



**HOME ECONOMICS:
FASHION AND TEXTILE TECHNOLOGY
Intermediate 2**

Sixth edition – published August 2011



**NOTE OF CHANGES TO ARRANGEMENTS
SIXTH EDITION PUBLISHED AUGUST 2011**

COURSE TITLE: Home Economics: Fashion and Textile Technology
(Intermediate 2)

COURSE NUMBER: C116 11

National Course Specification: Trade Descriptions Act 1968 replaced with Consumer Protection from Unfair Trading Regulations 2008 (CPR's).

Roles and responsibilities of Advertising Standards Authority (ASA) updated.

Roles and responsibilities of British Standard Institution (BSI) updated.

Roles and responsibilities of Citizens Advice Bureau (CAB) updated.

Web addresses for Course content updated.

National Unit Specification: No changes.



National Course Specification

HOME ECONOMICS: FASHION AND TEXTILE TECHNOLOGY (INTERMEDIATE 2)

COURSE NUMBER C116 11

COURSE STRUCTURE

This course has three mandatory units as follows:

<i>D493 11</i>	<i>Fashion and Textile Technology: Management of Practical Activities (Int 2)</i>	<i>1 credit (40 hours)</i>
<i>D494 11</i>	<i>Fashion and Textile Technology: Consumer Studies (Int 2)</i>	<i>1 credit (40 hours)</i>
<i>D495 11</i>	<i>Fashion and Textile Technology: Product Development (Int 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Home Economics at General level
- a course or its component units at Intermediate 1 in Home Economics or equivalent.

The course is also suitable for 'new starts' and adult returners.

Administrative Information

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National Course Specification (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 2)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Course Specification: course details

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 2)

RATIONALE

Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. This course aims to develop candidates' personal effectiveness in using and managing resources in the context of Fashion and Textile Technology. This adds to the dimensions of self, family and community, a range of challenging experiences relating to the fashion and textile industries. These experiences will enhance their future opportunity for further study or employment.

Fashion and Textile Technology involves the study of a specialist area of knowledge and the development of a range of skills and abilities. These can be defined as: cognitive, technological, scientific, creative, aesthetic and social; and those relating to planning and task management. The disciplined study of the interrelationships of these skills is one of the major contributions the subject makes to the curriculum. For example, when carrying out the product development of a fashion item to meet the needs of a specific market, the candidate will be required to integrate knowledge, understanding and skills by:

- demonstrating knowledge of the properties of fibres/fabrics used, necessary to meet the specification of the product
- showing an understanding of how key constraints, such as time, effort, skill level, and available resources impact on the way in which practical activities are planned and carried out
- showing imagination and creativity in the production and finishing of the fashion item
- evaluating the process and how the finished item meets the specification

The acquisition and the development of skills are integrated through delivery of the course content within the component units.

Study of Fashion and Textile Technology enables candidates to focus on: factors which affect consumers' choice of clothing and textiles; causes and influences of the changing styles of clothing; the physical and sensory properties of textiles and how these properties are considered by manufacturers/designers or consumers in the production of fashion or textile products; the impact of technological innovation on the fashion and textile industries, including equipment for domestic use; the comparative assessment of textile products; the need for reliable information to help consumers and manufacturers make informed choices.

The requirement to identify and respond to needs promotes the development of technological capability. In its report, *Technology Education in Scottish Schools: A Statement of Position* (Scottish CCC, 1996), the Scottish Consultative Council on the Curriculum states:

'A broadly-based technological component in the curriculum does do much to "privilege the practical" and to redress the imbalance in many young peoples' educational experience between the acquisition of knowledge, skills and attitudes, and their application to meeting and solving practical problems. Including technology in the curriculum improves the status and attractiveness of the practical and commercial activities which are the heart of industry and business, and helps all young people to recognise the personal satisfaction and enjoyment that can be derived from active participation.'

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 2)

Home Economics in the context of Fashion and Textile Technology provides for the development of the four aspects of technological capability. For example, candidates develop: technological perspective by showing some appreciation of the factors which contribute to the success of a well designed product; technological confidence by questioning their own designs and products and by becoming proficient in applying knowledge and skills to solve problems; technological sensitivity by demonstrating some appreciation that their solutions to technological problems have consequences for others and the environment; technological creativity by solving problems which require the use of a range of resources, including specialist craft skills and the evaluation of the solution.

Specialist craft skills and management skills are fundamental to Fashion and Textile Technology. The craft skills include the process and manipulative skills concerned with the production of fashion items and textile products.

Management skills are those required for the effective use of time and resources in the production of artefacts (products), environments and systems. Importantly, these skills also include the ability to work effectively, both independently and as a member or leader of a team. These skills enable candidates to participate effectively in technological activities.

An important part of Fashion and Textile Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibilities for health and safety in the use of products and equipment which carry potential risks. These standards are also applied in industry, and are, therefore, transferable.

The course will enable candidates to develop a range of study skills to facilitate and encourage independent learning culminating in a technological project. It also prepares them for further study and employment opportunities.

AIMS

- 1 To provide opportunities for the acquisition of specialist knowledge and understanding of the factors which influence some of the choices and decisions made by individuals, families* and society.
- 2 To acquire skills of investigation and evaluation through the study of materials and resources necessary for the identification of, and response to, the physical and social needs of individuals and families.
- 3 To acquire the management skills necessary for the effective use of materials and resources and for the application of these skills.
- 4 To offer opportunities to use specialist craft skills for creative purposes, as well as for investigatory and problem solving activities.
- 5 To offer opportunities for the achievement of technological capability in the four aspects of technological perspective, confidence, sensitivity and creativity.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 2)

- 6 To offer opportunities for the development of personal and interpersonal skills in the areas of initiative, responsibility, co-operation, and adaptability; and to encourage a positive attitude to independent learning.
- 7 To foster vocational links and an awareness of the world of work.

*Families can be defined as a unit made up of more than one person, contributing to the well-being of its individual members.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 2)

COURSE CONTENT

Fashion and Textile Technology: Management of Practical Activities

CONTENT	ELABORATION
Sources of natural and man-made fibres Properties of fibres	<p><u>Natural fibres:</u> wool, silk, linen, cotton</p> <p><u>Regenerated fibres:</u> viscose, acetate, lyocell</p> <p><u>Synthetic fibres:</u> polyamide/nylon, polyester, acrylic, elastane</p> <p>absorbency, crease resistance warmth durability (abrasion resistance) ease of care elasticity inflammability insulation stain resistance strength.</p>
The range of properties to be considered when choosing a textile in relation to products for:	<p>groups of people:</p> <ul style="list-style-type: none"> • infants/young children • teenagers • adults • elderly <p>different circumstances:</p> <ul style="list-style-type: none"> • recreation and sport • special needs • work • textiles for the home

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Management of Practical Activities

CONTENT	ELABORATION
The production of yarns	staple, filament blending, mixing, spinning, twisting, texturing, novelty yarns
Fabric construction Characteristics relating to fabrics	knitting, non-woven, weaving. dimensional stability drape handle
Technological developments that have improved textile properties	breathable membranes microfibres stretch fibres/fabrics sun protection fabrics ¹ use of recycled materials performance/smart fabrics ²
Processes used in the production of textile items	choice and use of paper patterns seams and seam finishes disposal of fullness hems and edge finishes attaching components/fastenings pressing
Quick methods of construction	cross-pinning use of an iron to turn up hems overlocking
Choice and use of components in the production of textile items	fastenings interfacing linings thread

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Management of Practical Activities

CONTENT	ELABORATION
Addition of colour	An awareness of dyeing and printing techniques
Addition of surface decoration	appliqué beadwork embroidery transfer printing fabric painting
The range and use of finishes to be considered when choosing fabrics	<u>Physical finishes:</u> <ul style="list-style-type: none"> • brushing/raising, • calendaring, • stone-washing <u>Chemical finishes:</u> <ul style="list-style-type: none"> • anti-bacterial, anti-pilling • anti-static • crease-resistance • flame resistance • stain resistance • shrink resistance • water repellency/water proofing
Range and use of sewing equipment and machinery	<u>Small equipment:</u> <ul style="list-style-type: none"> • scissors, pins, tape measures, marking pens, tracing paper, seam rippers <u>Large equipment</u> <ul style="list-style-type: none"> • sewing machines, irons and pressing equipment

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Causes and influences on the changing style of textile items	classic/staple clothing Haute couture Prêt-a Porter fashion shows/weeks culture fashion cycles fashion trends/fads history of fashion role models street fashion
Factors which influence consumer choice of clothing and textile items	available income climatic conditions cultural and religious influences lifestyle environmental issues: cruelty free, eco-friendly products, geographical location/access to shops health peer pressure personal taste technological innovations: <ul style="list-style-type: none"> • shopping - online/internet shopping • breathable membranes, use of elastomeric fibres, performance/smart fabrics ²

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Factors considered by retailers to increase consumer appeal	images projected by high street stores/teenage fashion stores in terms of: <ul style="list-style-type: none"> • advertising, • décor, • location, • merchandise, • personnel, • price, • promotion, • services
Statutory labelling requirements for textile items	fibre content labels nightwear safety labels flammability labels furniture safety labels
Voluntary labelling requirements	BSI Kitemark EU standard care labelling symbols ‘CE’ mark British Toy Manufacturers’ ‘Lion’ mark Green cotton ³ Eco label BEAB label BEAB via CCA label Patents and logos

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Consumer Protection from Unfair Trading Regulations 2008 (CPR's)	<p>These regulations have replaced the Consumer protection Act and the Trade Description Act. The regulations fall into four categories of Unfair practices:</p> <ul style="list-style-type: none"> • Unfair commercial practices • Misleading actions and omissions • Aggressive practices • 31 specific named practices
Consumer Protection Act 1987	<p>It is a criminal offence if:</p> <ul style="list-style-type: none"> • traders who supply goods do not make sure they are safe.
Sale and Supply of Goods Act 1994	<ul style="list-style-type: none"> • There is a contract of sale between the buyer and the seller • Goods must be of a 'satisfactory quality' • Goods must 'fit the description given' • Goods must be 'fit for their purpose' as made known to the buyer • Consumers have a reasonable period of time to accept the goods or reject them.
Sale and Supply of Goods to Consumers Regulation 2002	<p>This has enhanced consumer rights under the Sale and Supply of Goods Act 1994 Consumers have the legal right to choose repair, replacement, partial or full refund or compensation if a fault appears within 5 years If consumers have a complaint:</p> <ul style="list-style-type: none"> • goods must be faulty at time of purchase • if complaint is within 6 months, the onus is on the retailer to prove the goods were not faulty • if complaint after 6 months, the onus is on the consumer to prove the goods were faulty

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Role and responsibilities of Advertising Standards Authority	ASA is an independent watchdog to maintain high standards in advertising to benefit consumers, advertisers and society at large. Advertisements, where ever they appear must be legal, decent, honest and truthful ASA: <ul style="list-style-type: none">• investigates complaints• proactively monitors adverts• takes action against misleading, harmful or offensive advertisements, sales promotions and direct marketing

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT *Fashion and Textile Technology:* *Consumer Studies*

CONTENT	ELABORATION
Role and responsibilities of British Standards Institution (BSI)	<p>The institution is independent and largely self funding through sales revenue and fees.</p> <ul style="list-style-type: none"> • It sets performance and design standards for product and services, aimed at achieving reliable levels for factors such as safety, durability, efficiency, inter-operability and good practice. • The standards are often developed in partnership with overseas organizations in order to ensure that they have a high level of international acceptance. • It test products to assess whether they confirm to a particular standard, as a result of which the product may be entitled to display the BSI Kitemark. • The Kitemark is the symbol that gives consumers the assurance that the product they have bought has been independently assessed and confirms to the appropriate British Standard. • Standards are designed for voluntary use and do not impose any regulations. However, some laws and regulations may refer to certain standards making compliance with them compulsory. Standards are also often used as a means to demonstrate the adoption of good practice or compliance with certain European Directives.
Role and responsibilities of Citizens Advice Bureau (CAB)	<p>The CAB gives free, confidential, impartial and independent advice on a wide range of subjects, including:</p> <ul style="list-style-type: none"> • Benefits questions about entitlements, support with applications and appeals against decisions • Debt and money advice how to manage your debts, improve your financial situation and maximize your income • Employment rights related advice questions about terms and conditions, dismissal, redundancy, intimidation and unfair dismissal • Consumer issues everything from broken kettles to difficulties with gas and electricity suppliers • Family issues relating to relationship problems, marriages and civil partnerships, children and bereavement • Home and neighbourhood issues including finding a place to live, mortgage problems, rent arrear and neighbourhood disputes.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Role and responsibilities of Trading Standards Department (TSD)	<ul style="list-style-type: none">• enforcing the Weights and Measures Act 1963• responsible for ensuring that all fabrics are sold in metric lengths• enforcing Consumer Protection from Unfair Trading Regulations 2008

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Product Development

CONTENT	ELABORATION
The principles of design:	function aesthetics safety hygiene quality durability
The role raw materials play in the development of textile products	colour drape texture durability (abrasion resistance) strength handle
Types of production systems	job production batch production continual flow production
Production control	CAD CAM stock control quality control quality assurance

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology - Intermediate 2 Course

COURSE CONTENT

Fashion and Textile Technology: Product Development

CONTENT	ELABORATION
<p>Product development strategy</p> <p>Identifying needs and developing concepts for products</p>	<p>concept generation concept screening prototype production product testing information and advertising materials designed for packaging first production run marketing plan launch</p> <p>investigation of existing garments/items by disassembly</p>
<p>Market Research</p>	<p>Reasons why manufacturers use market research Benefits of market research to manufacturer/retailer Types of market research</p> <ul style="list-style-type: none"> • direct and indirect • qualitative and quantitative
<p>Sensory testing</p>	<p>reasons for manufacturers carrying out sensory testing</p> <p>sensory tests: rating test/ranking test preference test profiling test</p> <p>conducting sensory tests to analyse the attributes of a garment/item</p>

Web addresses for new course content - Intermediate 2 - Fashion & Textile Technology

Sun protection fabrics ¹

www.ftc.gov/bcp/online/pubs/health/sun.htm

Smart/performance fabrics ²

www.freelancetraveller.com/features/consgoods/smartfab.html

www.bff-nonwovens.com/smartfabric.htm

www.syntechfibres.com/duradry/articles/panorama.html

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 2)

Taking units as part of a course has a number of advantages:

- Candidates will have opportunities to develop the four aspects of technological capability in a coherent, holistic way
- Candidates will have opportunities to develop management skills in a variety of contexts; and to develop personal and interpersonal skills
- Candidates will be encouraged to adopt a structured approach to independent learning culminating in the production of an independent piece of work submitted for external assessment
- Candidates should gain a perspective and understanding of Fashion and Textile Technology
- A course award indicates a candidate's ability to integrate process skills, knowledge and understanding, and apply these to more complex, or unfamiliar situations
- Candidates will be required to retain knowledge and skill levels over a longer period of time

It is important that candidates wishing to obtain success in the course, as distinct from achievement of the individual units, should see the holistic nature of the whole course. An integrative approach to learning is recommended, and can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver course content should match the needs and abilities of the candidates and enable them to: develop and practise the skills identified in the rationale; develop the transferable skills of enquiry, investigation and evaluation; and extend their knowledge base. Such activities will prepare candidates for external assessment by enabling them to achieve at levels beyond those required to demonstrate competency for each of the unit outcomes.

Areas of course content from the component units of *Fashion and Textile Technology: Management of Practical Activities*, *Fashion and Textile Technology: Consumer Studies* and *Fashion and Textile Technology: Product Development*, can be integrated. For example, there are natural links between methods of construction used in clothing manufacture (*Fashion and Textile Technology: Management of Practical Activities*), the need for the provision of reliable information to help consumers (*Fashion and Textile Technology: Consumer Studies*) and the choice of textiles and processes to meet specific purposes/needs when producing textile products (*Fashion and Textile Technology: Product Development*). Candidates could be asked to consider the same problem from a number of different perspectives or in unfamiliar situations. Teachers/lecturers should make candidates aware of the integration between the knowledge and skills of the component units.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper *Assessment*, published by HSDU in May 1996.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 2)

DETAILS OF THE INSTRUMENTS OF EXTERNAL ASSESSMENT

Course assessment will be external and will sample across the outcomes of the component units.

Course assessment will consist of a question paper and a technological project.

The question paper will be of 1½ hours duration and total 60 marks. Short-response and restricted-response questions will be used. There will be an element of choice within some questions in the question paper. The paper will consist of 5 questions each worth 12 marks. All questions will have to be attempted. Question 1 will be derived from a specified area of course content.

The question paper will assess the candidate's ability to:

- recall and use knowledge for a range of straightforward problems and situations
- draw conclusions by selecting relevant information from source material
- evaluate using defined criteria

Candidates will be required to submit a technological project worth 50 marks. The project will enable candidates to demonstrate integration of knowledge and skills across the component units in order to realise a solution and demonstrate technological capability. The project will be carried out within the centre. Two project briefs will be issued by the Scottish Qualifications Authority on an annual basis. One of these will be selected by the candidate and completed within 20 hours. The technological project will be wholly externally assessed. Candidates will be provided with the appropriate proforma and guidance by the Scottish Qualifications Authority.

Teacher/lecturer guidance will be provided which set out conditions and arrangements for external assessment.

The technological project will assess the candidate's ability to:

- devise and implement a strategy to provide a solution to a product brief
- manage time and resources effectively in the manufacture of products
- evaluate the process and solution

The overall course award will be based on the combined total marks from the question paper and the technological project.

Teachers/lecturers may offer guidance by giving:

- advice on source information, persons or establishments that may be able to help
- assistance with planning for deadlines
- advice on the suitability and practicability of the strategy produced by the candidate

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 2)

In some cases, teachers and lecturers may wish to use an assessment instrument which will serve two purposes:

- 1 to assess attainment in relation to unit outcomes;
- 2 to provide evidence towards course estimates.

The technological project is an example of this type of instrument.

GRADE DESCRIPTIONS

Each unit of the course contains details of the outcomes and the related performance criteria for each outcome.

The grade descriptions for course assessment will relate to performance criteria for internal assessment but will also place additional demands on students by testing their ability to: integrate knowledge and skills acquired across the components units; retain knowledge and skill levels over a longer period of time; apply knowledge and skills in more challenging ways, for example in less familiar contexts. It should be noted that grade descriptions on their own are unlikely to provide a tool for making judgements about standard. They will require to be augmented in due course by exemplar assessment materials and detailed assessment schemes.

Grade C

Demonstrate knowledge and understanding by recalling and using some of the facts, concepts, terminology and principles, as defined in the content to address straightforward problems and situations providing accurate explanation, some of which is detailed.

Devise and implement a strategy to provide a solution to a straightforward technological problem using appropriate, familiar techniques and procedures accurately to obtain some reliable data.

Integrate specialist craft skills and knowledge and understanding within a planned activity demonstrating satisfactory deployment of time and resources, to select, prepare and present product(s).

Draw a conclusion with accurate explanation, some of which is detailed, after selecting relevant source information, taking some account of specified factors.

Make an evaluation of an outcome, process or solution, against defined criteria providing accurate explanation, some of which is detailed.

Grade A

Demonstrate knowledge and understanding by recalling and using most of the facts, concepts, terminology and principles as defined in the content to address straightforward problems and situations providing detailed, accurate explanation.

Devise and implement a strategy to provide a solution to a straightforward technological problem using appropriate, familiar techniques and procedures effectively to consistently obtain reliable data.

Integrate specialist craft skills and knowledge and understanding within a planned activity demonstrating highly effective deployment of time and resources, to select, prepare and present product(s).

Draw a conclusion with detailed, accurate explanation, after selecting relevant source information, taking full account of specified factors.

Make an evaluation of an outcome, process or solution, against defined criteria providing detailed accurate explanation.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate2)

APPROACHES TO LEARNING AND TEACHING

Approaches to learning and teaching should enhance opportunities for candidates of all abilities to achieve their full potential whether working in a whole-class, small group or supported self-study situation. It is good practice to use a variety of methods so that candidates' interest and motivation are maintained and individual preferences for different learning styles are considered. Teachers will need to ensure an appropriate balance between teacher-directed approaches and candidate-centred activities. For example, it may be more appropriate to use a teacher-directed approach when introducing a new concept.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of the candidate's special needs should be taken into account when planning learning activities and alternative provision or support should be provided where necessary. This will ensure the inclusion of all candidates and support them in the learning process.

Knowledge and understanding of facts, terminology, concepts and principles will be developed through a process-based approach to learning, making full use of available resources. The specialist craft skills should be used as an integral part of the course for the purposes of: investigation; the manufacturing of products; consolidation of knowledge and understanding.

Candidates will be required to develop the skills of investigation and evaluation within technological activities, using systematic application of these skills to solve practical problems or address relevant issues. Management skills should be developed through activities such as assignments, designed to involve candidates in planning, preparing and carrying out textile-related tasks using time, resources and energy efficiency.

An integrated approach to learning and teaching across the component units of *Fashion and Textile Technology: Management of Practical Activities*, *Fashion and Textile Technology: Consumer Studies* and *Fashion and Textile Technology: Product Development* is recommended. Potential links between outcomes of units can be established, which will provide opportunities for candidates to develop skills and use knowledge within one activity.

The relationship between the learning experience and applications in industry should be emphasised to provide real contexts for learning, and realistic problems to solve. These opportunities will increase self-esteem, confidence and motivation for the candidates and improve their insight into the needs of industry, and the skills required of those entering the job market. An industrial link is an excellent way of promoting understanding of how industry works and the standards which apply, in particular the very high standards of safety and hygiene required in fashion and textile manufacturing. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude to health and safety. Entrepreneurial activities provide exciting and challenging opportunities for learning and these are greatly enhanced when they are linked with industry.

It will be important to ensure from the outset that candidates are familiar with all unit outcomes and course grade descriptions.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 2)

Use of the additional 40 hours

The additional 40 hours of flexible time should be integrated into the course design for use at important stages of delivery, for example:

<i>Stage</i>	<i>Explanation</i>
Candidate induction	<p>Familiarisation with the aims and design of the course</p> <p>Familiarisation with the requirements of internal assessment for the units and external assessment of the course</p> <p>Setting target deadlines for the units, course and assessment</p> <p>Presentation of work; for example, the requirement for tabulation and bullet points to reduce extensive text when answering examination questions</p> <p>Candidate commitment to meet the demands and deadlines of the course</p>
Technological project	<p>Time to complete the technological project will be taken from the additional 40 hours and from time available within the component units. For example, a number of outcomes in the component units can be achieved when candidates undertake the technological project, thus reducing the demands and time required for internal unit assessment.</p>
Preparation for external assessment	<p>External course assessment will place additional demands on candidates, requiring them to:</p> <ul style="list-style-type: none">• demonstrate the ability to integrate knowledge, understanding and skills acquired in component units• retain knowledge and skill levels over a longer period of time• apply knowledge and skills in less familiar or more complex contexts <p>Candidates, therefore, will require time and appropriate experiences to permit them to develop these additional skills and abilities. These experiences should include:</p> <ul style="list-style-type: none">• consolidation and revision of knowledge and skills identified in the rationale• practice in external assessment examination techniques• opportunities to achieve at levels beyond that required to demonstrate attainment for competence in each of the unit outcomes

A Subject Guide which will provide further advice and information will be published in association with these Arrangements.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 2)

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Fashion and Textile Technology:
Management of Practical Activities (Intermediate 2)

NUMBER D493 11

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 2)

SUMMARY

At the end of this unit, candidates will be able to use knowledge and understanding to select appropriate resources in order to carry out a practical activity, which relates directly or indirectly to the fashion or textile industry. The candidate will be able to use time and energy effectively in the planning and carrying out of the activity and evaluate its success.

OUTCOMES

Administrative Information

Superclass: JK

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- 1 Plan, organise and complete a practical activity which meets the needs of a given task.
- 2 Evaluate a planned practical activity.
- 3 Use knowledge and understanding of an area of study, to address a problem or situation.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- a course or its component units at Intermediate 1 in Home Economics
- Standard Grade Home Economics at General level
- equivalent

The unit is also suitable for 'new starts' and adult returners.

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National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Management of Practical Activities (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Planning and Organising Int 2 Reviewing and Evaluating Int 2

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Management of Practical Activities (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Plan, organise and complete a practical activity which meets the needs of a given task.

Performance criteria

- (a) A logical sequence of work for the practical activity is planned, showing efficient management of time.
- (b) Manufacture is carried out accurately, and efficiently.
- (c) The product(s) made are presented in a condition suitable for the purpose intended.
- (d) Health and safety requirements are met.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise, which may form part of a design activity. Attainment should be recorded by the use of an observational check list. Specific advice:

- (a) The sequence of work shows clear evidence of: time management; requisitioning of resources and equipment; sensible sequencing of the stages, taking account of preparation time and skills level; use of labour saving equipment, where appropriate, to make the best use of time.
- (b) Product(s) are prepared according to instructions, taking account of the correct techniques and procedures for preparation, efficient use of resources and safe practices.
- (c) The products are the correct size and are suitable for domestic/commercial use in terms of appearance, safety and quality.
- (d) Equipment is used according to instructions, in a safe manner. Appropriate clothing is worn in terms of safety. Clean and tidy workstations are maintained.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Management of Practical Activities (Intermediate 2)

OUTCOME 2

Evaluate a planned practical activity.

Performance criteria

- (a) The plan for the sequence of work is evaluated with concise comment against given criteria.
- (b) The products are evaluated, with some detailed explanation, for their suitability in meeting the purpose of the practical activity.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise. The candidate's comment should be recorded using a structured outline for evaluation. Oral comment must be recorded appropriately, e.g., on tape. Specific advice:

- (a) Comment, normally oral or written, on the ordering of work in respect of time constraints, preparation time, candidates skill level, use of equipment (if applicable). Modifications should be included with reasoning as to why these might be necessary. Modification may include: further work required; a suggested alternative plan; modifications to the product.
- (b) Comment, normally oral or written, on how the product(s) meet their intended purpose in terms of appearance, size, quality and safety.

OUTCOME 3

Use knowledge and understanding of an area of study, to address a problem or situation.

Performance criteria

- (a) An accurate explanation, reflecting consideration of the problem or situation, is given.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper requiring short and restricted responses, using a closed-book approach. The questions will be derived from sampling the content of the unit. Attainment should be assessed by the use of a marking schedule.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Management of Practical Activities (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course specification for Home Economics: Fashion and Textile Technology (Intermediate 2).

The unit is set in the context of fashion and textile technology. Candidates will be required to demonstrate knowledge and understanding of the content, by using it as a focus for related practical activities. Knowledge and understanding of the content can be acquired or consolidated through practical exercises.

The context for the unit requires candidates to understand the importance of combining several activities in a systematic way, to make effective use of time and resources for both commercial and domestic purposes/situations.

Development of planning and organisational skills, and the completion of practical exercises, can be integrated with the delivery of the other component units, when they are part of the course in Fashion and Textile Technology.

GUIDANCE ON LEARNING AND TEACHING APPROACHES

Learning and teaching approaches for this unit should match the unit outcomes. Knowledge and understanding of the content, can be acquired or consolidated through practical activities which focus on the specific area of content.

Successful learning and teaching should be the result of positive partnership between teacher/lecturer and candidate. The purpose of the unit, and the performance required to attain it, should be made clear to the candidate. The balance between demonstration and exposition, together with opportunities for candidates to work independently as learners, should be carefully considered. For example, a new concept may require a teacher-led approach to learning in order to ensure coverage of appropriate content. However, once this has been done candidates may be given an activity requiring them to work independently to demonstrate their understanding of the concept.

Outcome 1 and 2

A group-or candidate-centred approach to learning is recommended in the initial stages of unit delivery. Individuals should be encouraged to make contributions to ideas for planning, carrying out and evaluating practical exercises as part of a group experience. It is important that candidates understand:

- why the planning stages are important to the activity
- how the end results can be affected by inefficient use of time and resource
- how the activity will be reviewed
- why it should be evaluated.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Management of Practical Activities (Intermediate 2)

Evaluation of an activity will enable candidates to identify the strengths and weaknesses of their management skills and will lead to an honest reflection of independent work.

Communication skills will be developed through shared ideas and experiences, and through the opportunity to offer opinions, comment and constructive criticism on the ideas of others. To encourage candidate participation and motivation, the pace of work, level of challenge and prior knowledge and experiences of candidates should be considered.

Outcome 3

Candidates should be able to access a range of source information which relates to the content, e.g., video, text, commercial packages. A stations approach could be used as a method for acquiring and reinforcing knowledge and understanding, using different approaches to learning at each station. Outside speakers such as designers, factory managers/staff retail buyers, etc., could contribute to candidate learning.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral-questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- activities
- demonstration of the knowledge and understanding which underpins the practical activity

While attainment of outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of the unit. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out practical exercises throughout the unit.

Outcome 3

In the interests of confidentiality and national standards it would be more appropriate for all candidates to carry out this assessment item at the same time within any one class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Management of Practical Activities (Intermediate 2)

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).



National Unit Specification: general information

UNIT	Fashion and Textile Technology: Consumer Studies (Intermediate 2)
NUMBER	D494 11
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 2)

SUMMARY

At the end of this unit, candidates will be able to use investigative techniques to: compare consumer products; draw conclusions from information relating to consumer issues and the fashion and textile industries; demonstrate the underpinning knowledge and understanding relating to influences affecting consumer choice of clothing and other textile products.

OUTCOMES

- 1 Use skills and techniques to make a comparative study of a consumer product.
- 2 Draw a conclusion from given source information for a specific task.
- 3 Use knowledge and understanding of an area of study to address a problem or situation.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- a course or its component units at Intermediate 1 in Home Economics
- Standard Grade Home Economics at General level or equivalent

The unit is also suitable for 'new starts' and adult returners.

Administrative Information

Superclass:	BA
Publication date:	November 1999
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National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Consumer Studies (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Consumer Studies (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Use skills and techniques to make a comparative study of a consumer product.

Performance criteria

- (a) The choice of skills and techniques used is appropriate to the nature of the comparative study.
- (b) The methods of application of the skills and techniques are devised and delivered accurately.
- (c) The results are presented clearly and reflect the differences/similarities across the product range.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is an investigation which may form part of a design activity. The investigation could be completed on pro-forma. Attainment should be recorded by the use of an observational checklist. Specific advice:

- (a) The aspects to be compared are identified, e.g., appearance, function, cost/value for money, after care, effect on the environment. Appropriate choice of techniques would include at least two of the following: sensory evaluation; questionnaire; interview; testing for quality; costing analysis. The techniques chosen must be relevant to the purpose.
- (b) Procedures used to execute the techniques should be carried out accurately and show appreciation of purpose.
- (c) Recording and presenting of results should be easy to interpret.

OUTCOME 2

Draw a conclusion from given source information for a specific task.

Performance criteria

- (a) The main points identified from the given source information relate clearly to the task.
- (b) An accurate conclusion is drawn, supported by a reasoned explanation to meet the needs of the task.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a report, which may form part of a design activity. Attainment should be assessed by the use of a marking scheme. Specific advice:

PCs (a) and (b): a task could be derived from investigations within a design activity, or from an area from the content for the unit.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Consumer Studies (Intermediate 2)

OUTCOME 3

Use knowledge and understanding of an area of study to address a problem or situation.

Performance criteria

- (a) An accurate explanation, reflecting consideration of the problem or situation, is given.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper requiring short and restricted responses, using a closed-book approach. The questions will be derived from sampling the content of the unit. Attainment should be assessed by the use of a marking scheme.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Consumer Studies (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course specification for Home Economics: Fashion and Textile Technology (Intermediate 2).

This unit is set in the context of fashion and textile technology.

The candidate is required to develop the skills and techniques used to compare products against criteria for a range of purposes. Candidates will use a variety of investigative techniques in a systematic way, presenting results and conclusions. Knowledge and understanding of an area of the unit content will be used to address problems.

GUIDANCE ON THE LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches for this unit should match the unit outcomes. Knowledge and understanding of the content can be acquired or consolidated through practical activities which focus on the specific area of content.

Outcome 1 and 2

A candidate-centred approach to learning is recommended. There should be access to a range of source materials. The shared experiences of the candidates can be a stimulus to learning, for example, home experiences or experience of the work place. Brainstorming and group discussion should be used in the initial stages to motivate candidates and develop confidence.

Candidates should be given opportunities to identify the main features of a commercial textile product and to use these features as a basis for comparison with other products. A way of introducing candidates to the comparative testing of commercial products is to organise stations and employ a group approach to learning within the stations. The stations could involve candidates looking at different products or looking at one product in detail. The types of activities within stations could be: investigation; sensory evaluation; comparison of an identified feature, e.g., crease resistance, waterproofness, flammability, ease of care. It is important that the teacher/lecturer provides examples of the procedures for setting up investigations, testing and presenting results. The procedures must be clear so that candidates can replicate the processes for a variety of tasks.

Candidates should be encouraged to communicate and use discussion skills with each other and the teacher/lecturer, so that conclusions drawn can be exchanged during group activity.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Consumer Studies (Intermediate 2)

Outcome 3

The underpinning knowledge and understanding should be reinforced by using a more traditional teacher-centred approach. This will ensure coverage of all the content of the unit. Arrangements for visits and outside speakers should be made to make learning more interesting for the candidate and to give a real-life perspective.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

The use of information technology is recommended to enhance the generation of evidence, and access to appropriate software is important.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- activities - investigation
- demonstration of the knowledge and understanding which underpins the practical activity

Outcomes 1 and 2

While attainment of outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of the unit. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out investigations throughout the unit.

The evidence requirements demand that the candidate can use investigative techniques to carry out comparative testing of a product and can present results that are clear to the reader. The investigation could be targeted on a particular range of products, and candidates could have some choice in the methods and techniques to be used.

The report containing the conclusion should be structured, and as short and concise as possible.

Outcome 3

In the interests of confidentiality and national standards, it would be more appropriate for all candidates to carry out this assessment item at the same time within any one class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Consumer Studies (Intermediate 2)

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).



National Unit Specification: general information

UNIT	Fashion and Textile Technology: Product Development (Intermediate 2)
NUMBER	D495 11
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 2)

SUMMARY

At the end of this unit candidates will be able to demonstrate technological capability by using knowledge, understanding and skills to carry out some of the problem solving processes used in product development for textiles, textile products and clothing manufacture.

OUTCOMES

- 1 Develop ideas for a solution to meet the requirements of a product brief.
- 2 Evaluate the solution of product development.
- 3 Use knowledge and understanding of an area of study to address a problem or situation.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained

- a course or its component units at Intermediate 1 in Home Economics
- Standard Grade Home Economics at General level or equivalent

The unit is also suitable for 'new starts' and adult returners.

Administrative Information

Superclass:	JK
Publication date:	November 1999
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National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Product Development (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking Int 2 Reviewing and Evaluating Int 2

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Product Development (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Develop ideas for a solution to meet the requirements of a product brief.

Performance criteria

- (a) The brief is analysed and the key points accurately identified.
- (b) Appropriate criteria for a specification are identified in measurable terms.
- (c) Investigations are clear in purpose and appropriate to the criteria identified in the specification.
- (d) A solution is proposed which reflects the results of investigation.
- (e) A prototype for the idea is manufactured to meet the specification.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a design activity. The conditions which apply to the activity are: teacher/lecturer support in the manufacturing stages of the activity should there be a malfunction of equipment; negotiation of a time limit for the design activity. The recorded evidence should be produced as defined in performance criteria a to e using proforma. Attainment should be assessed by the use of a marking scheme and recorded using a checklist.

Specific advice:

- (a) Recorded evidence to show that the brief has been broken down into key parts.
- (b) The specification should be recorded in measurable terms, in short statements, and take account of the key points and principles of design.
- (c) Evidence of search and investigation techniques could include: investigation to gain background information, e.g., a list of questions to be addressed; technical information, eg, looking at existing products that meet the needs of the brief and identifying their characteristics; investigation into availability of resources.
- (d) Evidence to show **one** idea - evidence could be **one** from the following: story board; design diagrams; brief descriptive notes.
- (e) Evidence of the prototype - the item/photographic evidence/observational checklist/video.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Product Development (Intermediate 2)

OUTCOME 2

Evaluate the solution of product development.

Performance criteria

- (a) The solution is evaluated against the specification, with accurate explanation.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a design activity. The evidence should include a general appraisal of how well the solution meets the specification, with suggestions for modifications or improvements if appropriate. Attainment should be assessed by the use of a marking scheme which takes account of the specification.

OUTCOME 3

Use knowledge and understanding of an area of study to address a problem or situation.

Performance criteria

- (a) An accurate explanation, reflecting consideration of the problem or situation, is given.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper requiring short and restricted responses, using a closed-book approach. The questions will be derived from sampling the content of the unit. Attainment should be assessed by the use of a marking scheme.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Product Development (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course specification for Home Economics: Fashion and Textile Technology (Int 2).

This unit is set in the context of fashion and textile technology. Candidates will be required to demonstrate knowledge and understanding of the content which underpins the practical activities in product development. The content is concerned with those aspects of manufacturing which are important in the fashion and textile industry and in the domestic context.

Within the context of fashion and textile technology, the candidate is required to develop skills to solve practical problems. The skills are those of analysis, investigation and evaluation, and they enable candidates to develop ideas for the manufacture of creative and imaginative products. When candidates evaluate the solution of product development, they should be encouraged to look at other commercial products, which have been manufactured to a specification. The principles of design identified within the content should be used as the basis for drawing up specifications for intended products.

GUIDANCE ON LEARNING AND TEACHING FOR THIS UNIT

Learning and teaching approaches should match the unit outcomes. Knowledge and understanding of the content can be acquired or consolidated through practical activities which focus on product development. Candidates should have opportunities to extend their knowledge and skills in the production of products. However, it is not expected that candidates should carry out unrealistic activities which require equipment outside the scope of the classroom.

Successful learning and teaching should be the result of positive partnership between teacher/lecturer and candidate. The purpose of the unit, and the performance required to attain it, should be made clear to the candidate. The balance between demonstration and exposition, together with opportunities for candidates to work independently as learners, should be carefully considered. For example, a new concept may require a teacher-led approach to learning in order to ensure coverage of appropriate content. However, once this has been done, candidates may be given an activity requiring them to work independently to demonstrate their understanding of the concept.

A group-or candidate-centred approach to learning is recommended in the initial stages of unit delivery. Individuals should be encouraged to make contributions to ideas for product development as part of a group experience. This approach will help to develop candidates' confidence for working independently. Communication skills will be developed through shared ideas and experiences, and through the opportunity to offer opinions, comment and constructive criticism on the ideas of others. To encourage candidate participation and motivation, the pace of work, level of challenge and prior knowledge and experiences of candidates should be considered.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Product Development (Intermediate 2)

Candidates' skills of evaluation can be developed by encouraging them to look at commercial products. Open discussion and brainstorming can stimulate ideas which may lead to the group formulating opinions about: the product specification; the target group; materials used; how successful the product has been. Sensory evaluation of existing products is another way of developing evaluation skills.

Sources of information, such as video material on commercial clothing/textile manufacture, publications on product development, outside speakers or visits to manufacturing plants will act as a motivating influence. A selection of commercially-manufactured products should be available for candidates to analyse, make use of and evaluate.

An integrated approach to delivery of the content is recommended, whereby several aspects may be covered during practical application.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- practical activity
- demonstration of the knowledge and understanding which underpins the practical activity

While attainment of outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of the unit. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out practical exercises throughout the unit.

Outcome 3

In the interests of confidentiality and national standards, it would be more appropriate for all candidates to carry out this assessment item at the same time within a teaching group.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Product Development (Intermediate 2)

When taught as a single unit the above reference to other units will not necessarily apply. The folio of work for this unit will provide performance evidence for Outcomes 2 and 3. Outcome 1 will require written or oral questions to cover the content, though some aspects could be covered by the candidates having hands-on experience of actual products. The written or oral tests can be conducted at any time appropriate to the stages of learning.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).