Draft National Unit Specification

Unit title: Practical Fashion and Textile Technology: Fashion/Textile Item Development (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is for learners to work, with support, to a given brief to identify and manufacture fashion/textile items. Learners will be required to use basic patterns and knowledge of textile properties and construction skills to manufacture a fashion/textile item following instructions and a step-by-step work sequence.

Learners who complete this Unit will be able to:

1 Identify solutions for fashion/textile items using basic patterns
2 Manufacture fashion/textile items using basic patterns

This Unit is a mandatory Unit of the Access 3 Practical Fashion and Textile Technology Course and is also available as a free-standing Unit. The Unit specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- Access 2 Creative Arts Course
- Access 2 Practical Craft Skills Course
- Access 2 Food, Health and Wellbeing Course

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This 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. For further information please refer to the *Unit Support Notes.*

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Identify solutions for fashion/textile items using basic patterns by:

1.1 Selecting a design solution which uses a pattern, to satisfy design specification points in a given brief
1.2 Identifying appropriate materials for the selected design solution
1.3 Identifying a range of appropriate textile construction skills

Outcome 2

The learner will:

2 Manufacture fashion/textile items using basic patterns by:

2.1 Selecting appropriate equipment and tools
2.2 Using appropriate equipment and tools according to safety guidelines
2.3 Using a range of appropriate textile construction skills, including the use of a pattern, to make a complete fashion/textile item
2.4 Following the steps in a given work sequence

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by integrating assessment in a single assessment event. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Evidence may be presented in a variety of formats and may include for example: observation notes, learner's written and/or oral evidence, items produced or photographs.

Learners will be required to provide evidence of:

- selecting a design solution from a range given by the teacher/lecturer. The design solution must satisfy at least two design specification points.
- selecting appropriate materials such as fabric, threads, yarns and fasteners, and at least three appropriate textile construction skills.
- manufacturing a fashion/textile item using at least three textile construction skills following the steps in the given work sequence. Changes to the work sequence may be made as required.
- a completed fashion/textile item.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

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Administrative information

Published: December 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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