SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Access 3)

NUMBER D491 09

CLUSTER Home Economics: Fashion and Textile Technology (Access 3)

SUMMARY

On completion of the unit, candidates will be able to plan work, requisition components, identify equipment and integrate practical skills to complete tasks involving work co-ordination in the context of the construction of textile items.

OUTCOMES

1. Prepare for a task that requires a minimum of five component parts and at least five processes in its production.
2. Prepare a plan of work for the task chosen.
3. Carry out the task to achieve the desired outcome.
4. Use safe working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

Superclass: JK

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National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
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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	Acc 3
	Planning and Organising	Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

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

OUTCOME 1

Prepare for a task that requires a minimum of five component parts and at least five processes in its production.

Performance criteria

(a) The task is correctly named.
(b) The component parts are correctly identified.
(c) The processes used are correctly identified.
(d) All equipment required is correctly identified.
(e) All component parts are requisitioned prior to commencing.

Evidence requirements

Recorded evidence that the candidate can, on two occasions:
(a) name the task
(b) identify at least five of the component parts
(c) identify five processes
(d) identify the equipment required
(e) requisition the component parts (the materials and resources required for the task) in the required quantity.

OUTCOME 2

Prepare a plan of work for the task chosen.

Performance criteria

(a) A logical sequence of work is planned to ensure effective time management.
(b) The plan is appropriate to the task chosen.

Evidence requirements

Recorded evidence that the candidate plans a logical sequence of work in a given time scale on two separate occasions.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Carry out the task to achieve the desired outcome.

Performance criteria

(a) The task is completed within the given time.
(b) The outcome is presented to the size planned.
(c) The outcome is presented to an acceptable standard.
(d) The component parts are processed to the given specification.

Evidence requirements

Recorded evidence that the candidate presents the completed task on two separate occasions, within the time given to meet the candidate's needs.

OUTCOME 4

Use safe working practices.

Performance criteria

(a) A clean and tidy workstation is maintained.
(b) All equipment is used in a safe manner.

Evidence requirements

Recorded evidence that the candidate, on two separate occasions:
(a) maintains a clean and tidy workstation
(b) uses all equipment in a safe manner (or is aware of its safety in use).

Outcomes 1-4: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

National Unit Specification: support notes

UNIT Fashion and Textile Technology:
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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.

This unit has been devised so that it may be delivered along with *Fashion and Textile Technology: Organisation of Practical Skills (Fashion and Textile Technology) (Int 1).*

As this is a generic unit, the statement of standards is applicable to different curriculum areas, whereas this content/context section is related to practical textile skills.

The practical elements of the unit should enable candidates to integrate the component skills from the planning stage through to presentation.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

A list of content can be found in the cluster details for Home Economics: Fashion and Textile Technology (Acc 3).

Outcome 1

A task in this context is the making of a textile product. Component parts are the items making up the textile product, eg, fabric, thread, fastenings, interfacing, etc.

Processes are the steps to be carried out to complete the textile product successfully, such as: taking measurements, adjusting the pattern, laying out the pattern and cutting, marking the fabric, assembling the item (pressing, pinning, sewing seams, finishing).

Candidates should be encouraged to choose textile products from a given limited range rather than the teacher/lecturer identifying the practical activity for them.

An example of the minimum level of practical activity expected at this level is given below.

Task: T-shirt with a simple appliquéd motif

Components: design for the motif, T-shirt, fabric, iron-on stiffener, thread.

Processes: designing, tracing, cutting out, pinning, sewing, finishing.

Equipment to be used throughout the practical exercise must be identified by candidates and all fabrics and threads requisitioned prior to commencing.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology:
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Outcome 2

Candidates should be given practice in ordering the stages of a practical fabric activity. For example, rearrange in a logical order the stages for completing a textile product. The time allowed for activities should be adjusted to meet individual needs and abilities. The candidate must be made aware of the importance of working within a time constraint to reach the standard of organisational skills necessary to achieve the outcome.

Outcomes 3 and 4

Patterns and instructions will be provided for most textile products and the time allowed will be set by the teacher/lecturer to support individual needs.

Emphasis must be placed on the following:

- keeping to given times
- producing the correct size
- presenting the textile product to an acceptable standard
- safe and hygienic working methods
- carrying out procedures in a correct manner
- correct and safe use of equipment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise and covered by discussion and evaluation of the final results. Candidates must be given time to practise their organisational skills before assessment takes place. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching in the cluster details).

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is recommended that this unit is used as the vehicle for integrated delivery of other units, eg, *Developing Craft Skills in Textiles*, and *Fashion and Textile Technology: Design and Make – Home Economics*. This will ensure a practicable and economic approach to their delivery. 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/instructions 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)

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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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).