

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Fashion Studies.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

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MODULE FAS3010: FASHION ILLUSTRATION 2**Level:** Advanced**Theme:** Design**Prerequisite:** None**Module Description:** Students create a fashion line, by using technical or impressionistic techniques.**Module Parameters:** No specialized equipment or facilities.**Supporting Module:** FAS2020 Fashion Illustration 1**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> sketch fashion figures to illustrate the technical and the impressionistic approach to fashion design 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experience in which the student: <ul style="list-style-type: none"> sketches a technical drawing that incorporates all the construction details of design creates an impressionistic drawing that projects a visual message compiles a collection of 10 illustrations that include both the use of technical designs and impressionistic illustrations. <p><i>Assessment Tool</i> <i>Technical Drawing, FAS3010-1</i> <i>Impressionistic Drawing, FAS3010-2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	50
<ul style="list-style-type: none"> identify fashion trends to acquire ideas for inspiration demonstrate and apply advanced sketching techniques to create a fashion line 	<ul style="list-style-type: none"> fashion line that includes a minimum of five fashion illustrations from a technical or impressionistic approach. <p><i>Assessment Tool</i> <i>Fashion Illustration 2, FAS3010-3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	40

MODULE FAS3010: FASHION ILLUSTRATION 2 (continued)

Concept	Specific Learner Expectations	Notes
<p>Skills, Techniques and Applications (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • apply advanced fashion illustration techniques to produce a fashion line from a technical or impressionistic approach • draw the fashion illustrations in a medium of choice • identify a company name and devise a logo and business card for the fashion line. 	<p>Impressionistic drawing focuses on the figure to create a visual mood.</p> <p>Possibilities include:</p> <ul style="list-style-type: none"> • a wardrobe grouping for a retail outlet • wardrobe for specific client(s); e.g., member of an athletic team, high school student, preschool child, executive • particular type of clothing; e.g., formal wear, sportswear, swimwear. <p>Watercolours, pen, ink, markers.</p>
<p>Portfolio/Career Exploration</p>	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS3020: CAD PATTERNS 2 (COMPUTER-AIDED DESIGN)**Level:** Advanced**Theme:** Design**Prerequisite:** FAS2030 CAD Patterns 1 (Computer-aided Design)**Module Description:** Students, with limited direction, use a personal computer and appropriate software to design and draft patterns for fashion items.**Module Parameters:** Access to computer and appropriate software.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> design a bodice and a sleeve pattern, using a computer 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical lab experiences in which the student uses the computer to design a bodice and sleeve pattern experimenting with button front openings, necklines, sleeve variations and a minimum of two alterations. <p><i>Assessment Tool</i> CAD Patterns 2, FAS3020–1</p> <p><i>Standard</i> A minimum performance rating of 3 in each applicable area of assessment</p>	45
<ul style="list-style-type: none"> demonstrate basic flat pattern skills and knowledge by making bodice and sleeve design alterations on a computer 	<ul style="list-style-type: none"> project in which the student demonstrates skills required to produce a computer-designed shirt, jacket or dress pattern that incorporates design details, required pattern information and layout. <p><i>Assessment Tool</i> CAD Patterns 2, FAS3020–1</p> <p><i>Standard</i> A minimum performance rating of 3 in each applicable area of assessment</p>	45

MODULE FAS3020: CAD PATTERNS 2 (COMPUTER-AIDED DESIGN (continued)

Concept	Specific Learner Expectations	Notes
Portfolio/Career Exploration	<i>The student should:</i> <ul style="list-style-type: none">• produce a portfolio of ongoing work• identify and describe related careers and opportunities.	

MODULE FAS3030: PATTERN DRAFTING 2

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students use body measurements to draft a basic bodice and sleeve, demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: FAS2050 Flat Pattern
FAS2060 Pattern Drafting 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">demonstrate drafting and design techniques for a bodice and sleeve, using full-, half- or quarter-scale patterns	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">practical lab experience in which the student, given a specific set of measurements, drafts a quarter-, half- or full-scale bodice and sleeve pattern. <i>Assessment Tool</i> <i>Framework for Assessing a Pattern Design, FASAPD-3</i> <i>Pattern Drafting 2, FAS3030–1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	25
<ul style="list-style-type: none">demonstrate drafting and flat pattern design techniques to create a design in muslin	<ul style="list-style-type: none">project in which the student drafts a full-scale pattern for a bodice and sleeve and completes a muslin. <i>Assessment Tool</i> <i>Pattern Drafting 2, FAS3030–1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	65

MODULE FAS3030: PATTERN DRAFTING 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. <p><i>Assessment Tool</i> <i>Portfolio Checklist—Advanced, FASPFC–3</i> <i>Advanced Skills/Techniques: Checklist, FASSKT–3</i> <i>Career Research—Advanced Level, FASCAR–3</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Planning and Preparation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the general rules necessary to draft a bodice and sleeve pattern • demonstrate ability to take the required measurements for a bodice and a sleeve, and add required ease to measurement for full-scale pattern. 	

MODULE FAS3030: PATTERN DRAFTING 2 (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • draft a bodice and sleeve in full-, half- or quarter-scale • demonstrate drafting techniques for at least four variations of bodice and sleeve • select one of the variations to draft and sew a shirt or blouse in full-scale size using muslin fabric • label pattern symbols • compile a step-by-step list of instructions to complete garment • list the required fabric and notions. 	<p>Dart and seam size, length and shape.</p> <p>Student may sew the drafted pattern in fashion fabric using a Project Module from the Career Transitions strand.</p> <p>Knowledge of skirt/pant could be combined so student could choose to do a dress or body suit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS3040: CONTEMPORARY TAILORING

Level: Advanced

Theme: Production

Prerequisites: FAS1030 Ready, Set, Sew!

Module Description: Students create a jacket or coat, using contemporary tailoring techniques.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify characteristics of a tailored jacket identify characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring identify the quality standards of a tailored project demonstrate and apply knowledge, skills, time, energy and resource management to pattern alterations, fitting and assembly of a jacket or coat 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> research report in which the student: <ul style="list-style-type: none"> identifies characteristics of a tailored jacket identifies characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring identifies the quality standards of a tailored project. <p><i>Assessment Tool</i> <i>Research: Contemporary Tailoring, FAS3040–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	20
	<ul style="list-style-type: none"> project in which the student constructs a tailored project demonstrating competency in a minimum of five tailoring techniques at the advanced competency level. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project: Contemporary Tailoring, FAS3040–2</i> <i>Fashion Studies Standards for Advanced Skills/Techniques, FASSTD–3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	70

MODULE FAS3040: CONTEMPORARY TAILORING (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify tools and equipment necessary for tailoring. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> • demonstrate the correct use of interfacing • demonstrate the correct technique of marking • complete tailoring techniques as related to project selection: <ul style="list-style-type: none"> – demonstrate at least five tailoring techniques at the advanced competency level. 	<p>Projects: tailored jacket or coat. A personalized dress form may be used to check fit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	<p>Possible projects: lined jacket or blazer with woven interfacing.</p>

MODULE FAS3060: COUTURE

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students study past couturiers to create their own haute couture fashions.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the origin of couture and its terminology • identify the equipment necessary to produce couture detailing • describe couture stitching techniques and construction methods • demonstrate selected couture techniques in garment construction • select and present a project • describe the personal or career relevance of the competencies developed within this module 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • project in which the student researches and constructs a garment demonstrating competency in a minimum of three couture techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart). <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Couture, FAS3060–1</i> <i>Framework for Assessing a Fashion Project, FASAFP–3</i> <i>Fashion Studies Standards for Advanced Skills/Techniques, FASSTD–3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Advanced, FASDFC–3</i> <i>Advanced Skills/Techniques: Checklist, FASSKT–3</i> <i>Career Research–Advanced Level, FASCAR–3</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>90</p> <p>10</p>

MODULE FAS3060: COUTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Nature of Fashion</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify couture terminology explain the origin of couture as it relates to high fashion. 	<p>Signature techniques of past couturiers.</p>
<p>Skills, Techniques and Applications</p>	<ul style="list-style-type: none"> describe couture stitching techniques describe seams and seam finishes describe construction details noting couture application compare methods of couture closures analyze and describe hidden details that build and maintain garment shape describe methods of hemming couture garments identify surface couture details that make a garment couture construct a garment featuring various couture details. 	<p>Possible projects:</p> <ul style="list-style-type: none"> grad, bridal, special occasion gown tuxedo christening dress. <p>Make alterations as necessary—a muslin might be necessary.</p> <p>A personalized dress form may be used to check fit.</p>
<p>Portfolio/Career Exploration</p>	<ul style="list-style-type: none"> produce a portfolio of ongoing work identify and describe related careers and opportunities. 	

MODULE FAS3070: CREATORS OF FASHION**Level:** Advanced**Theme:** Design**Prerequisite:** None**Module Description:** Students discover the world of fashion designers.**Module Parameters:** No specialized equipment or facilities.**Supporting Modules:** FAS3090 Specialty Fabrics 2
FAS3060 Couture**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify terms related to haute couture • identify fashion influences and contributions by fashion designers • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • report/presentation in which the student: <ul style="list-style-type: none"> – identifies haute couture – writes a brief summary of a minimum of 10 local, national and international designers – researches in depth a designer of choice. <p><i>Assessment Tool</i> <i>Report/Presentation: Creators of Fashion, FAS3070-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. <p><i>Assessment Tool</i> <i>Portfolio Checklist-Advanced, FASPPFC-3</i> <i>Advanced Skills/Techniques: Checklist, FASSKT-3</i> <i>Career Research-Advanced Level, FASCAR-3</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	<p>90</p> <p>10</p>

MODULE FAS3070: CREATORS OF FASHION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify haute couture terms interpret terms related to the fashion industry analyze the contributions and influences of various fashion designers, past and present. 	<p>Fashion designer, couturiere, chambre Syndicale, chambre Syndicale du Prêt-à-Porter des Couturiers.</p> <p>International, national, provincial and local.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> research and report on a designer in terms of: <ul style="list-style-type: none"> personal history special influences/contributions innovations pictures/sketches 	<p>Students may choose to sew a designer pattern related to their study in this module using a Project module from the Career Transitions strand.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> produce a portfolio of ongoing work identify and describe related careers and opportunities. 	

MODULE FAS3080: CULTURAL FASHIONS

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students research and learn about the fashions of other cultures.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">identify specific criteria of one cultural fashion	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">report in which the student researches one cultural fashion. The report will include characteristics of the fashion, techniques involved in creating it, the significance of the fashion details and appropriate illustrations. <i>Assessment Tool</i> <i>Research: Cultural Fashions, FAS3080–1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	15
<ul style="list-style-type: none">demonstrate and apply knowledge and skills by creating a fashion item representative of a cultural fashion	<ul style="list-style-type: none">project in which the student constructs the fashion item researched demonstrating competency in a minimum of five techniques at the advanced competency level not previously demonstrated. <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–3</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	75

MODULE FAS3080: CULTURAL FASHIONS (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • alter pattern where necessary • research and identify techniques to be used in the cultural or historical fashion • demonstrate with scraps to establish best techniques. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> • sew a fashion item applying the learnings from the research. 	
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS3090: SPECIALTY FABRICS 2

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn about the characteristics and techniques for preparing, sewing and caring for an advanced specialty fabric. Subsequently, they create and construct a distinctive project.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• identify and describe techniques required when handling an advanced specialty fabric	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• report and presentation on an advanced specialty fabric: beaded, crepe de chine, faux fur, imitation leather or suede, lace, leather, loose weaves, metallic, neoprene, pre-pleated fabric, sand-washed silk, satin, sequin, sheer, suede, taffeta, velvet. The report would include:<ul style="list-style-type: none">– characteristics of the specialty fabric– techniques involved in choosing patterns, lining, interfacing and notions– techniques involved in preparing and sewing the fabric– care requirements. <p><i>Assessment Tool</i> <i>Report/Presentation: Specialty Fabrics 2, FAS3090–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	30

MODULE FAS3090: SPECIALTY FABRICS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate advanced sewing techniques in a specialty fabric project • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • project in which the student demonstrates competency in a minimum of five techniques at the advanced competency level not previously demonstrated. <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project FASAFP–3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> • portfolio—including: <ul style="list-style-type: none"> – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. <p><i>Assessment Tool</i> <i>Portfolio Checklist–Advanced, FASAPFC–3</i> <i>Advanced Skills/Techniques: Checklist, FASSKT–1</i> <i>Career Research–Advanced Level, FASCAR–3</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>60</p> <p>10</p> <p>Integrated throughout</p>

MODULE FAS3090: SPECIALTY FABRICS 2 (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • research a specialty fabric. 	<p>The chosen fabric should be one that has never been worked with before.</p>
Tools, Equipment and Safety	<ul style="list-style-type: none"> • describe and demonstrate special tools needed for accurate cutting and sewing. 	
Planning and Preparation	<ul style="list-style-type: none"> • describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit • describe how to choose interfacing, lining, underlining, interlining and notions • describe and demonstrate fabric preparation • describe proper care, cleaning and storage of fabric chosen. 	
Skills, Techniques and Applications	<ul style="list-style-type: none"> • demonstrate special layout, pinning, cutting and marking techniques • demonstrate suitable methods of stitching, stabilizing and finishing seams • demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable • demonstrate a suitable finishing techniques. 	<p>A personalized dress form may be used to check fit.</p> <p>Possible projects: leather chaps, advanced level projects made from velvet, leather, metallics, etc.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	

MODULE FAS3140: FASHION RETAILING

Level: Advanced

Theme: Merchandising

Prerequisite: None

Module Description: Students analyze fashion retail terms, operations and trends.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• describe basic retail terms• describe and compare classifications of fashion retail operations	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• test consisting of questions on:<ul style="list-style-type: none">– basic retail terms– classification of fashion retail operations. <p><i>Assessment Tool</i> <i>Fashion Retailing: Sample Test, FAS3140–1</i></p> <p><i>Standard</i> <i>50% of questions answered correctly</i></p>	15
<ul style="list-style-type: none">• describe operational store policies and apply this knowledge to evaluate specific fashion retail operations• identify trends in fashion retailing	<ul style="list-style-type: none">• research and report on a minimum of four different types of fashion retail operations in terms of policies and procedures including:<ul style="list-style-type: none">– ambiance– customer service– selling service– promotional activities– credit and collection– security. <p><i>Assessment Tool</i> <i>Research: Fashion Retailing, FAS3140–2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	75

MODULE FAS3140: FASHION RETAILING (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define basic retail terminology and its application to the fashion industry • compare the following retail operations: <ul style="list-style-type: none"> – department stores – specialty stores – chain organizations – discount stores – electronic/home shopping – factory outlets • describe operational store policies <ul style="list-style-type: none"> – ambiance – customer service – selling services – promotional activities • compare operational store policies of various selected retail operations • describe the importance of location, exterior design and interior layout, in developing a store's image • describe various methods of direct retailing and discuss advantages and disadvantages of each • research present and future trends in fashion retailing. 	<p>Suggestions include mark ups, mark downs, odd-figure pricing, loss leaders, basic stock, odd lots, purchase order.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> • produce a portfolio of ongoing work • identify and describe related careers and opportunities. 	<p>Sales clerk, assistant manager/store manager, buyer/assistant buyer, fashion advisor, image consultant.</p>

