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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Fashion and Textile Technology Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

The National 3 Fashion and Textile Technology Course has been benchmarked against the Scottish Credit and Qualifications Framework (SCQF) at level 3. The Course is made up of three mandatory Units.

General guidance on the Course

Aims

The National 3 Fashion and Textile Technology Course is designed to develop the practical skills and knowledge to support fashion/textile activities. Through the Course, learners will plan, make and review fashion/textile items. The knowledge and skills that learners acquire by successfully completing the Course will be valuable for learning, life and work.

The aims of the Course are to enable learners to develop:

- ◆ basic textile construction techniques
- ◆ ability to make basic fashion/textile items
- ◆ basic knowledge of textile properties and characteristics
- ◆ basic knowledge of a range of factors that influence fashion/textile choices
- ◆ basic knowledge of fashion/textile trends
- ◆ the ability to select and use relevant tools and equipment safely
- ◆ decision-making and reviewing skills

Particular emphasis is placed on the development of the practical skills and textile construction techniques required to make basic fashion/textile items.

Progression into this Course

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

- ◆ National 2 Practical Craft Skills Course or relevant component Units
- ◆ National 2 Creative Arts Course or relevant component Units

This Course is particularly suitable for learners with an interest in fashion and textiles and who enjoy experiential learning through practical activities.

Some Curriculum for Excellence experiences and outcomes may also provide an appropriate basis for entry to the Course.

Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

The skills, knowledge and understanding stated in the *Course Specification* will be developed throughout the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding as suggested in the table below.

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

Skills knowledge and understanding within the Course	Fashion and Textile Technology: Textile Technologies	Fashion and Textile Technology: Fashion/Textile Item Development	Fashion and Textile Technology: Fashion and Textile Choices
Developing a range of basic textile construction techniques	✓✓✓	✓✓✓	✓✓✓
Making basic fashion/textile items following logical sequences, to an appropriate standard of quality	✓✓	✓✓✓	✓✓
Demonstrating appropriate selection and use of tools and equipment safely	✓✓✓	✓✓✓	✓✓✓
Basic knowledge of textile characteristics and properties	✓✓✓	✓✓	✓✓
Identifying factors that affect fashion/textile choices	✓	✓	✓✓✓
Identifying fashion/textile trends	✓	✓✓✓	✓
Presenting basic ideas appropriately	✓	✓	✓✓

Progression from this Course

This Course or its component Units may provide progression to:

- ◆ National 4 Fashion and Textile Technology Course
- ◆ other SQA qualifications in creative or technological subjects at SCQF level 3 or above
- ◆ further study or training such as textile-related Modern Apprenticeships
- ◆ National Qualification Group Awards in fashion and textile related disciplines
- ◆ employment in fashion/textile industries

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

This could be achieved by focusing on different fashion/textile items to make and introducing learners to an increasing range of textile construction skills and contexts. Focus could also be given to different factors and issues influencing fashion/textile choices.

The National 3 Fashion and Textile Technology Course is in a hierarchy with the National 4 Fashion and Textile Technology Course. Units within each Course have the same titles and similar Outcome and Assessment Standard structures, but the level of demand is progressive. This hierarchical relationship between the Units is shown in the table below:

National 3	National 4	National 5
<i>Fashion and Textile Technology: Textile Technologies</i>	<i>Fashion and Textile Technology: Textile Technologies</i>	<i>Fashion and Textile Technology: Textile Technologies</i>
<i>Fashion and Textile Technology: Fashion/Textile Item Development</i>	<i>Fashion and Textile Technology: Fashion/Textile Item Development</i>	<i>Fashion and Textile Technology: Fashion/Textile Item Development</i>
<i>Fashion and Textile Technology: Fashion and Textile Choices</i>	<i>Fashion and Textile Technology: Fashion and Textile Choices</i>	<i>Fashion and Textile Technology: Fashion and Textile Choices</i>
	<i>Fashion and Textile Technology: Making Fashion/Textile Items (Added Value Unit)</i>	Course assessment

This hierarchical structure aims to facilitate progression to National 4 and allows learners to be rewarded for their best achievements. Such a structure also supports delivery to groups of learners working at different SCQF levels.

Centres should be aware that although the mandatory knowledge and skill set is similar across the hierarchical Units, there are differences in the:

- ◆ depth of underpinning knowledge and understanding
- ◆ complexity and standard of quality of the fashion/textile items to be made
- ◆ degree of accuracy and variety required in practical skills and textile construction techniques

Further guidance on the differentiation between SCQF levels 3–6 can be found in Appendix 3 and Appendix 4.

Approaches to learning and teaching

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The practical, skills-based focus of fashion and textiles readily lends itself to a variety of learning and teaching approaches across the Course. These may include, but are not limited to:

- ◆ teacher/lecturer demonstration of a range of textile construction techniques
- ◆ making a variety of fashion/textile items
- ◆ sampling of textile construction techniques and fashion/textile items
- ◆ deconstructing and reconstructing fashion/textile items to identify techniques and the sequence of construction
- ◆ discussing and debating the fashion/textile choices of others
- ◆ conducting investigations such as interviews and questionnaires to identify the fashion/textile choices or needs of others
- ◆ visiting fashion designers, design studios, retailers and manufacturers to explore fashion/textile trends
- ◆ presenting ideas or completed items at school/college exhibitions and shows
- ◆ developing knowledge and understanding by watching videos and undertaking activities or research online
- ◆ working in pairs or groups to share ideas and promote collaborative skills

Examples of fashion/textile items that would be appropriate for National 3, and how these compare to fashion/textile items appropriate for National 4, National 5 and Higher, can be found in Appendix 3.

Sequencing and integration of Units within the Course

Sequencing and integration of the learning and teaching for and assessment of the Units is at the discretion of the centre. There is no set way to approach this and the sequence and/or integration of Units may be dependent on available resources, time and staff expertise. Particular sequences of or integration of Units may suit different learners and teachers/lecturers could take this into account when considering how to approach the learning and teaching and assessment of the Units in this Course.

The following suggestions illustrate two possible approaches to sequencing the learning and teaching of the Units. Please note that other combinations are also possible.

Suggestion 1

This shows the possibility of delivering the Units sequentially. This approach may provide learning opportunities for those learners who have had little or no previous experience of fashion and textiles. This sequential approach may provide opportunities for the progressive development, reinforcement and consolidation of skills, knowledge and understanding throughout the Course. The assessor can choose in which order they think it is most suitable to deliver the Units. The example below is only one suggestion.



Suggestion 2:

This shows the possibility of delivering the Units concurrently. This approach may benefit learners who already have some practical fashion/textile skills, knowledge and understanding from their broad general education. This approach may provide the opportunity for learners to integrate their learning, freeing up more time for a wider range of practical skills development.



Throughout this Course, local contexts could be used as a basis for learning and teaching. Other stimulus materials such as visual aids, videos, exhibits and visits may also help to motivate learners and encourage imaginative and creative thought. Examples of suggested resources that could be used in the learning and teaching for this Course can be found in Appendix 2.

Where resources permit, centres could use technology to support the learning and teaching of this Course. Opportunities include, but are not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources to research, for example into fashion trends and technological development in textiles
- ◆ online questionnaires to find information about the fashion/textile choices of others
- ◆ CAD software to design fashion/textile items
- ◆ computer-aided making equipment such as programmed knitting machines

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Further information about possible approaches to learning and teaching for each Unit can be found in the *Unit Support Notes*.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

Some Units may offer more opportunities than others for the development of *Skills for Learning, Skills for Life and Skills for Work* as suggested in the table below.

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

Skills for learning, skills for life and skills for work	Fashion and Textile Technology: Textile Technologies	Fashion and Textile Technology: Fashion/Textile Item Development	Fashion and Textile Technology: Fashion and Textile Choices
Money, time and measurement involves using and understanding money, time and measurement to solve practical problems in a variety of contexts, using relevant units and suitable instruments to appropriate degrees of accuracy.	✓✓	✓✓	✓✓
Personal learning involves being actively engaged in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience.	✓	✓	✓✓
Remembering involves identifying, recognising and recalling facts, events and sequences.	✓✓	✓✓	✓✓✓
Applying involves using existing information to solve a problem in a different context, and to plan, organise and complete a task.	✓✓	✓✓	✓✓✓

During the learning and teaching of the Course, there may also be opportunities for learners to develop their communication skills. These skills are particularly important for learners as these skills allow them to access, engage in and understand their learning and to communicate their ideas and opinions.

Examples of how the Skills for Learning, Skills for Work and Skills for Life could be developed in each Unit are given in the *Unit Support Notes*.

Approaches to assessment

Guidance on approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes*.

For the Course at National 3, the process of making fashion/textile items should be monitored and appropriate feedback given to the learner as required.

Combining assessment across Units

When the Units are being undertaken as part of the Course, assessment can be combined. While there are advantages to using a combined approach to assessment, a combined assessment may present a barrier for some candidates and may not be the most appropriate approach to assessment in all cases.

The pattern of combined assessment can mirror that for integrated learning and teaching, suggested in the section on approaches to learning and teaching above.

Using a combined approach to assessment has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ prevent duplication of assessment
- ◆ make more time available for learning
- ◆ enable centres to manage the assessment process more efficiently

When assessment is combined across Units, teachers/lecturers should take particular care to track learners' achievement of the Outcomes and Assessment Standards. Tracking will assist with identifying any necessary re-assessment and will also provide evidence of achievement for those learners who do not achieve the whole Course. An observational checklist could be used for this purpose.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to learning, teaching and assessment, taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ adapted tools and equipment such as large pins, adapted scissors and sewing machines with altered controls
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

Further details about equality and inclusions relevant to each Unit can be found in the *Unit Support Notes*.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)

Appendix 2: Suggested resources

Name of Organisation/Source	Possible resources available	Unit
BBC.co.uk	A source of information about textiles, the impact of the fashion industry and sewing techniques	<i>All 3 Units.</i>
British Fashion Council	<p>Promotes leading British fashion designers in a global market.</p> <p>The events support and strengthen the UK's reputation for developing design excellence. These activities assist in the growth and economic impact of the designer fashion industry.</p> <p>Information about the London Fashion Week and the British Fashion Awards.</p>	<i>Fashion and Textile Technology: Fashion and Textile Choices</i>
BurdaStyle	<p>BurdaStyle is a community website for people who sew or who would like to learn how to sew. The website offers free and inexpensive sewing patterns (including many that are copyright-free), step-by step sewing tutorials, skill sharing, inspiration, project ideas and people passionate about sewing.</p>	<i>Fashion and Textile Technology: Fashion/Textile Item Development</i>
Creative Scotland	The national leader for Scotland's arts, screen and creative industries provides a range of resources relating to the textiles industry in Scotland.	<i>Fashion and Textile Technology: Fashion/Textile Item Development</i>
Education Scotland	Education Scotland has published web-based materials to support National 4 and National 5 qualifications. The materials have been designed to help teachers and others with the delivery of programmes of learning within the new qualifications framework.	<i>All three Units</i>
Fashion and Textile Museum	The Fashion and Textile Museum is a centre for contemporary fashion, textiles and jewellery in London. The centre showcases a programme of exhibitions exploring elements of	<i>Fashion and Textile Technology: Fashion and Textile Choices</i>

	fashion, textile and jewellery as well as the Academy which runs courses for students and businesses.	
Knitting Patterns Central and Crochet Patterns Central	Provides numerous links to free knitting patterns and tutorials. Choose from over 50 categories, including clothing, hats, afghans, stuffed animals, toys, dishcloths, and much more.	<i>Fashion and Textile Technology: Fashion/Textile Item Development</i>
Simplicity	Provides a rich resource for sewing accessories, trim, ribbon, appliqués, craft supplies, knitting needles, quilting tools, and more. Simplicity also offers free patterns and projects for schools.	<i>Fashion and Textile Technology: Textile Technologies Fashion and Textile Technology: Fashion/Textile Item Development</i>
Skillset: Fashion and Textiles	Skillset Fashion and Textiles represents the fashion and textile sector, which is split into three broad areas: design, making and servicing. Skillset provides a wide range of resources that could be adapted for use in schools and colleges. There are links to events and opportunities and an overview of the occupational standards expected in the fashion and textiles industry.	<i>Fashion and Textile Technology: Textile Technologies Fashion and Textile Technology: Fashion/Textile Item Development</i>
TES: Times Educational Supplement	TES magazine's website hosts a range of teaching resources for Textiles in the Art and Design section.	<i>All three Units</i>
The Fashion Museum, Bath	The Museum is a centre for historical and contemporary fashion and textiles in Bath. The centre has a wide range of displays of costume, a programme of exhibitions and a study and research facility for schools and students.	<i>Fashion and Textile Technology: Fashion and Textile Choices</i>
Victoria and Albert Museum	Provides a range of materials and learning resources, including information and resources related to the museum's historical dress collection.	<i>Fashion and Textile Technology: Fashion and Textile Choices</i>

Appendix 3: Guidance on type of fashion/textile item suitable for National 3, National 4, National 5 and Higher

The grid below suggests the number of component parts and type of fashion/textile item that is likely to be suitable for each SCQF level. The list is for guidance only and is not definitive. Learners may choose to make any other suitable item with a similar skill level. Further guidance on standards for each SCQF level can be found in the *Unit Assessment Support* packages for National 3, National 4, National 5 and Higher and in the National 5 and Higher Coursework: *General Assessment Information* documents.

National 3	National 4	National 5	Higher
<p>A basic fashion/textile item is likely to have two component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Tabard for child: front and back with decoration, eg initial or name. ◆ Skirt: front and back, elastic hemmed waist and machined hem. ◆ Cushion: front and back with commercial surface decoration. ◆ Bag: one piece of material, with handles ribbon/tape/webbing/drawstring casing. ◆ Stuffed toy with front and back (eg cat with button eyes and embroidered 	<p>A straightforward fashion/textile item is likely to have two component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: front and back; and either pocket or ties. ◆ Skirt: front and back, unlined, elastic waist, machined hem with pocket(s). ◆ Cushion: front and back with hand-made surface decoration and Velcro/studs/tie fastening. ◆ Bag: front and back with lining, a pocket and handles. ◆ Stuffed toy with one main body part but 3D ears and stomach, eg Scottie dog. 	<p>A detailed fashion/textile item is likely to have four component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: back and front with neck finish and armhole finish or sleeves. ◆ Skirt: front/back(sections), lined, waistband/facing and press studs/hook and eye/zip. ◆ Cushion: front and back (sections) with hand-made surface decoration and zip/buttons fastening. ◆ Bag: base shaping, lining and fastenings; plastic /wooden handles attached with casings. ◆ Bag with separate pieces, eg made from recycled woollen textiles, felted; handles and 	<p>A complex fashion/textile item is likely to have a minimum of 4 component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: back and front, opening, collar/neck finish, inserted sleeves. ◆ Jacket: front opening, buttons and buttonholes/zip, inserted sleeves, lined. ◆ Knitted jacket including decorative stitch, shaping, inserted sleeves, fastening. ◆ Skirt: front and back/panels, zip, lined, multiple piece waistband. ◆ Trousers: darts, zip,

<p>whiskers).</p> <ul style="list-style-type: none"> ◆ Scarf knitted in one colour with hand-made fringing or pom-poms. ◆ Felt flower brooch with leaves and petals (eg with button middle and brooch pin). ◆ Waist apron: with ties and pocket. ◆ Mobile phone/laptop holder: front and back with Velcro closing. ◆ Christmas tree decoration: 2-part shape, ribbon tab to hang it up. 	<ul style="list-style-type: none"> ◆ Scarf knitted in two or more colours, hand-made fringing, pom-poms attached or additional surface detail, eg flower. ◆ Quilt with machined patchwork pieces, square design, backed. ◆ Wall-hanging to keep things in: casing (for pole), multiple fabrics (bands/ patchwork), applied pockets, appliqué, fastenings, embellishments etc. ◆ Item to encourage children to count, for example table mat with pockets/flaps etc. ◆ Shorts/pyjama bottoms elasticated/drawstring waist. 	<p>fastening.</p> <ul style="list-style-type: none"> ◆ Stuffed toy with separate 3D head and body parts (eg hippo), embroidered features. ◆ Shawl or wrap with detailed surface decoration, eg complex appliqué, hand/machine embroidery, beading, quilting, fringed. ◆ Quilt with machined patchwork (and appliqué); backed, edge bound with machine quilting. ◆ Knitted kimono style jacket with toggle fastening and pockets. ◆ Shorts/trousers with a waistband/zip. ◆ Dress, such as shift with front/back armhole edge/sleeves, neck finish/collar, fastening. 	<p>multiple piece waistband, pockets.</p> <ul style="list-style-type: none"> ◆ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves. ◆ Bag: back and front/panels, shaped base, multiple pockets/interior sections, textile handles, zip. ◆ Bag: created decorative fabric, eg knitted/ crocheted/felted, shaping, textile integrated/attached handles, fastening. ◆ Stuffed toy with separate 3D head and body parts (eg teddy bear/doll), embroidered features, clothes with edge finishes and fastenings. ◆ Toy play den to fit an existing frame (eg fort, wendy house): multiple shaped panels, openings with zip/ties/buttons and loops etc, surface decoration, eg complex appliqué, hand/machine embroidery.
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Appendix 4: Guidance on construction techniques — differentiation between National 3, National 4, National 5 and Higher

This grid is for guidance only and provides an indication of the type of construction technique appropriate for learners at each SCQF level. Teachers/lecturers should use their discretion and take into account other factors such as the type of fabric the learner is working with. For example, a basic technique will be more challenging to demonstrate accurately if used on a knitted, satin, sheer or pile fabric, or a fabric which requires matching of complex designs or precision matching of stripes/checks. Learners should not be restricted to the use of construction techniques indicated at their SCQF level. However, to ensure a range of construction techniques of appropriate challenge, the majority of the techniques demonstrated in the item should be drawn from the learner's SCQF level.

Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
Buttons and buttonholes	<ul style="list-style-type: none"> ◆ Two hole button 	<ul style="list-style-type: none"> ◆ Button ◆ Button with a stitched shank ◆ Reinforced unstitched buttonhole 	<ul style="list-style-type: none"> ◆ Machined buttonhole 	<ul style="list-style-type: none"> ◆ Shaped machined buttonhole ◆ Rouleau loops ◆ Fabric covered buttons
Collars		<ul style="list-style-type: none"> ◆ Single piece 	<ul style="list-style-type: none"> ◆ Multiple piece collar, eg Peter Pan 	<ul style="list-style-type: none"> ◆ Collar with stand ◆ Collar with rever

Cutting out	<ul style="list-style-type: none"> ◆ Simple straight lines 	<ul style="list-style-type: none"> ◆ Simple shapes with straight lines ◆ Curved shapes 	<ul style="list-style-type: none"> ◆ Multiple shapes on folds/grain lines as appropriate ◆ Multiple complex shapes, eg applique/patchwork ◆ Cut bias strips 	<ul style="list-style-type: none"> ◆ Appropriate direction of pile/raised fabrics ◆ Matching of stripes/checks/patterns
Disposal of fullness	<ul style="list-style-type: none"> ◆ Folds 	<ul style="list-style-type: none"> ◆ Un-pressed pleats ◆ Tucks ◆ Single-ended darts 	<ul style="list-style-type: none"> ◆ Gathers ◆ Pin tucks 	<ul style="list-style-type: none"> ◆ Darts — shaped/double-pointed ◆ Pressed pleats/multiple pleats
Edge finishes	<ul style="list-style-type: none"> ◆ Pinking 	<ul style="list-style-type: none"> ◆ scissors/shears ◆ Zig-zag ◆ Overlocking 	<ul style="list-style-type: none"> ◆ Straight seam binding ◆ Bias binding/bias cut strips on a straight edge ◆ Rolled edges 	<ul style="list-style-type: none"> ◆ Bias binding/bias cut strips on a curved edge

Embellishments	<ul style="list-style-type: none"> ◆ Fabric painting ◆ Iron on Applique ◆ Machine stitched – basic shapes ◆ Single coloured machine embroidery motif ◆ Single bead / sequin 	<ul style="list-style-type: none"> ◆ Iron-on applique with machined edge finish, eg satin stitch ◆ Basic embroidery stitches, eg features on a toy ◆ Couched lines of beads/yarn ◆ One/Two colour machine embroidery — pre-set pattern ◆ multiple beads/sequins ◆ Fabric painting ◆ Single colour tie-dye ◆ Simple/single stitch knitting/crochet 	<ul style="list-style-type: none"> ◆ Machined applique/ patchwork straightforward/ large shapes, eg squares/log cabin ◆ Simple hand stitched applique ◆ Applied ribbons/braids ◆ Simple quilting — straight lines ◆ Hand embroidery — simple design/one-two colours ◆ Multiple colour machine embroidery motif(s) — pre-set pattern ◆ Multiple beads/sequins forming simple patterns ◆ Detailed/multiple colour tie-dye ◆ Knitting/crochet with multiple stitches/shaping 	<ul style="list-style-type: none"> ◆ Complex machine/hand applique ◆ Complex/detailed patchwork patterns/curves ◆ Detailed quilting — curved lines/patterns ◆ Hand embroidery — multiple colours/stitches ◆ Multiple beads/sequins forming detailed patterns ◆ Complex/detailed multiple embellishment techniques ◆ Complex/detailed multiple technique knitting/crochet
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Felting	◆ Simple wet felting – one colour.	◆ Felting — fabric piece/one colour	◆ Felting — simple shaping/one or two colours	◆ Felting — free hand shaping/multiple colours
Facings		◆ Simple facing, eg round neck/ armhole/waist	◆ Shaped facing, eg v-neck/notched neckline	◆ Combined facing, eg neckline and armhole/neckline and front opening
Fastenings (other than buttons/zips)	◆ Ties	◆ Press studs ◆ Velcro	• Metal hook & Eyes	• Metal hook & Hand worked bar.
Hand sewing	◆ Tacking ◆ Running stitch	◆ Basting ◆ Back Stitch ◆ Ladder Stitch	◆ Hemming/slip hemming ◆ Blanket stitch	◆ Herringbone ◆ Buttonhole stitch
Hems	◆ Plain single machined hem	◆ Machined hem with lay or finished edge	◆ Hand stitched hem ◆ Machine blind-stitched hem	◆ Bound hem, hand stitched
Insertions and openings			◆ Slit with hemmed edges ◆ Faced slits	◆ Vents ◆ Backed pleat ◆ Godets
Linings		◆ Simple, loose lining, eg simple skirt	◆ Fitted lining, eg straight edged bag/fitted skirt	◆ Complex/shaped linings, eg including darts/tucks/ openings/fastenings
Seams	◆ Plain seam ◆ Overlocked seam	◆ Plain seam with machined edge finish	◆ French seam ◆ Felled seam	◆ Lapped seam ◆ Welt seam ◆ Piped seam

Sleeves		<ul style="list-style-type: none"> ◆ Cap sleeve 	<ul style="list-style-type: none"> ◆ Raglan sleeve ◆ Drop head sleeve 	<ul style="list-style-type: none"> ◆ Sleeve inserted into an armhole ◆ Multiple piece sleeve
Transferring pattern markings	<ul style="list-style-type: none"> ◆ Tailors Chalk 	<ul style="list-style-type: none"> ◆ Tracing paper/wheel ◆ Tailor tacking 		
Pockets		<ul style="list-style-type: none"> ◆ Side seam pocket 	<ul style="list-style-type: none"> ◆ Patch pocket — simple shape, eg square/rounded corners ◆ Lined pocket 	<ul style="list-style-type: none"> ◆ Shaped patch pocket ◆ Extension side seam pocket
Waistbands and cuffs		<ul style="list-style-type: none"> ◆ Hem with elastic ◆ Casing ◆ Single piece waistband 	<ul style="list-style-type: none"> ◆ Two-piece waistband ◆ Petersham waistband ◆ One/two piece cuff 	<ul style="list-style-type: none"> ◆ Multiple piece/shaped waistband ◆ Cuff with button fastening
Working with patterns	<ul style="list-style-type: none"> ◆ Placing straightforward pattern 	<ul style="list-style-type: none"> ◆ Placing straightforward pattern according to pattern markings 	<ul style="list-style-type: none"> ◆ Placing multiple pattern pieces according to pattern markings ◆ Creating a simple pattern/adjusting/modifying a commercial pattern 	
Yokes		<ul style="list-style-type: none"> ◆ Single layer, straight edge 	<ul style="list-style-type: none"> ◆ Single layer shaped edge 	<ul style="list-style-type: none"> ◆ Detailed/composite shape ◆ Double layer straight edge.
Zips			<ul style="list-style-type: none"> ◆ Plain zip ◆ Exposed zip 	<ul style="list-style-type: none"> ◆ Concealed zip ◆ Semi concealed zip

Administrative information

Published: May 2015 (version 3.0)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Updated to incorporate revised content of Course Specification: <ul style="list-style-type: none">◆ General guidance on the Course◆ Approaches to learning and teaching◆ Approaches to assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work New information added: <ul style="list-style-type: none">◆ Appendix 2: Suggested resources New additions to document: <ul style="list-style-type: none">◆ Appendix 3: Guidance on type of fashion/textile item suitable for National 3, National 4 and National 5◆ Appendix 4: Guidance on construction techniques — differentiation between National 3, National 4 and National 5	Qualifications Development Manager	August 2013
	3.0	New information added to: <ul style="list-style-type: none">◆ Appendix 2: Resource references updated.◆ Appendix 3: Amended for clarification◆ Appendix 4: Amended to facilitate bi level teaching from National 3–Higher.		

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Unit Support Notes — Fashion and Textile Technology: Textile Technologies (National 3)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Fashion and Textile Technology: Textile Technologies* Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Fashion and Textile Technology: Textile Technologies (National 3) *Unit Specification*
- ◆ National 3 Fashion and Textile Technology *Course Specification*
- ◆ National 3 Fashion and Textile Technology *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Fashion and Textile Technology: Textile Technologies* (National 3) Unit is a mandatory Unit in the National 3 Fashion and Textile Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is to provide learners with the opportunity to develop basic knowledge and skills related to textile technologies. This includes an awareness of the characteristics and properties of a range of textiles and their uses. Learners will have the opportunity to make basic fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select and use equipment and tools safely. Learners who successfully complete this Unit will be able to demonstrate achievement of the following Outcomes:

- 1 Prepare to make basic fashion/textile items using a pattern
- 2 Make basic fashion/textile items using a pattern

Progression into this Unit

Entry into 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:

- ◆ National 2 Creative Arts Course or its component Units
- ◆ National 2 Practical Craft Skills Course or its component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Fashion and Textile Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers can select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the section entitled: 'Approaches to learning, teaching and assessment'.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the National 3 Fashion and Textile Technology Course
- ◆ *Fashion and Textile Technology: Textile Technologies* (National 4) Unit
- ◆ related Units in SQA Awards
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

This section provides advice and guidance and some examples of learning, teaching and assessment approaches that could be used for this Unit.

Sequencing and timing

This Unit consists of two Outcomes for which the learning and teaching and assessment can be approached in a variety of ways. The Outcomes are designed to be approached sequentially. There is no specific amount of time set aside for the learning, teaching and assessment of each Outcome. This will depend on the needs of the learners and their prior skills, knowledge and understanding. Teachers/lecturers should take the needs of their learners into account when planning the learning and teaching for this Unit.

Possible approaches to learning and teaching

An engaging and supportive learning environment should be provided to encourage active learner involvement. This could include, but is not limited to, learner-centred approaches such as:

- ◆ undertaking practical activities to develop a range of textile construction techniques
- ◆ undertaking practical activities to understand how to use a pattern
- ◆ visiting manufacturers and retailers to explore the wide range of textiles available and see how they are used
- ◆ inviting specialist to demonstrate skills such as embroidery, knitting or crocheting
- ◆ developing problem-solving skills during item making
- ◆ working collaboratively and providing the opportunity for peer teaching or support, eg while setting up and using equipment
- ◆ discussing new skills and concepts and debating how they can be applied
- ◆ using the internet to research patterns and textile properties and characteristics

See Appendix 3 of National 3 *Fashion and Textile Technologies Course Support Notes* for information about fashion/textile items suitable for SCQF levels 3–6.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include, but is not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources to research, for example, textile properties and characteristics
- ◆ CAD software to design fashion/textile items
- ◆ computer-aided making equipment such as programmed knitting machines
- ◆ interactive tasks which demonstrate the use of textile tools, equipment and construction techniques

Further information about suitable resources and materials appropriate to this Unit can be found in the *Course Support Notes*.

Assessment strategies and methods

Assessment should be carried out under supervision and it is recommended that the learner generates evidence for the Unit as a whole to minimise repetition and allow more time for learning.

Learners should have access to appropriate resources including manuals and instructions during learning, teaching and assessment.

Assessors may provide advice and guidance to learners to help them solve technical problems. They may also give learners advice on the suitability and practicability of their choice of item, fabrics, yarns and textiles depending on available resources.

At National 3, the process of making fashion/textile items should be monitored and appropriate feedback given to the learner as required.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards within the Outcomes need only to be re-assessed on those Assessment Standards not achieved.

The following table suggests some approaches to learning, teaching and assessment for this Unit. Other approaches are also possible.

Outcome 1 — Prepare to make basic fashion/textile items using a pattern

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>When learners are selecting a basic fashion/textile item to make or adapt, this should be from a given range.</p> <p>See Appendix 3 of National 3 <i>Fashion and Textile Technologies Course Support Notes</i> for more information about fashion/textile items suitable for SCQF levels 3–6.</p> <p>Learners could be taught to understand the complexity of the task by understanding the processes/stages involved in construction of the item. This may be done by an activity examining patterns or ready-made items to look at the number of component parts and number of steps involved in the assembly.</p>	<p>Learners could be assessed throughout the stage of preparing to make the fashion/textile item through use of:</p> <ul style="list-style-type: none"> ◆ an observational checklist ◆ learner worksheets which could indicate the name of the item and pattern chosen and a simple drawing/description <p>Learners should select, with support from the teacher/lecturer, an item that they can make.</p>
<p>When selecting appropriate textiles for the chosen fashion/textile item, learners could investigate some of the basic effects of textile properties and characteristics, in order to support them to make informed choices. This could be approached as a sensory exercise, or by offering worksheets or other direct teaching exercises.</p> <p>Practical activities such as knitting, paper weaving, shop visits or fabric storyboards could be used.</p> <p>Teachers may also wish to consider co-operative learning techniques such as expert groups.</p> <p>Learners could develop understanding of terms such as weight, texture, aesthetic aspects, drape, durability, strength, softness, ease of care, crease resistance, water resistance, absorbency, stiffness, elasticity, and then be able to apply these terms to textiles. They could also develop understanding of the properties of</p>	<p>Learners could select textiles in consultation with teachers/lecturers and could be assessed using:</p> <ul style="list-style-type: none"> ◆ an observational checklist ◆ learner worksheet showing textile choice for selected fashion/textile item ◆ swatch of textiles to be used <p>A written or oral short response test of knowledge and understanding prior to beginning the practical work could be used to determine the extent of a learner’s underpinning knowledge and understanding. This could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ textiles — sources, properties and characteristics, such as durability, strength and softness ◆ physical and chemical fabric finishes, such as brushing or bleaching

<p>textiles constructed by knitting, weaving and bonding. It may be appropriate to provide an information booklet. Learners should then be able to choose textiles which are suitable for the purpose of the chosen fashion/textile item.</p>	
<p>When working on identifying a range of appropriate textile construction techniques for items, learners could learn either through written tasks, research or a specific exercise in the form of sample making, or concurrently whilst working within Outcome 2.</p> <p>At this level, construction techniques could include pinning, cutting out, transfer of pattern markings, cross-pinning, tacking, machine stitching, knitting, crochet, decorative stitches, making hems, pressing, use of iron to create lays/hems, hand-stitching, application of trims, buttons, stuffing or application of pockets.</p> <p>Surface decoration can also be considered as a construction technique. Suitable surface decoration techniques could include: applique, ribbons/braids, photographic transfers and applying embellishments, or any other relevant surface decoration techniques.</p> <p>See Appendix 4 of National 3 <i>Fashion and Textile Technologies Course Support Notes</i> for more information about construction techniques appropriate for SCQF levels 3–6.</p>	<p>Teachers/lecturers would assess the suitability of the construction techniques chosen by the learner for the chosen item. Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ learner worksheet indicating the construction techniques chosen ◆ a tick list indicating the construction techniques to be used by learner in making the chosen item

Outcome 2 — Make basic fashion/textile items using a pattern

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>Learners could learn the functions of the various kinds of equipment available to them, including sewing machines, irons, ironing boards, pins, needles, scissors, measuring tapes and quick-unpicks. Methods of teaching the functions of the various items of equipment include co-operative learning techniques such as matching exercises, or through the use of written comprehension-style exercises. Expert groups or collaborative peer teaching could also be used.</p> <p>Online resources such as videos could also be watched to identify appropriate equipment used for the make of particular items.</p> <p>These activities would support learners in selecting appropriate textile equipment and tools.</p>	<p>Learners would be assessed throughout the making of the chosen item when selecting equipment for use.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklists ◆ learner worksheets which could show: <ul style="list-style-type: none"> — list of equipment needed to make chosen item — selection from a tick list ◆ Photographic evidence of choice of tools/equipment
<p>It may be useful to use co-operative learning techniques to have learners generate safety rules before equipment comes into general use. Points to consider may include loose clothing and hair, safe use, carrying and storage of tools and equipment, numbers of people around equipment and tripping hazards.</p> <p>Learners should be taught to use the equipment correctly. This could include correct use of sewing machines, irons and ironing boards, and correct carrying, storage and use of needles, scissors and pins, marking and measuring equipment.</p> <p>Correct and safe use applies both to any sample/practice pieces and to the fashion/textile item chosen for make. Examples of correct use for the sewing machine would be using the seam allowance guides</p>	<p>Learners could be assessed throughout the making of the chosen item through observation by the teacher/lecturer.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer observational checklists ◆ photographs of the item being made <p>Teachers may find it helpful to consider some form of 'signing off' once each learner is able to set up and use each piece of equipment competently.</p>

<p>and reverse controls, as well as using the machine in a safe manner.</p> <p>Learners may also be able to use e-learning resources which simulate health and safety risks in the workshop or workplace.</p>	
<p>Learners could be provided with practical opportunities to develop and practice a range of textile construction techniques on samples prior to application on their chosen item. Learners could then use a range of appropriate textile construction techniques when making items.</p> <p>At this level and stage of the Course, learners are likely to require extensive teacher support, and should be encouraged to keep a record of the stages of construction and the time spent on each in order to assist with evaluation.</p> <p>‘How to use a pattern’ could be taught by teacher/lecturer demonstration and discussion with learners. A pattern could be placed and pinned onto fabric with learners trying to identify the pattern markings/symbols and their purpose. These skills can be used when making their own item. Correct handling and cutting techniques should be taught at this stage. Learners could work in pairs, with support, when carrying out this process.</p> <p>For knitting and crochet patterns, learners could be taught by demonstration or by watching instruction videos. Learners could be asked to recall symbols and abbreviations used on knitting and crochet patterns and produce their own symbol or abbreviation dictionary.</p> <p>Teachers/lecturers may wish to have the whole class constructing the same item so they can be guided stage by stage as a group, or teachers/lecturers may wish to offer a choice of items and then work</p>	<p>Learners would be assessed throughout the make of the chosen item through observation by teacher/lecturer.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklists ◆ photographs of the item being made ◆ the completed item <p>Teachers/lecturers would have to provide suitable, safe storage for learners work until completion.</p>

with smaller groups in turn.

Teachers/lecturers should provide opportunities for learners to examine a range fashion/textile items at all stages of construction and deconstruction in order to understand the appropriate standard of quality required when making their own fashion/textile item. This could include aspects such as: satisfactory stitching by hand or machine; satisfactory depth hems; satisfactory shaping; trimming off threads; ironing to remove all creases; neat and tidy finish.

Combining assessment within Units

There are many ways in which the requirements of the Unit can be generated. Evidence may be gathered using different assessments for each Outcome or it may be gathered for the Unit as a whole through one assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Developing skills for learning, skills for life and skills for work

For this Unit, there are significant opportunities to develop the skills for learning, skills for life and skills for work. Some of these opportunities are described in the table below.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching
Numeracy	
Money, time and measurement	In this Unit, learners could be given the opportunity to use a range of measuring instruments and be given the opportunity to read and interpret straightforward units of measurement such as metres, millimetres and centimetres. Learners may also benefit from considering the cost of textiles and how this is associated with their properties and characteristics.
Health and wellbeing	
Personal learning	In the context of the <i>Fashion and Textile Technology: Textile Technologies</i> Unit, learners could be given the opportunity to reflect on their practical skills and learn from their experiences. Teachers/lecturers could provide the opportunity for learners to critically reflect on what they did well and what could be improved upon, to inform their ongoing learning.
Thinking skills	
Applying	Wherever possible learners could be given the opportunity to apply the skills, knowledge and understanding they have developed to respond to given briefs in a range of contexts. Learners could be encouraged to think about how they are going to make the fashion/textile item, decide what textile construction techniques to use and then make the fashion/textile item. To determine a learner's level of understanding, learners could be encouraged to discuss what they are doing or show their thinking.

There may be other opportunities for the development of other skills for learning, skills for life and skills for work in this Unit. However, this could vary across centres depending on approaches being used for the Unit. This will be for centres to decide.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to learning, teaching and assessment, taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ adapted tools and equipment such as large pins, adapted scissors and sewing machines with altered controls
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- ◆ *Building the Curriculum 5: A framework for assessment*
- ◆ *Course Specifications*
- ◆ *Design Principles for National Courses*
- ◆ *Guide to Assessment (June 2008)*
- ◆ *Overview of Qualification Reports*
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ *SCQF Handbook: User Guide (published 2009)* and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: May 2015 (version 3.0)

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Updated to incorporate revised content in Unit Specification: <ul style="list-style-type: none">◆ General guidance on the Unit◆ Approaches to learning, teaching and assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work◆ Equality and inclusion	Qualifications Development Manager	August 2013
	3.0	Wording amended in line with Course Support Notes appendix.	Qualifications Manager	May 2015

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Unit Support Notes — Fashion and Textile Technology: Fashion/Textile Item Development (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Fashion and Textile Technology: Fashion/Textile Item Development* Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ *Fashion and Textile Technology: Fashion/Textile Item Development (National 3) Unit Specification*
- ◆ *National 3 Fashion and Textile Technology Course Specification*
- ◆ *National 3 Fashion and Textile Technology Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Fashion and Textile Technology: Fashion/Textile Item Development* (National 3) Unit is a mandatory Unit in the National 3 Fashion and Textile Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is for learners to explore fashion/textile trends and the fashion/textile item development process. They will work, with support, to given briefs to identify solutions for basic fashion/textile items based on those trends. Learners will follow given work sequences to make basic fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends. The Unit also provides learners with the opportunity to select and use equipment and tools safely.

Learners who successfully complete this Unit will be able to demonstrate achievement of the following Outcomes:

- 1 Identify solutions for basic fashion/textile items that take into account fashion/textile trends
- 2 Make basic fashion/textile items that take into account fashion/textile trends

Progression into this Unit

Entry into 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:

- ◆ National 2 Creative Arts Course or its component Units
- ◆ National 2 Practical Craft Skills Course or its component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Fashion and Textile Technology Course *Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers can select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the section entitled: 'Approaches to learning, teaching and assessment'.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the National 3 Fashion and Textile Technology Course
- ◆ Fashion and Textile Technology: Fashion/Textile Item Development (National 4) Unit
- ◆ related Units in SQA Awards
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

This section provides advice and guidance and some examples of approaches to learning, teaching and assessment that could be used for this Unit.

Sequencing and timing

This Unit consists of two Outcomes for which the learning and teaching and assessment could be approached in a variety of ways. The Outcomes are, however, designed to be approached sequentially. There is no specific amount of time set aside for the learning and teaching for and assessment of each Outcome. This will depend on the needs of the learners and their prior skills, knowledge and understanding. Teachers/lecturers should take the needs of their learners into account when considering how to approach the learning, teaching and assessment of this Unit.

Possible approaches to learning and teaching

An engaging and supportive learning environment should be provided to encourage active learner involvement. This could include, but is not limited to, learner-centred approaches such as:

- ◆ teacher/lecturer exposition of contemporary and historical fashion/textile trends
- ◆ using the internet to research into contemporary and historical fashion/textile trends
- ◆ using current fashion magazines to identify contemporary fashion trends and their influence on high street fashion
- ◆ visiting designers, exhibitions, manufacturers and retailers to see first-hand how fashion/textile items are influenced by trends, designed, made and marketed
- ◆ inviting specialists to demonstrate skills such as ideas generation, decorative work and finishing skills
- ◆ developing problem-solving skills during item design and make
- ◆ working collaboratively with other learners, including peer teaching and support
- ◆ discussing trends, ideas and skills and debating how they can be applied
- ◆ managing resources during the preparation and making process
- ◆ teacher/lecturer demonstration of practical skills
- ◆ undertaking practical activities to develop an increasing range of textile construction techniques
- ◆ using simulated exercises to reinforce health and safety practices

Learners could make partial items or manufacture complete items. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

See Appendix 3 of National 3 *Fashion and Textile Technologies Course Support Notes* for information about fashion/textile items suitable for SCQF levels 3–6.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include, but is not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources to research, for example, fashion/textile trends
- ◆ CAD software to design fashion/textile items
- ◆ computer-aided making equipment such as programmed knitting machines
- ◆ interactive tasks which demonstrate the use of textile tools, equipment and construction techniques

Further information about suitable resources and materials appropriate to this Unit can be found in the *Course Support Notes*.

Assessment strategies and methods

Assessment should be carried out under supervision and it is recommended that the learner generates evidence for the Unit as a whole to minimise repetition and allow more time for learning.

Learners should have access to appropriate resources including manuals, patterns, fashion/textile magazines and instructions during learning, teaching and assessment.

Assessors may provide advice and guidance to learners to help them solve technical problems. Teachers and lecturers may give learners advice on suitability and practicability of their choice of item, fabrics, yarns and textiles.

At National 3, the process of making fashion/textile items should be monitored and appropriate feedback given to the learner as required.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards within the Outcomes need only to be re-assessed on those Assessment Standards not achieved.

The following table suggests some approaches to learning, teaching and assessment for this Unit. Other approaches are also possible.

Outcome 1 — Identify solutions for basic fashion/textile items that take into account fashion/textile trends

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>Learners can be helped to analyse key themes within a given brief. The use of word banks and pictures may be considered useful in helping learners to analyse a selection of simple briefs.</p> <p>Briefs should have one theme and be open to personalisation and choice. For this Unit, briefs should be able to be interpreted using a fashion/textile trend, for example:</p> <ul style="list-style-type: none"> ◆ Make a fashion/ textile item(s) for your own bedroom. ◆ Make a fashion/textile item(s) based on a Scottish theme. ◆ Make a fashion/textile item(s) suitable for your own birthday party. ◆ Make a fashion/textile item(s) that you could wear to a fancy dress party. ◆ Make a fashion/textile item(s) using recycled fabric. ◆ Make a fashion/textile item(s) for your favourite pet. ◆ Make a fashion/textile item(s) based on one of your hobbies. <p>Learners could learn how to identify appropriate solutions by examining different fashion/textile items in groups and discussing what the purpose of the item is and how ‘fit for purpose’ it is. Mood boards could be used to capture thoughts and ideas. Learners could be given access to appropriate magazines, catalogues, and internet resources and sample textiles to help select an appropriate solution.</p> <p>Key features of a solution could include for example: use; purpose; safety; theme; quality; budget; size; durability; ease of care; colour or shape.</p>	<p>Learners may need to be guided to select an item that is within their range of skills.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ learner worksheets with a description of the item ◆ information about the fashion/textile trend they have a chosen ◆ a folio of work ◆ a presentation board <p>An observational checklist could also be used.</p>

<p>At National 3, the learner should be given the features to consider in the solution. For example:</p> <p>Brief: make a fashion/textile item(s) suitable for your own bedroom. Key features of the solution: colour and size. Choice of item: taking into account brief and key features of the solution, the item chosen could be a cushion.</p> <p>The learner could carry out a personal investigation to identify and select an appropriate contemporary or historical fashion/textile trend that can be used in the solution using text books, pattern books, fashion catalogues, classroom resources and the internet including websites. Visits can be made to local colleges (where there are fashion/textile departments) or an expert from the fashion/textile industry or college department could be asked to come and speak to the learners. Local retailers and manufacturers can also be visited where possible. This Unit could also incorporate learning about the design process in the textile industry. Learners could study fashion houses and fashion weeks, interpretation of fashion/textile trends by high street retailers, designer labels, history of fashion and fashion designers.</p>	
<p>Learners could use knowledge gained in the <i>Fashion and Textile Technology: Textile Technologies</i> Unit to help identify the most suitable textiles for their chosen item. If the learner decides to make a bag, for example, the textiles chosen may require to be strong, washable and of a firm texture. If a t-shirt is the chosen item the textiles may have to be soft, washable and light weight.</p> <p>The chosen textiles should be:</p> <ul style="list-style-type: none"> ◆ suitable for the type and style of the item chosen to be made ◆ suitable weight 	<p>Evidence could include, but is not limited to, learner worksheets which could show:</p> <ul style="list-style-type: none"> ◆ fabric choice ◆ swatch of textiles to be used ◆ list of requisition requirements — this could be a multiple choice tick list

<ul style="list-style-type: none"> ◆ suitable texture ◆ free from flaws <p>Learners could be encouraged to use their senses (touch, sight and smell) to identify appropriate textiles. Visits to local fabric and yarn retailers may provide a valuable resource for learners to explore and experience a wide range of textiles.</p> <p>When considering appropriate textiles for solutions, learners could be encouraged to quantify and use textiles efficiently to avoid wastage. Learners could develop this skill by examining the method of construction used on existing fashion/textile items.</p>	
<p>The choice of textile construction techniques will depend on the item to be made. Learners could examine ready-made items and identify what techniques have been used. They may also wish to take into account their strengths, weaknesses and preferences, when deciding which techniques to employ.</p> <p>Textile construction techniques could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ placing a pattern, pinning, cutting, marking ◆ tailor tacking, stay stitching, tacking, hand-sewing. ◆ fastening, stuffing, gathering, seams ◆ knitting, weaving, crochet, fringing ◆ quilting, beading, appliqué, embroidery <p>It is recommended that learners are encouraged to select textile construction techniques that build on and extend those developed in the <i>Fashion and Textile Technology: Textile Technologies</i> Unit. Learners could develop these techniques by examining ready-made items and identifying which techniques have been used. In all cases,</p>	<p>Evidence could include, but is not limited to, a worksheet which could show the learner's choice of textile construction techniques.</p>

support should be provided at this level to guide the learner into making appropriate choices.

See Appendix 4 of National 3 *Fashion and Textile Technologies Course Support Notes* for more information about construction techniques appropriate for SCQF levels 3–6.

Learners could be shown a variety of work sequences and discuss the most efficient way of making the item. Learners would benefit from being encouraged to make good use of their time whilst working on an item. For example, they could carry out alternative tasks whilst waiting for equipment or undertake repetitive tasks in their spare time.

Outcome 2 — Make basic fashion/textile items that take into account fashion/textile trends

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>Learners could be encouraged to examine patterns to identify what techniques, tools and equipment would be required. Learners could examine the method of construction used on existing fashion/textile items and try to identify the specific equipment and techniques that have been used. Online videos and demonstration of item make may also help learners identify suitable equipment and tools.</p> <p>Learners may also benefit from visiting a manufacturer to learn how textile items are mass manufactured and the various roles people have in the fashion/textile industry.</p> <p>Learners could be encouraged to demonstrate the correct use of the tools and equipment before beginning the making process. Support could be given to make sure tools and equipment are used safely. Learners should not be expected to operate machinery independently until it has been fully established that they are both competent and confident to do so.</p> <p>Learners could be encouraged to refer to previous knowledge to help with this task. However it would be advisable to revise previously learned skills, for example:</p> <ul style="list-style-type: none"> ◆ gather learners together in small groups and demonstrate threading and safe use of the sewing machine ◆ peer teaching/learning can be employed to assist learners who are experiencing difficulties. This method reinforces knowledge/skills for both learners ◆ teacher/lecturer support should be prevalent and is essential 	<p>Learners could be assessed throughout the make of the chosen item.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklists ◆ learner worksheets ◆ photographs

<p>throughout this process</p> <p>Learners could be asked to identify health and safety risks associated with the tools and equipment they are using. For example, hair and clothing should be kept away from machines when in use and there should be no trailing flexes. This could be delivered by teacher demonstration, peer group demonstration and class discussion. Learners would identify possible accidents that may occur if safety guidelines are not adhered to.</p>	
<p>Learners could be given opportunities to follow simple verbal and/written instruction regarding the sequencing of their work during learning and teaching activities. Timings are not necessary, however learners could be encouraged to make good use of their time while working and, if necessary, adjust the order in which they do things.</p> <p>Learners could also be given the opportunity to either watch a demonstration or visit a local manufacturer to see how items are created from patterns to finished articles.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ learner worksheets, which could show <ul style="list-style-type: none"> — the given work sequence — a diary of actual activities carried out ◆ observational checklists ◆ record of the completed fashion/textile item
<p>Learners should be made aware that following the solution, the work sequence is integral to this Unit. They could be encouraged to keep a daily log of work carried out over a period of time. This could be discussed with the learner at regular intervals to help develop an increasing awareness of time and time management.</p> <p>Learners could be encouraged to do as much as possible for themselves. However some learners may require additional help to overcome technical problems.</p> <p>Teachers/lecturers should provide opportunities for learners to examine a range fashion/textile items at all stages of construction and deconstruction in order to understand the appropriate standard</p>	<p>Processes carried out by learners could be assessed by observation and recorded on a checklist.</p> <p>Videos or photographs of the item being made could also be used as evidence.</p> <p>Learners' worksheets could be kept as evidence.</p>

<p>of quality required when making their own fashion/textile item. This could include, but is not limited to aspects such as: satisfactory stitching by hand or machine; satisfactory depth hems; satisfactory shaping; trimming off threads; ironing to remove all creases; neat and tidy finish; or any other relevant feature.</p>	
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Combining assessment within Units

There are many ways in which the requirements of the Unit can be generated.

Evidence may be gathered using different assessments for each Outcome or it may be gathered for the Unit as a whole through one assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Developing skills for learning, skills for life and skills for work

For this Unit, there are significant opportunities to develop the following skills for learning, skills for life and skills for work some of these opportunities are described in the table below.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching
Numeracy	
Money, time and measurement	In the context of this Unit, learners could be given the opportunity to use a range of measuring instruments and be able to read and interpret Units of measurement on patterns. They could also be encouraged to take notice of the time required for each task during the making process and record this in a log or diary.
Health and wellbeing	
Personal learning	In this Unit, learners could be given the opportunity to reflect on their practical skills and learn from their experiences. Teachers and lecturers could provide the opportunity for learners to critically reflect on what they did well during the design and making process. Through discussion with the teacher/lecturer, learners could agree what could be done in the future to improve their management of time and resources.
Thinking skills	
Remembering	Learners could be encouraged to recall correct health and safety procedures in respect of using textile equipment and tools. Learners could also be asked to remember patterns, symbols and abbreviations.
Applying	Wherever possible, learners could be given the opportunity to apply the skills, knowledge and understanding they have developed to respond to given briefs in a range of contexts. Learners should be encouraged to think about how they are going to make the fashion/textile item, decide what textile techniques to use and then make the fashion/textile item. To determine a learner's level of understanding, learners should be encouraged to discuss what they are doing or plan to do.

There may be other opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Unit. However, this could vary across centres depending on approaches being used to deliver the Unit. This will be for individual centres to decide.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to learning, teaching and assessment, taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ adapted tools and equipment such as large pins, adapted scissors and sewing machines with altered controls
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
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- ◆ Coursework Authenticity — a Guide for Teachers and Lecturers
- ◆ [SCQF Handbook: User Guide](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: May 2015 (version 3.0)

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Updated to incorporate revised content in Unit Specification: <ul style="list-style-type: none">◆ General guidance on the Unit◆ Approaches to learning, teaching and assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work◆ Equality and inclusion	Qualifications Development Manager	August 2013
	3.0	Wording amended in line with Course Support Notes appendix	Qualifications Manager	May 2015

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Unit Support Notes — Fashion and Textile Technology: Fashion and Textile Choices (National 3)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Fashion and Textile Technology: Fashion and Textile Choices* Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Fashion and Textile Technology: Fashion and Textile Choices (National 3) *Unit Specification*
- ◆ National 3 Fashion and Textile Technology *Course Specification*
- ◆ National 3 Fashion and Textile Technology *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Fashion and Textile Technology: Fashion and Textile Choices* (National 3) Unit is a mandatory Unit in the National 3 Fashion and Textile Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is to provide learners with the opportunity to develop a basic knowledge of factors affecting the fashion and textile choices of consumers. Learners will make and review fashion/textile items that take into account the fashion/textile choice of consumers. The Unit also provides learners with the opportunity to select and use equipment and tools safely.

Learners who successfully complete this Unit will be able to demonstrate achievement of the following Outcomes:

- 1 Prepare to make or adapt basic fashion/textile items that take into account the fashion and textile choice of others
- 2 Make basic fashion/textile items that take into account the fashion and textile choice of others

Progression into this Unit

Entry into 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:

- ◆ National 2 Creative Arts Course or its component Units
- ◆ National 2 Practical Craft Skills Course or its component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Fashion and Textile Technology Course *Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers can select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the section entitled: 'Approaches to learning, teaching and assessment'.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the National 3 Fashion and Textile Technology Course
- ◆ Fashion and Textile Technology: Fashion and Textile Choices (National 4) Unit
- ◆ related Units in SQA Awards
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

This section provides advice and guidance and some examples of approaches that could be used to deliver this Unit.

Sequencing and timing

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. The Outcomes are, however, designed to be delivered sequentially. There is no specific amount of time set aside for the delivery and assessment of each Outcome. This will depend on the needs of the learners and their prior skills, knowledge and understanding.

Possible approaches to learning and teaching

An engaging and supportive learning environment should be provided to encourage active learner involvement. This could include, but is not limited to learning and teaching approaches such as:

- ◆ discussing factors affecting the fashion and textile choice of others
- ◆ conducting surveys to research the fashion/textile choices of others
- ◆ using online and other resources to research fashion/textile trends and ideas
- ◆ visiting exhibitions, designers or retailers to see how fashion/textile items are designed and marketed
- ◆ teacher/lecturer exposition and demonstration of practical skills
- ◆ undertaking practical activities to reinforce and develop an increasing range of textile construction techniques
- ◆ deconstructing, reconstructing and up-cycling fashion/textile items to explore how items can be adapted
- ◆ reviewing completed items using techniques such as sensory tests
- ◆ working collaboratively with other learners
- ◆ managing time and resources
- ◆ using simulated contexts to reinforce health and safety practices

Learners could adapt existing items, make partial items or manufacture complete items. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

See Appendix 3 of National 3 *Fashion and Textile Technologies Course Support Notes* for information about fashion/textile items suitable for SCQF levels 3–6.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include, but is not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources to research, for example, fashion and textile choices
- ◆ online questionnaires to investigate the fashion/textile choices of others
- ◆ CAD software to design fashion/textile items

Further information about suitable resources and materials appropriate to this Unit can be found in the *Course Support Notes*.

Assessment strategies and methods

Assessment should be carried out under supervision and it is recommended that the learner generates evidence for the Unit as a whole to minimise repetition and allow more time for learning.

Learners should have access to appropriate resources including manuals and simplified instructions during learning, teaching and assessment.

Assessors may provide advice and guidance to learners to help them solve technical problems. Teachers and lecturers may give learners advice on suitability and practicability of their choice of item, fabrics, yarns and textiles.

At National 3, the process of making fashion/textile items should be monitored and appropriate feedback given to the learner as required.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards within the Outcomes need only to be re-assessed on those Assessment Standards not achieved.

The following table suggests approaches to learning, teaching and assessment. Other approaches are also possible.

Outcome 1 — Prepare to make or adapt basic fashion/textile items that take into account the fashion and textile choice of others

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence
<p>Research using textbooks and the internet should provide information regarding possible criteria which influences the fashion and textile choices of others. Visits to fashion shows and retailers will also provide valuable information about the choices made by others.</p> <p>Influences on fashion and textile choice to consider could include: budget; advertising; celebrity endorsement; climate; culture; environmental sustainability (for example, energy saving, eco-friendly products); Fairtrade components; after-care; body image; body size; geographical location and accessibility to fashion/textile shops; physical ability; peer pressure; personal taste or any other relevant factor.</p> <p>Teachers/lecturers could provide learners with a range of suitable solutions to choose from. The solutions provided by the teacher/lecturer must respond to at least one factor influencing the fashion/textile choice of others. Some of these may be more appropriate than others and will enable learners to discuss the reasons for their suitability.</p> <p>Solutions can be presented in a number of formats, including: mood board, annotated diagrams or illustrations and could include fabric samples or other information.</p>	<p>Learners could be assessed throughout the Unit.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ worksheets identifying factors affecting fashion and textile choice and reasons why the solution was chosen ◆ a presentation/mood board

Outcome 2 — Make basic fashion/textile items that take into account the fashion and textile choice of others

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence
<p>Learner could be encouraged to refer to previous knowledge to help with the selection of appropriate equipment and tools.</p> <p>Simplified instruction manuals could be used to help the learner use the equipment correctly and follow a step by step approach.</p> <p>Correct use of equipment could be demonstrated, for example, by gathering learners in small groups and demonstrating safe use of machinery.</p> <p>Learner peer teaching/learning also helps to reinforce knowledge and skills for learners.</p> <p>Learners could identify possible accidents that may occur if safety guidelines are not adhered to.</p> <p>Learners could use e-learning tools to risk assess textile workshops by identifying health and safety risks in the workplace.</p> <p>Learners should be encouraged to do as much as possible for themselves. However some learners may require additional help to overcome technical problems.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer observational checklist/oral feedback ◆ completed checklists of safety guidelines
<p>Learners should be made aware that following the solution is integral to this Unit.</p> <p>Learners could be encouraged to do as much as possible for themselves. However some learners may require additional help to overcome technical problems.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklists ◆ records of the completed fashion/textile item

<p>Teachers/lecturers should provide opportunities for learners to examine a range fashion/textile items at all stages of construction and deconstruction in order to understand the appropriate standard of quality required when making their own fashion/textile item. This could include, but is not limited to aspects such as: satisfactory stitching by hand or machine; satisfactory depth hems; satisfactory shaping; trimming off threads; ironing to remove all creases; neat and tidy finish; or any other relevant feature.</p>	
<p>The skill of carrying out the process of reviewing completed items could benefit from direct teaching followed by personal investigation and research.</p> <p>Learners could benefit from seeing examples of fashion/textile items which have received successful and positive comments in relation to the selected solution or factors affecting the fashion and textile choice of others. Learners could benefit from seeing examples of what these positive comments might be.</p> <p>Learners could also benefit from seeing examples of fashion/textile items which have received negative feedback in relation to the selected solution or factors affecting the fashion and textile choice of others. Learners could benefit from seeing examples of what this criticism might be.</p> <p>Examples of inappropriate solutions to given briefs could be exemplified — learners could then be encouraged to identify and give reasoned explanations as to why solutions were inappropriate, eg expensive silk fabric being used to make a tote bag for a student on a low budget.</p>	<p>In order to be able to complete a review of the finished item, learners must be able to compare their completed fashion/textile item against the solution.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer evaluation of item in relation to the solution ◆ completion of self-evaluation sheet/oral feedback reflecting upon both positive and negative attributes of their fashion/textile item ◆ video footage or photographs of the learner's work

<p>Learners could be encouraged to explore a range of open-ended questions designed to help them come to informed decisions regarding the suitability of their fashion/textile choice for meeting the previously identified influence. For example: how does the completed fashion/textile item take into account the issue that has affected fashion/textile choice? Or: how is the completed fashion/textile item appropriate for its end user?</p> <p>Learners should be encouraged to reflect constructively on the positive and negative attributes of their fashion/textile item.</p>	
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Combining assessment within Units

There are many ways in which the requirements of the Unit can be generated.

Evidence may be gathered using different assessments for each Outcome or it may be gathered for the Unit as a whole through one assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Developing skills for learning, skills for life and skills for work

For this Unit, there are significant opportunities to develop the following skills for learning, skills for life and skills for work. Some of these opportunities are described in the table below.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching
Numeracy	
Money, time and measurement	In the context of this Unit, learners could be given the opportunity to use a range of measuring instruments and be able to read and interpret units of measurement. They could also be encouraged to notice the time taken during each task of the making process and record this in a log or diary. Learners could also be given the opportunity to calculate quantities of fabrics and to learn the consequences of inaccurate measurements in terms of wastage of time and money, plus the possibility of having to go and purchase additional textiles if an insufficient amount was purchased.
Health and wellbeing	
Personal learning	In this Unit, learners could be given the opportunity to reflect on their practical skills and learn from their experiences. Teachers and lecturers could provide the opportunity for learners to critically reflect on what they did well during the design and making process. Through discussion with the teacher/lecturer, learners could agree what could be done in the future to improve their management of time and resources. Learners could investigate influences on consumers and how consumers can be influenced by external sources. Learners may be in a position to extend their skills base and to experience the personal rewards of achieving positive outcomes with regard to learning and applying newly learnt skills and knowledge.

Thinking skills	
Applying	Wherever possible, learners could be given the opportunity to apply the skills, knowledge and understanding they have developed to respond to given briefs in a range of contexts. Learners should be encouraged to think about how they are going to make the fashion/textile item, decide which textile skills to use and then make the fashion/textile item. To determine the learner's level of understanding, they should be encouraged to discuss their actions and thinking.

There may be other opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Unit. However, this could vary across centres depending on approaches being used to deliver the Unit. This will be for individual centres to decide.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to learning, teaching and assessment, taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
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It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

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- ◆ Principles and practice papers for curriculum areas
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- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: May 2015 (version 3.0)

History of changes to Unit Support Notes

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	2.0	Updated to incorporate revised content in Unit Specification: <ul style="list-style-type: none">◆ General guidance on the Unit◆ Approaches to learning, teaching and assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work◆ Equality and inclusion	Qualifications Development Manager	August 2013
	3.0	Wording amended in line with Course Support Notes appendix.	Qualifications Manager	May 2015

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