (2001) **Fashion Marketing: Contemporary Issues** Butterworth Heinemann

Jackson, T. & Shaw, D. (2001) **Mastering Fashion Buying and Merchandising Management** Palgrave Master Series, Palgrave Macmillan, Hampshire

Jackson, T. & Shaw, D. (2009) **Mastering Fashion Marketing** Palgrave Master Series, Palgrave Macmillan, Hampshire

Kotler, P. (2003) **Marketing Management** 11th edition (International Edition), FT Prentice Hall

Lim, G. (2005) **Idol to Icon: the creation of celebrity brands** Cyan, London

McGoldrick, P. (2002) **Retail Marketing** McGraw Hill

Milligan, A. (2004) **Brand it Like Beckham: the story of how brand Beckham was built** Cyan, London

Pringle, H. (2004) **Celebrity Sells** John Wiley & Sons, Chichester

Tungate, M. (2005) **Fashion Brands: Branding style from Armani to Zara** Kogan Page, London

Varley, R. & Rafiq, M. (2004) **Principles of Retail Management** Palgrave Macmillan, Hampshire

Waddell, G. (2004) **How Fashion Works** Blackwell, Oxford

Trade Press, Market Reports & Websites

Drapers

Mintel

www.apparelsearch.com

www.apparelnews.net

9. ASSESSMENT CRITERIA

What is being examined?
A sustained piece of writing in which the investigation of a specified topic is discussed in a logical and structured manner.
Broadly speaking there is a distinction at 60 (the dividing line between 2ii and 2i). Work above this mark has provided a comprehensive and accurate response to the question, demonstrated a breadth and depth of reading and understanding of relevant arguments and issues. In addition it shows a sophisticated ability to synthesize a wide range of material and outline, analyse and contrast complex competing positions and to evaluate their strengths and weaknesses effectively whilst demonstrating clarity of argument and expression.

First (<70%) Excellent
Structure: ***Organisation, logical order of material, aims, conclusion.*** Well organised throughout. Good structure. Appropriate aims/argument/focus and conclusion specified clearly.
Accuracy and understanding ***of material, focusing on the question:*** Accurate and thorough understanding focused of the question throughout. Critical and evaluative approach demonstrating depth understanding.
Coverage: ***Comprehensive, relevance, evidence of reading/research, use of exemplification (e.g. case study, examples, theoretical models or graphical illustrations):*** Developed own ideas based on thorough understanding of the relevant literature. Comprehensive coverage of material. Excellent use of illustrative examples. Evidence of wider reading well beyond lecture material.
Clarity of argument: ***Coherence, fluency, criticality, innovation.*** Excellent coherence and clarity of expression. Demonstrates application of critical thought. Shows innovation in handling arguments.
Presentation: *Grammar, spelling, legibility, referencing system:* No errors. Clear, relevant and consistently accurate referencing.

2i (60%-69%) Very Good
Structure: ***Organisation, logical order of material, aims, conclusion.*** Mostly well organised. Appropriate structure. Aims/argument/focus and conclusion specified.
Accuracy and understanding ***of material, focusing on the question:*** Good understanding of the subject, mostly focused on the question.
Coverage: ***Comprehensive, relevance, evidence of reading/research, use of exemplification (e.g. case study, examples or graphical illustrations):*** Includes all relevant material. Demonstrates evidence of wider reading. References are relevant. Good use of illustrative examples.
Clarity of argument: ***Coherence, fluency, criticality, innovation.*** Mostly coherent. Some attempt of critical thought and innovative argument.
Presentation: *Grammar, spelling, legibility, referencing system:* Few errors. Referencing relevant and mostly accurate.

2ii (50%-59%) Good
Structure: ***Organisation, logical order of material, aims, conclusion.*** Structure attempted. Evidence of organisation. Sound aims/argument/focus and conclusions.
Accuracy and understanding ***of material, focusing on the question:*** Sound understanding of the subject but not effectively focused on the question.
Coverage: ***Comprehensive, relevance, evidence of reading/research, use of exemplification (e.g. case study, examples or graphical illustrations):*** Covers lecture material reasonably well. Mostly accurate and comprehensive. Some evidence of further reading. Some relevant examples provided.
Clarity of argument: ***Coherence, fluency, criticality, innovation.*** Generally coherent but lack of clarity of thought or expression.
Presentation: *Grammar, spelling, legibility, referencing system:* Occasional errors. Minor inaccuracies or inconsistencies in referencing.

Third (40%-49%) Below Average (Needs improvement)
Structure: ***Organisation, logical order of material, aims, conclusion.*** Some attempt at structure or organisation but inappropriate.
Accuracy and understanding ***of material, focusing on the question:*** Inaccuracies evident. Some limited understanding of the subject, not applied to the question.
Coverage: ***Comprehensive, relevance, evidence of reading/research, use of exemplification (e.g. case study, examples or graphical illustrations):*** Lecture material only, but not comprehensive. Little evidence of further reading. Some examples given but not all relevant.
Clarity of argument: ***Coherence, fluency, criticality, innovation.*** Some clarity but too simplistic.
Presentation: *Grammar, spelling, legibility, referencing system:* Frequent errors. Referencing with some inaccurate or inconstancies.

Fail (>40) Required level not achieved
Structure: ***Organisation, logical order of material, aims, conclusion.*** Little attempt or highly disorganised with no structure, aims/focus/argument or conclusions.
Accuracy and understanding ***of material, focusing on the question:*** Totally fails to address the question posed. Fails to demonstrates understanding of the subject.
Coverage: ***Comprehensive, relevance, evidence of reading/research, use of exemplification (e.g. case study, examples or graphical illustrations):*** A lack of relevant or a high degree of irrelevant or missing material. Little attempt to exemplify or no use of examples.
Clarity of argument: ***Coherence, fluency, criticality, innovation.*** Incoherent, somewhat disjointed and lacking in development.
Presentation: *Grammar, spelling, legibility, referencing system:* Very frequent errors. Referencing inaccurate and inconsistent or absent.

Date of current version	January 2010