



Higher  
Course  
Specification



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# Higher Fashion and Textile Technology Course Specification (C728 76)

**Valid from August 2014**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** Higher Fashion and Textile Technology

**SCQF:** level 6 (24 SCQF credit points)

**Course code:** C728 76

### Mandatory Units

<b>H24V 76</b>	<b>Fashion and Textile Technology: Textile Technologies (Higher)</b>	<b>6 SCQF credit points</b>
<b>H24X 76</b>	<b>Fashion and Textile Technology: Fashion/Textile Item Development (Higher)</b>	<b>6 SCQF credit points</b>
<b>H251 76</b>	<b>Fashion and Textile Technology: Fashion and Textile Choices (Higher)</b>	<b>6 SCQF credit points</b>

**Course assessment** **6 SCQF credit points**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

### Recommended entry

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

- ◆ National 5 Fashion and Textile Technology Course or relevant component Units

### Progression

This Course or its Units may provide progression to other SQA qualifications in fashion and/or textiles or related areas at the same level (SCQF level 6) or provide preparation for further study, employment and/or training. An understanding of fashion and textile technology also provides a useful background for a number of other areas such as a manufacturing, retail, design and marketing.

Other progression pathways are also possible including progression to other qualifications in health and wellbeing area or related areas at the same or different levels.

Further details are provided in the Rationale section.

### Equality and inclusion

This Course 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 *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

This Course combines practical and experiential elements of fashion and textiles with knowledge and understanding of the fashion/textile industry. This Course uses relevant contexts for developing knowledge and understanding and a range of skills related to fashion, textiles and industry. Skills development throughout the Course will encourage learners to apply their knowledge of textile technologies, including the use of tools and equipment and the characteristics and properties of textiles; use problem-solving approaches; make informed decisions; and take responsibility for the development of fashion/textile ideas through to completed items.

At Higher level, there will be opportunities for increasing independence and decision-making. Learners will be encouraged to develop an appreciation of issues influencing the fashion/textile industry and to use their imagination and creativity when provided with opportunities for personalisation and choice.

This Course provides opportunities for learners to further acquire and develop the attributes and capabilities of the four capacities, including flexibility and adaptability, enthusiasm and a willingness to learn. Learners will also develop perseverance, independence and resilience as they take increasing responsibility for directing their learning, enhancing their self-confidence and enterprise skills.

## **Purpose and aims of the Course**

The main purpose of this Course is to develop knowledge, understanding and skills related to the technological processes involved in the fashion/ textile industry. Learning in this Course will be experiential and practical, allowing learners to develop skills, knowledge and understanding in fashion/textile contexts. Learners will apply knowledge of design and technological processes and a range of textile construction techniques to produce fashion/textile items.

Learners will explore issues which influence decisions taken by industry and choices made by consumers. Issues such as health and safety and how the fashion industry affects society and the environment will be considered.

This Course provides learners with opportunities to develop and communicate their own ideas for fashion/textile items. They will also be given the opportunity to explore the technological process of developing fashion/textile items and consider a range of design and construction techniques.

The aims of the Course are to enable learners to:

- ◆ analyse and apply understanding of textile properties and characteristics
- ◆ investigate issues which influence the fashion/textile industry and consumers
- ◆ apply understanding of the impact of fashion trends on the fashion/textile industry
- ◆ use research, management and technological skills to plan, make and evaluate fashion/textile items to meet a range of specified needs
- ◆ demonstrate a range of textile construction techniques to make fashion/textile items

The Higher Fashion and Textile Technology Course builds on and provides progression from the Course at National 4 and National 5 levels, but differs in the depth and breadth of underpinning knowledge and understanding required to develop and make fashion/textile items. Learners will develop an understanding of how the fashion industry operates and of the effects of, and influences on, consumer fashion/textile choices. This could include economic, ethical, environmental, cultural, social or other relevant issues.

This Course allows learners to engage with fashion, textiles and associated technologies in a proactive and practical way. Learners will develop a range of skills, knowledge and understanding which will be transferable to learning, life and work.

### **Information about typical learners who might do the Course**

This Course is suitable for all learners with an interest in fashion and textiles and who enjoy working in practical contexts. It offers opportunities for learners to develop and extend a range of skills, including investigative skills, problem-solving skills, analysis, evaluation and communication. Learners will also develop co-ordination, dexterity and a range of textile construction techniques. This is underpinned with knowledge and understanding of textile properties and characteristics, the design and development processes, and issues influencing the fashion/textile industry and consumer choices.

This Course requires the application of knowledge and understanding when developing ideas, planning, making items and evaluating them. Learners will be given the opportunity to be creative in response to briefs throughout this technological process.

The qualification is learner-centred and includes experiential learning with ample opportunities for personalisation and choice.

It is particularly suitable for learners interested in entering further education, training or employment in fashion and/or textiles or related sectors. In this Course, learners are provided with opportunities to develop skills for learning, skills for life and skills for work.

# Course structure and conditions of award

## Course structure

This Course has been designed to facilitate a hierarchical arrangement with the National 5 Fashion and Textile Technology Course.

The central theme of this Course is to develop the skills, knowledge and understanding which support fashion/textile-related activities. Learners will apply both a problem-solving approach and practical skills to develop knowledge and skills relevant to the fashion/textile industry. Learners will have the opportunity to apply their skills, knowledge and understanding in practical contexts to develop, make and evaluate fashion/textile items.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Course has three mandatory Units:

### **Fashion and Textile Technology: Fashion and Textile Choices (Higher)**

In this Unit, learners will investigate a range of issues influencing the fashion/textile industry. This could include ethical, environmental, economic, social and cultural issues. They will explain how these issues influence decisions taken by industry and choices made by consumers, and evaluate how fashion/textile items meet a range of consumer or industry needs. They will communicate their findings in an appropriate way.

### **Fashion and Textile Technology: Fashion/Textile Item Development (Higher)**

In this Unit, learners will explore the fashion item development process. They will develop knowledge and understanding of how industry develops and creates fashion/textile items. They will produce and evaluate their own fashion item to meet the needs of a brief.

### **Fashion and Textile Technology: Textile Technologies (Higher)**

In this Unit, learners will develop and apply their knowledge and understanding of textile technologies and construction techniques. Learners will explore the characteristics and properties of a range of textiles and analyse the impact of these in making fashion/textile items for a specified purpose. They will develop and use a range of textile construction techniques and independently use tools and equipment to make fashion/textile items which are fit for purpose.

## Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

Skills, knowledge and understanding within the Course will cover:

- ◆ investigation and problem-solving skills in developing design ideas and item development proposals
- ◆ developing ideas, planning, making and evaluating fashion/textile items
- ◆ applying knowledge and understanding in the selection and use of appropriate textiles that are fit for purpose
- ◆ analysing how properties and/or characteristics of textiles and construction techniques are applied to produce items for specified purposes
- ◆ explaining issues which influence decisions made by industry and choices made by consumers
- ◆ communicating design ideas and item development proposals with justification
- ◆ evaluating the suitability of fashion/textile items for specified purposes
- ◆ selecting and applying a range of appropriate textile construction techniques to make fashion/textile items

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

## Assessment

Information about assessment for the Course is included in the *Course Assessment Specification* which provides full details including advice on how a learner's overall attainment for the Course will be determined.

### Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Fashion and Textile Technology: Fashion and Textile Choices (Higher)**

In this Unit, learners will provide evidence of their ability to investigate issues which influence decisions taken by industry and choices made by consumers. This could include ethical, environmental, economic, social and cultural issues. Learners will also provide evidence of their ability to evaluate how fashion/textile items meet a range of consumer or industry needs. They will communicate their findings in an appropriate way.

#### **Fashion and Textile Technology: Fashion/Textile Item Development (Higher)**

In this Unit, learners will provide evidence of their understanding of the fashion item development process and how industry creates and develops fashion. They will produce and evaluate their own fashion item(s) to meet the needs of a brief.

#### **Fashion and Textile Technology: Textile Technologies (Higher)**

In this Unit, learners will be required to provide evidence of their knowledge and understanding of textile technologies and construction techniques. Learners will demonstrate and apply their knowledge of the characteristics and properties of a range of textiles and their uses; apply a range of textile construction techniques; and independently use tools and equipment to make fashion/textile items which are fit for purpose.

### Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/jargonbuster](http://www.sqa.org.uk/jargonbuster)

In the Higher Fashion and Textile Technology Course, added value will focus on:

- ◆ application
- ◆ challenge

The learner will draw on, apply and extend the skills, knowledge and understanding they have developed during the Course. These will be assessed by an [assignment](#)<sup>2</sup>.

Learners will draw on, apply and integrate a range of skills, knowledge and understanding from across the Units to produce an effective overall response to a given assignment brief.

The assignment will involve learners developing ideas, and planning, making and [evaluating](#) a completed fashion/textile item in response to the given brief.

The brief for the assignment will be appropriately challenging and sufficiently open and flexible to allow for personalisation and choice.

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<sup>2</sup> Definitions can be found here: [www.sqa.org.uk/jargonbuster](http://www.sqa.org.uk/jargonbuster).

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

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

## **2 Numeracy**

2.2 Money, time and measurement

## **3 Health and wellbeing**

3.1 Personal learning

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Multiple changes to reflect revisions made to Unit Specifications.	Qualifications Development Manager	April 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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