



<b>Unit Title</b>	Brand Proposal and Personal Promotion
<b>FHEQ Level</b>	6 Term 2 & 3
<b>Unit Code</b>	FBM18303
<b>Credit Value</b>	60
<b>Unit Type</b>	Subject

<b>Learning Hours</b>			
<b>Staff – Student Contact Hours</b>		<b>Independent Study Hours</b>	
Classes	100	Independent Study	200
Supervised access to resources	20	Preparation for Assessment	150
		Unsupervised Access to Resources	130
<b>Total</b>	<b>120</b>		<b>480</b>

### Unit Description

This unit presents the opportunity for students to realise the proposals presented in Market, Trend and Gap analysis. Students will test their project management skills by producing a project plan and timeline to help achieve a range of outcomes within the given period. Students will be able to build on the gap identified in the previous Level 6 brief by fully developing their proposals.

Students will put forward proposals for how they would achieve the successful launch of their proposed brand or new merchandise category. This will require presentation of their ideas for funding, business planning, merchandise planning, raw material sourcing, manufacture, range planning and quality management of the critical path. Sustainability and innovation will be a priority for all proposals.

Students will demonstrate a successful launch and promotional plan for their new brand/product to be supported by concept boards, physical samples, range plans, marketing plans, live digital platforms and promotional materials.

Career planning will involve research into key areas of employment and will include a personal promotional pack including materials that identify a strong personal brand.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

## Unit Indicative Content

- Brand case studies
- Concept development, testing and sampling
- Strategic and creative marketing
- Business planning
- Merchandise planning
- Range Planning
- Critical path management
- Consideration of a sustainability plan
- 7Ps refined and developed from initial proposal
- Digital and Physical Strategies
- Launch proposal
- Career research
- Mock interview
- SWOT
- Personal Promotional mechanisms
- Creative project delivery and exploration

## Unit Aims

- To deepen diagnostic research methodologies using suitable resources and techniques
- To identify a gap in the market through selection of well supported and convincing evidence
- To evaluate a potential consumer market for new product or brand launch
- To apply relevant market research communication methodologies to analyse the potential impediments to entering an existing or new market.
- To realise product and promotional proposals

## Unit Learning Outcomes

### LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

**Related Principle: ORIGINATE**

### LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

**Related Principle: ORIGINATE**

### LO 3 Development/Prototyping

Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.

**Related Principle: INTEGRATE**

**LO 4 (Pre) Production**

Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice.

**Related Principle: COLLABORATE**

**LO 5 Presentation /Storytelling For Influence**

Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.

**Related Principle: ADVOCATE**

**LO 6 Critical and creative mindsets**

Evaluate a range of critical approaches in order to form an independent position

**Related Principle: ORIGINATE**

**LO 7 Employability**

Effectively employ professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

**Related Principle: CULTIVATE**

**LO 8 Professional Identity**

Align your professional identity as a practitioner with a viable career context.

**Related Principle: CULTIVATE**

**Learning and Teaching Methods**

- Briefings
- Lectures
- Project work
- Seminars
- Workshops
- Online activity
- Individual Presentations and critiques
- Self-directed independent study

**Assessment methods and tasks**

*Brief description of assessment methods*

**Assessment tasks**

**Weighting (%) (one grade or multi-grade unit)**

The assessment for this unit is weighted. In element-based assessment, you must

	achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit
<b>Portfolio of evidence to include:</b>	<b>80%</b>
<ul style="list-style-type: none"> <li>● Visual packs, materials and samples to support proposals</li> <li>● Report</li> <li>● Brand pitch &amp; launch presentation</li> </ul>	
<b>Career Planning Pack</b>	<b>20%</b>

### Indicative Assessment Criteria

*Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.*

- Demonstrate effective use of further diagnostic qualitative research to inform, devise and develop proposals (LO1)
- Demonstration of synthesis and evaluation in relation to proposal viability and aesthetic of output (LO2)
- Understanding of end user, audience and relevant consumer typologies (LO5)
- Demonstrate market awareness in presentation of innovative, sustainable and commercially viable ideas appropriate to the brand proposal (LO6)
- Application of industry standard communication skills to articulate, pitch and present the rationale for a fully resolved proposal from concept to consumer (LO3)
- Application of technical skills to communicate concepts, creativity, product knowledge, swatch packs and other physical outcomes (LO4)
- Demonstrate ability to apply personal professional skills and personal branding as appropriate to career planning and employment opportunities (LO7, LO8)
- Application of academic conventions and referencing methods (LO7)

### Essential Reading list

1. Bickle, M. (2011). *Fashion Marketing; Theory, Principles and Practice*. Fairchild; USA.
2. Courtenay-Smith, N. (2016) *The Million Dollar Blog*. Piatkus; USA
3. Diamond, E., Diamond, J. and Litt, S. (2015). *Fashion Retailing: A Multi-Channel Approach*. Fairchild Books; Bloomsbury Publishing; United Kingdom.
4. Dillon, S. (2012). *The Fundamentals of Fashion Management*. AVA Publishing, Switzerland distributed by Thames & Hudson; London.
5. Humberston, F. (2017) *Brand Brilliance; Evaluate your brand, Enchant Your Audience*. Copper Beach Press. United Kingdom
6. Kotler, P. (2013). *Principles of Marketing*. 6<sup>th</sup> Edition. Pearson Education Ltd; United Kingdom.
7. Sherman, G. and Perlman, S. (2015). *The Real World guide to Fashion Selling and*

*Management*. 2<sup>nd</sup> Edition. Bloomsbury Publishing; London.

**Unit Relevant Websites**

The WGSN news and information service <http://www.wgsn-edu.com/edu/>

The Business of Fashion <http://www.businessoffashion.com/>

LSN Global <https://www.lsnglobal.com/>

Mintel <http://www.mintel.com/>

Edited <https://www.edited.com/>