

National Unit Specification: general information

UNIT	Fashion and Textile Technology: Organisation of Practical Skills (Intermediate 1)
NUMBER	D491 10
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 1)

SUMMARY

In the context of the construction of textile products candidates should develop competence in planning work, requisitioning components, identifying equipment and integrating practical skills to complete tasks involving work co-ordination.

OUTCOMES

- 1 Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.
- 2 Prepare a plan of work for the task(s) chosen.
- 3 Carry out the task(s) to achieve the desired outcome.
- 4 Use safe working practices.

Administrative Information

Superclass:	JK
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National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Organisation of Practical Skills (Intermediate 1)

RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- Access 3 units in Home Economics
- Access 3 units or Standard Grade at Foundation level in a relevant subject.

The unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

CREDIT VALUE

0.5 credit at Intermediate 1.

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 1 Planning and Organising Int 1

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: Organisation of Practical Skills (Intermediate 1)

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

Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.

Performance criteria

- (a) The tasks are 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 three separate occasions:

- (a) Name the task(s).
- (b) Identify at least 5 component parts.
- (c) Identify eight 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(s) chosen.

Performance criteria

- (a) A logical sequence of work is planned to ensure effective time management.

Evidence requirements

At least three completed plans must be produced, each for a different task.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Carry out the task(s) to achieve the desired outcome.

Performance criteria

- (a) The task(s) are completed within the given time.
- (b) The outcomes(s) are presented to the size(s) planned.
- (c) The outcomes(s) are presented in a commercially acceptable condition.
- (d) The component parts are processed to given specifications.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on three occasions

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 each of the performance criteria has been met on three occasions

The proposed instrument of assessment for Outcomes 1-4 is a practical exercise. Attainment should be recorded by the use of an observational checklist and candidate proforma for planning.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Intermediate 1)

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 (Acc 3)*.

As this is a generic unit, the statement of standards is applicable to different curriculum areas, whereas these support notes are 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

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 successfully complete the textile product, 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 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: Tie-dyed T-shirt with a simple appliquéd logo

Components: designed logo, T-shirt, string, dye, thread, fabric

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.

Some skills may need to be demonstrated initially; this could be done through teacher/lecturer demonstration/the use of video/interactive computer software.

The content on which this unit is based is listed in the course details for Home Economics: Fashion and Textile Technology (Int 1).

Outcome 2

Candidates should be given practice in planning a logical sequence of work to a given timescale. Plans of work require more co-ordination skills as tasks increase in number and complexity.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Intermediate 1)

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.

Emphasis must be placed on the following:

- keeping to given times
- producing the correct size
- presenting the textile item 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. It is recommended that this unit is used as the vehicle for integrated delivery of other units; for example, *Developing Craft Skills in Textiles*; *Practical Fabric Skills*. This will ensure a practicable and economic approach to their delivery.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

The delivery and assessment of this unit provide 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

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).