



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HNC Textiles. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals, detailing their justification for change, to SQA for validation.

Graded Unit title: Textiles: Graded Unit 1

Graded Unit code: F1RA 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Textiles.

- ◆ to develop study and research skills
- ◆ to prepare candidates in specialist skills for progression to further studies
- ◆ to develop a range of vocational skills within the context of Textiles
- ◆ to conduct project work involving the planning, integration and application of a variety of skills within a determined time scale
- ◆ to enable the development of skills relevant to the Textile industry
- ◆ to develop the candidate's understanding of design concepts and processes relevant to the Textile industry

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F18M 34	<i>Textile Techniques: An Introduction</i>
DV9A 34	<i>Observational Drawing</i>
F194 34	<i>Surface Decoration for Textiles: An Introduction</i>
DV60 34	<i>Digital Imaging</i>
DW73 34	<i>Design Semantics</i>

General information for centres (cont)

Core Skills: The achievement of this Unit gives automatic certification of the following: Problem Solving at SCQF level 5. There are also further opportunities to develop the Core Skills of Communication, IT, Numeracy and Working with Others at SCQF level 5 in this Unit.

Assessment: This Graded Unit will be assessed by the use of practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit code: F1RA 34
Graded Unit title: Textiles: Graded Unit 1
Original date of publication: June 2007
Version: 02

History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment	09/08/18

Source: SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Textiles: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, offer guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support, which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project. This would be best accomplished by setting up a Mentoring system with candidates. Regular dates would be negotiated and agreed for candidate and tutor to meet and discuss progress. Meetings and discussions should be logged as this information will be required for assessment evidence. Deadline dates for achievement of individual stages of the project should be agreed between tutor and candidate. This type of approach will help develop time management skills and project management skills.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The project will involve a Practical Assignment culminating in finished samples and a client presentation. This evidence must demonstrate the application of the skills and knowledge which reflects the context of textiles and their design. This assessment instrument is not concerned exclusively with practical activity — candidates are provided with a brief which allows them to plan, prepare, and demonstrate their creative skills.

The candidate will be asked to:

- ◆ interpret a detailed brief which sets parameters such as colour, scale and budget
- ◆ gather source information
- ◆ develop design solutions
- ◆ produce a client presentation for a textile product with samples
- ◆ evaluate the design solution

The Practical Assignment and the way it is planned and developed should reflect the opportunities for the candidate to demonstrate their design skills and technical skills within a brief. The brief should be sufficiently flexible to allow a degree of choice in the way the project is developed so that it may reflect the candidate's particular interests and strengths. The project should also reflect individual centre's strengths and resources.

A mentoring system as described in the Conditions of Assessment would help the candidate to develop the brief and ensure they are carrying out appropriate preparation and keeping to timelines. It would also help candidates develop their time and project management skills.

The most appropriate approach to the project is one that requires candidates to integrate skills to produce a creative solution to the detailed brief given. The candidate should be asked to research, develop, consider creative solutions and produce a client presentation for a textile product with sample materials. Each candidate must produce an individual response which should include thumbnail sketches and developed visuals which could be computer generated. The candidate should also produce samples demonstrating a variety of textile techniques and materials. The final client visual should be accompanied by a narrative in the form of a presentation board and logbook. Candidates will present their ideas and explain their solution in a 'client' presentation. This presentation should be to a panel consisting of a minimum of two people and interaction and questioning should be part of the process. The presentation should last approximately 10 minutes. Candidates will also be required to evaluate their proposed design solution.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ All evidence for the three essential phases of the project Developing a plan and identifying and obtaining resources to carry out the plan Carrying out the plan by developing the product Evaluating the Outcome is produced to a high standard and is quite clearly inter-related ◆ Demonstrates a high level of creativity and practicality in interpretation of the brief which identifies all relevant factors involved and assesses their relevance to producing a comprehensive, systematic approach to the solution ◆ Demonstrates creative presentation of visual material ◆ Demonstrates a high level of competence with textile techniques, materials and processes ◆ Effectively consolidates and integrates required knowledge, and skills to produce a viable design ◆ Produces a solution which is well structured throughout ◆ Uses high quality visuals and communicates creative ideas well ◆ Reviews and evaluates the project plan in a comprehensive way, fully explains the relevance of the evidence gathered and draws conclusions to identify the transferable knowledge and skills gained which can be used in the future 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Has sufficient evidence of the three essential phases of the project Developing a plan and identifying and obtaining resources to carry out the plan Carrying out the plan by developing the product Evaluating the Outcome is produced to an adequate standard ◆ Demonstrates an acceptable interpretation of the brief which identifies the essential factors involved and assesses their relevance to producing an approach to the solution ◆ Demonstrates adequate presentation of visual material ◆ Demonstrates an acceptable level of skill with textile techniques, materials and processes ◆ Consolidates and integrates knowledge and skills to produce an acceptable design although overall it may lack some continuity and consistency ◆ Produces a solution which is satisfactorily structured ◆ Uses visuals and language of an appropriate standard to communicate ideas ◆ Reviews and evaluates the project plan, adequately explains the evidence gathered and identifies the knowledge and skills gained which can be used in the future

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A	=	70%	—	100%
B	=	60%	—	69%
C	=	50%	—	59%

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning	<p><i>The planning stage is worth 10% of the marks.</i></p> <p>An Action Plan which contains:</p> <ul style="list-style-type: none"> ◆ The candidate’s interpretation of the brief ◆ Identification of the stages involved in development ◆ Identification of the timelines for completion of each stage of development <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage and must achieve a minimum of 5 out of the 10 marks allocated.</i></p>
Stage 2 — Developing	<p><i>The development section is worth 70% of the marks.</i></p> <p>The development of creative solutions for a finished product which includes:</p> <ul style="list-style-type: none"> ◆ Information gathered in response to the brief ◆ Investigation into a variety of solutions showing the development of a minimum of two designs including thumbnails, samples of techniques and materials. ◆ A client visual illustrating the finished chosen design with samples and design details ◆ The candidate’s log

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 2 — Developing (cont)	<ul style="list-style-type: none"> ◆ Competent presentation skills which encompass the main aspects of the design solution, justification of the design solution chosen and include information on materials and samples of techniques to be used <p>Written and visual records of the process underpinning the activity should be retained in a portfolio which should contain:</p> <ul style="list-style-type: none"> ◆ The plan with any amendments ◆ Evidence of research and development ◆ Design processes with a minimum of 2 design solutions including visuals ◆ Mentoring feedback ◆ Samples of materials and textile techniques <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stag and must achieve a minimum of 35 out of the 70 marks allocated.</i></p>
Stage 3 — Evaluating	<p><i>The evaluation is worth 20% of the marks.</i></p> <p>The Evaluation Report which should:</p> <ul style="list-style-type: none"> ◆ Briefly outline the Practical Assignment ◆ Review and update the Action Plan and timelines in the light of experience ◆ Summarise any unforeseen design problems and how they were resolved ◆ Identify any knowledge and skills which have been gained or developed ◆ Assess the strengths and weaknesses of the design solution and suitability of techniques and materials used ◆ Determine to what extent the assignment met the original brief <p>The evaluation should consist of the equivalent of a minimum of 500 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage and must achieve a minimum of 10 out of the 20 marks allocated.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Support notes

It is envisaged that this Graded Unit would be delivered towards the end of the Course. The following Units should have already been completed, or nearly completed.

F18M 34	<i>Textile Techniques: An Introduction</i>
DV9A 34	<i>Observational Drawing</i>
F194 34	<i>Surface Decoration for Textiles: An Introduction</i>
DV60 34	<i>Digital Imaging</i>
DW73 34	<i>Design Semantics</i>

Centres should consider timing delivery of this Unit to ensure that sufficient time is allowed for any remediation and re-assessment and subsequent internal and external verification. This is likely to mean that in a 'standard' academic year, the Unit should be completed by late May.

One way of assessing this Unit could be through the candidate presenting their ideas on a Client Presentation Board, which could be supplemented with the candidate's log of activities and a portfolio of sample materials and techniques from which the final design solution could be selected. The candidate would explain and justify their design solution to a panel which would act as the 'client'. The panel would ask questions about the development of the design, the techniques used and the materials and colour combinations chosen, enabling the candidate to explain and justify their design development. It is anticipated that the evaluation would take the form of a short report which should be the equivalent of approximately 500 words.

The candidates would develop and demonstrate the Core Skill of Problem Solving at SCQF level 5 and this Core Skill would be embedded. Additionally the Core Skills of, Numeracy, IT, Communications and Working with Others would be signposted throughout this Unit. This would evidence oral skills used in the presentation of the design solution and written communications would be demonstrated throughout the Unit through the keeping of the logbook and in the evaluation stage by the compilation of an evaluative report. Candidates will demonstrate Working with Others in their mentoring sessions with their Tutor where timelines and details of the brief will be fully discussed and in their negotiation of the use of specialist equipment and machinery in the workshop and in their interaction with the panel acting as 'client'. Candidates will use numeracy skills in working out quantities of materials and costs involved and will use their IT skills through use of appropriate software such as digital imagery software, word processing software and presentation software.

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

This Graded Unit is designed to test your ability to integrate the knowledge and skills you have learnt in your study of Textiles. Once you have completed this Unit you will:

- ◆ have developed study and research skills
- ◆ be able to progress to further studies in your specialist area
- ◆ developed a range of vocational skills within the context of Textiles
- ◆ be able to manage project work involving the planning your work, integrating different skills and working to set timelines
- ◆ have developed skills relevant to the Textile industry
- ◆ have developed your understanding of design concepts and processes relevant to the Textile industry

Although there is no new knowledge and skills involved in this Unit, you will find that you will develop a more independent approach to learning. You will develop your project management skills and learn how to develop your own ideas and log your activities in a logbook. You will also develop your Problem Solving skills and your Communication skills. You will probably start this Unit about half way through your course and should have completed or be in the process of completing the Units

F18M 34	<i>Textile Techniques: An Introduction</i>
DV9A 34	<i>Observational Drawing</i>
F194 34	<i>Surface Decoration for Textiles: An Introduction</i>
DV60 34	<i>Digital Imaging</i>
DW73 34	<i>Design Semantics</i>

You will be given a detailed design brief and you will be asked to produce an Action Plan which sets timelines for completion of various parts of the project. You will have regular meetings with your lecturer to check on your progress. It is important that you try to stick to the deadlines and dates set for meetings and completing parts of your project. Once you have successfully completed the planning stage, you will go on to develop your design solution by demonstrating techniques, materials and design ideas. Once again these will be discussed with your lecturer and you will present your ideas to a 'client' or panel. Once you have successfully passed this part of the project you will progress to the evaluation stage where you will show that you can review the project, the suitability of the techniques and materials used and the way your design solution met the brief.

You have to pass all three parts of the project and the marks allocated to each part are as follows:

Planning 10%
Development 70%
Evaluation 20%

Overall you will receive a grading in this Unit which depends on the marks you gain. The grades are shown below.

A = 70% — 100%
B = 60% — 69%
C = 50% — 59%

In addition if you pass this Unit you will automatically get certification for the Core Skill of Problem Solving at SCQF level 5 and you will develop the Core Skills of Communication, IT, Numeracy and Working with Others.