



Practical Fashion and Textile Technology (National 4)

Draft Course and Unit Support Notes

For general advice and guidance on the Course.



This edition: January 2012, draft version 1.0

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Practical Fashion and Textile Technology (National 4) 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*, the *Added Value Unit Specification* and the *Unit Specifications* for the Units in the Course.

The Practical Fashion and Textile Technology (National 4) Course has been benchmarked against the Scottish Credit and Qualifications Framework (SCQF) at SCQF level 4. The Course has three mandatory Units and an Added Value Unit.

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General guidance on the Course

Aims

The Practical Fashion and Textile Technology (National 4) Course is designed to develop the practical skills, knowledge and understanding which support fashion/textile activities.

During the Course, learners will design, plan, manufacture and evaluate fashion/textile items to meet the needs of given briefs. The knowledge and skills that learners acquire by successfully completing the Course will be valuable for learning, life and work.

The Course aims to:

- ◆ develop practical skills and techniques to facilitate planning and manufacture of straightforward fashion/textile items
- ◆ develop appropriate and safe use of relevant tools and equipment to manufacture straightforward fashion/textile items
- ◆ develop learners' knowledge and understanding of textile properties and technologies
- ◆ develop an understanding of factors that influence fashion and textile choices for individuals and society
- ◆ develop learners' investigation and evaluation skills

Particular emphasis is placed on the development of manual dexterity and textile construction skills to manufacture 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:

- ◆ Access 3 Practical Fashion and Textile Technology 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.

Experiences and Outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

In this Course, the following experiences and outcomes from the technologies curriculum area may provide an appropriate basis for entry to the Course:

- ◆ 'By using problem solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work' (TCH 3-11a).
- ◆ 'Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work' (TCH 4-11a).

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 the Course

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

Note: teachers and lecturers should refer to the *Added Value Unit Specification* for mandatory information about the skills, knowledge and understanding to be covered in this 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 | Textile Technologies | Fashion/Textile Item Development | Fashion and Textile Choices |
|---|----------------------|----------------------------------|-----------------------------|
| ◆ understanding textile characteristics and properties including textile technologies | ✓✓✓ | | ✓✓ |
| ◆ developing ideas for the design of fashion/textile items | | ✓✓ | ✓✓✓ |
| ◆ developing practical textile construction skills | ✓✓✓ | ✓✓✓ | ✓✓✓ |
| ◆ developing manual dexterity | ✓✓✓ | ✓✓✓ | ✓✓✓ |

| | | | |
|---|-----|-----|-----|
| ◆ demonstrating appropriate set up and safe use of tools and equipment to produce straightforward fashion/textile items | ✓✓✓ | ✓✓✓ | ✓✓✓ |
| ◆ understanding factors that affect fashion choices | | | ✓✓✓ |
| ◆ planning and manufacturing straightforward fashion/textile items | | ✓✓✓ | ✓✓ |
| ◆ problem-solving in straightforward contexts | | ✓✓ | ✓✓ |
| ◆ evaluating the product | | | ✓✓ |
| ◆ communicating straightforward ideas and thoughts | | | ✓✓ |

Progression from this Course

This Course or its component Units may provide progression to:

- ◆ practical fashion and textile technology (national 5) course
- ◆ other SQA qualifications in creative or technological subjects at SCQF level 4 or above
- ◆ further study or training such as textile related modern apprenticeships
- ◆ national certificate group awards in fashion and textile related disciplines
- ◆ employment in fashion/textile related 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.

The Practical Fashion and Textile Technology (National 4) Course is in a hierarchy with the Access 3 Practical Fashion and Textile Technology Course and the Practical Fashion and Textile Technology (National 5) Course.

Units within each Course have the same titles and similar Outcomes and Assessment Standard structures, but the level of demand is progressive. This hierarchical relationship between the Units is shown in the table below:

| Access 3 | National 4 | National 5 |
|----------------------------------|----------------------------------|----------------------------------|
| Textile Technologies | Textile Technologies | Textile Technologies |
| Fashion/Textile Item Development | Fashion/Textile Item Development | Fashion/Textile Item Development |

| | | |
|-----------------------------|-----------------------------|---------------------------------|
| Fashion and Textile Choices | Fashion and Textile Choices | Fashion and Textile Choices |
| | Added Value Unit | Course Assessment Specification |

This hierarchical structure aims to allow learners to be recognised for their best achievement as well as facilitate fall-back. For example, a learner who achieves all three mandatory Units at National 4, but does not achieve the Added Value Unit will be able to fall back and gain credit for the Access 3 Course without the need for additional evidence.

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

- ◆ underpinning knowledge and understanding
- ◆ complexity of fashion/textile items to be manufactured degree of accuracy required

Further details about the mandatory skills, knowledge and understanding for National 4 can be found in the *Added Value Unit Specification*.

Centres should take care to ensure that learners progressing from one level to the next are exposed to different contexts for learning and assessment to avoid repetition. This could be achieved by focusing on different fashion/textile items to manufacture and exposing learners to an increasing range of textile construction skills.

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 delivery methods across the Course, such as:

- ◆ practical skills development during item manufacture
- ◆ sampling of techniques and items
- ◆ learner-centred problem-solving approaches which encourage learners to work collaboratively to solve problems themselves without the need for teacher intervention
- ◆ pair and group working to share ideas and promote collaborative skills
- ◆ discussion and debate to appreciate the fashion/textile choices of others
- ◆ deconstructing and reconstructing fashion/textile items to identify techniques and sequencing of construction
- ◆ interviews and questionnaires to identify the needs of others
- ◆ visits to fashion houses, retailers and manufacturers to explore fashion trends
- ◆ school/college exhibitions and shows to present ideas or items produced
- ◆ online videos, activities or research to develop underpinning knowledge and understanding

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 for the delivery of this Course can be found in Appendix 1.

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

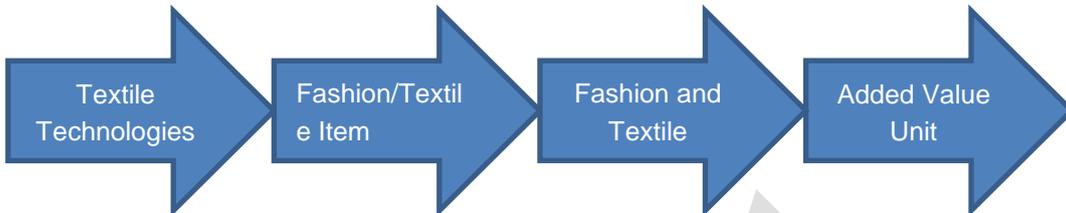
Sequencing and integration of Units within the Course

Sequencing and integration of the delivery and assessment of the Units is at the discretion of the centre. There is no set way of delivering the Units and their sequence and/or integration may be dependent on available resources, time and staff expertise.

The following models illustrate a few possible approaches to integrating and sequencing the delivery of the Units. Please note that other combinations are also possible.

Model 1:

This model shows the possibility of delivering the Units sequentially. This model may be particularly appropriate for 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 through the Course.



Model 2:

This model also shows the possibility of delivering the Units sequentially and building up skills gradually. In this case, centres may wish to begin the Added Value Unit earlier in the Course thereby providing more time for generating ideas and manufacturing the fashion/textile item.



Model 3:

This model 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.



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

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

| SQA Skills for Learning, Skills for Life and Skills for Work Framework Definition | Textile Technologies | Fashion/Textile Item Development | Fashion & Textile Choices | Added Value Unit |
|--|----------------------|----------------------------------|---------------------------|------------------|
| 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 delivery of the Course there may also be opportunities for learners to develop their literacy skills. Literacy skills are particularly important for learners as these skills allow them to access, engage in, and understand their learning and to communicate their thoughts, 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*.

Exemplification of assessment is provided in the *National Assessment Resource*.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

Information given in the *Added Value Unit Specification* about the assessment of added value is mandatory.

Full details of the assessment of added value are included in the *Added Value Unit Specification*. Evidence generated for the Units cannot be used for the assessment of added value.

The Added Value Unit addresses the key purposes and aims of the Course as defined in the *Course Specification*. Learners will apply the skills, knowledge and understanding from across the Units in the Course to produce an effective overall response to a new, given brief. The brief will be internally set and should be sufficiently open and flexible to allow for personalisation and choice.

To prepare for the Added Value Unit, learners could be provided with opportunities to:

- ◆ analyse briefs to identify design specification points
- ◆ generate ideas for fashion/textile items
- ◆ use a range of textile construction skills to manufacture fashion/textile items
- ◆ evaluate fashion/textile items according to appearance and fitness for purpose

Some centres may wish to consider entering learners for the Added Value Unit only at National 4. Whilst this approach will not provide recognition for the whole Course, it may provide an indication of the suitability of the learner for the Practical Fashion and Textile Technology (National 5) Course.

Combining assessment across Units

If the Units are delivered as part of the Course, assessment can be combined.

The pattern of combined assessment can mirror for the pattern for integrated delivery, suggested in the 'Approaches to Learning and Teaching' section.

Using an integrated approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ avoid duplication of assessment
- ◆ be cost effective
- ◆ allow more time for learning
- ◆ allow 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 reassessment and will also provide evidence of achievement for those learners who do not achieve the whole Course. A tracking sheet could be used for this purpose, see Appendix 2.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

E-assessment can play an important role in the design and delivery of National Courses by supporting integration and learner personalisation and choice.

Where resources permit, centres could use technology to support the learning, teaching and assessment of this Course. Opportunities may include:

- ◆ online interactive tasks to assess awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources research for example, 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 manufacturing equipment, such as programmed knitting machines

Equality and inclusion

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

The following requirements within the Course may present potential barriers to some disabled learners:

- ◆ use practical fashion/textile construction skills to manufacture fashion/textile items
- ◆ use tools and equipment according to health and safety guidelines
- ◆ interpret and use patterns for fashion/textile items

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 for learners who are visually impaired
- ◆ practical help to hold materials in place whilst the learner manufactures items

Further details about equality and inclusion 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 \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [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*](#)

Appendix 2: Suggested resources

| Name of Organisation/Source | Possible resources available | Unit title |
|--|---|--|
| Skillset: Fashion and Textiles | Skillset Fashion and Textiles represents the fashion and textile sector which is split into three broad areas: design, manufacturing 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. | <ul style="list-style-type: none"> ◆ Textile Technologies ◆ Fashion/Textile Item Development |
| Simplicity | Provides a rich resource for sewing accessories, trim, ribbon, appliques, craft supplies, knitting needles, quilting tools, and more. Simplicity also offer free patterns and projects for schools. | <ul style="list-style-type: none"> ◆ Textile Technologies ◆ Fashion/Textile Item Development |
| Burdastyle | BurdaStyle is a community website for people who sew or 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. | <ul style="list-style-type: none"> ◆ Fashion/Textile Item Development |
| Knitting patterns central and Crochet patterns central | Provides numerous links to free knitting patterns and tutorials. More than 50 categories available, including clothing, hats, afghans, stuffed animals, toys, dishcloths. | <ul style="list-style-type: none"> ◆ Fashion/Textile Item Development |
| BBC Bitesize | Provides revision guides and tests for textile related knowledge and understanding | <ul style="list-style-type: none"> ◆ Textile Technologies |
| Fashion and Textiles Museum | The Fashion and Textile Museum is a centre for contemporary fashion, textiles and jewellery in London. The centre has a programme of exhibitions exploring elements of fashion, textile and jewellery as well as the Academy which runs courses for students and businesses. | <ul style="list-style-type: none"> ◆ Fashion and Textile Choices |

| | | |
|-------------------------|---|-----------------------------|
| British Fashion Council | Promotes leading British fashion designers in a global market. The events support and strengthen the UK's reputation for developing design excellence. Provides information about London Fashion Week and the British Fashion Awards. | Fashion and Textile Choices |
|-------------------------|---|-----------------------------|

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Administrative information

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Superclass: to be advised

History of changes to Course Support Notes

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|-----------------------|---------------|------|
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Draft Unit Support Notes — Practical Fashion and Textile Technology: Textile Technologies (National 4)

For general advice and guidance on the Unit.



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Textile Technologies (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The Textile Technologies (National 4) Unit is a mandatory Unit in the Practical Fashion and Textile Technology (National 4) Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners.

The general aim of this Unit is to develop learners' knowledge and understanding of textile technologies to prepare and manufacture fashion/textile items. Learners will select and use appropriate materials, textile construction skills, tools and equipment to make a straightforward fashion/textile item such as a garment, fashion accessory, soft toy or item of soft furnishing. Learners will be required to use a range of textile construction skills to an appropriate level of accuracy.

The focus of this Unit is on the development and application of practical textile skills and relevant health and safety procedures. It has been designed for delivery in a range of learning environments.

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

- 1 prepare for the manufacture of straightforward fashion/textile items
- 2 manufacture straightforward fashion/textile items

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:

- ◆ Access 3 Practical Fashion and Textiles Technology Course or its component Units

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the Practical Fashion and Textile Technology (National 4) *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to 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 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the Practical Fashion and Textile Technologies (National 4) Course
- ◆ Textile Technologies (National 5) Unit
- ◆ related Units in Awards
- ◆ further study, employment and/or training

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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 to deliver this Unit.

Sequencing and timing

This Unit has 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 learning and teaching approaches such as:

- ◆ practical activities to develop a range of textile construction and manual dexterity skills
- ◆ visits to manufacturers and retailers to explore a wide range of textiles and how they are used in manufacture
- ◆ visiting demonstrators who can share specialist skills such as embroidery, knitting or crochet
- ◆ development of problem solving skills during item manufacture
- ◆ collaborative work which provides the opportunity for peer teaching or support whilst setting up and using equipment
- ◆ discussion and debate around new skills and concepts and how they can be applied
- ◆ using technology such as the internet to research textile properties and characteristics

Items to be manufactured could include for example: existing items that require adaptation, making partial items or manufacturing a complete item. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

Further information about suitable resources and materials 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 resources, such as manuals and instructions during learning, teaching and assessment.

successful learner, confident individual, responsible citizen, effective contributor

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 materials based on available resources.

Outcomes and Assessment Standards cannot be sampled. However, sampling of content in the Added Value Unit can be considered when designing Unit assessments.

Learners who fail to achieve all of the Assessment Standards in the Outcomes only need to be reassessed on the Assessment Standards they have not achieved. Centres delivering this Unit as part of a Course may wish to consider building reassessment opportunities into the assessment of other Units.

Exemplification of assessment is provided in the *National Assessment Resource*.

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

Outcome 1 Prepare for the manufacture of a straightforward fashion/textile item

| Assessment Standard | Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|---|---|---|
| <p>Choosing a straightforward fashion/textile item to manufacture</p> | <p>It is suggested that a variety of straightforward fashion/textile items are offered as options for the learner to manufacture. Options could include:</p> <ul style="list-style-type: none"> ◆ adapting a ready-made item ◆ manufacturing a partial item ◆ manufacturing a complete item <p>Straightforward items could include: a simple skirt, pencil case, drawstring bag, wall hanging, fleece hat, cushion, elasticated shorts, apron or soft toy. Items chosen are at the discretion of the centre.</p> <p>Learners could be encouraged to analyse the complexity of the task by understanding the processes/stages involved in construction of the chosen item. This may be done by an activity examining component parts of previously completed items and the number of steps used.</p> <p>Learners should be encouraged to select an item that is within their skills, in consultation with teacher/lecturer.</p> | <p>Learners could be assessed throughout the planning of the fashion/textile item. Evidence could include:</p> <ul style="list-style-type: none"> ◆ an observation checklist ◆ learner's planning pro forma which could name and describe the item chosen ◆ notes of oral evidence taken by the teacher/lecturer |
| <p>Selecting appropriate fabric or fabrics for the chosen fashion/textile item, taking into account</p> | <p>Learners need to know some of the basic effects of fabric properties and fabric construction to select appropriate fabrics for the chosen fashion/textile item.</p> | <p>A formative written or oral short response test of knowledge and understanding prior to beginning the practical work is suggested to determine the extent of a learner's</p> |

| | | |
|---|--|---|
| <p>the characteristics of fibres and fabrics. The chosen fabric should be:</p> <ul style="list-style-type: none"> ◆ suitable for the purpose of the fashion/textile item ◆ suitable in weight and texture | <p>This could be delivered as a research project or sensory exercise, or by worksheets or other direct teaching exercises.</p> <p>Practical hands-on activities such as spinning, carding, 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 will need to understand terms, such as drape, durability, strength, softness, ease of care, crease resistance, water resistance, absorbency, stiffness, elasticity, and then be able to apply these terms to fabrics. They will also need to understand the properties of fabrics constructed by knitting, weaving and bonding. It may be appropriate to provide this information in a booklet.</p> | <p>underpinning knowledge and understanding.</p> <p>This formative test could include:</p> <ul style="list-style-type: none"> ◆ fibres and fabrics — sources, properties and characteristics ◆ physical and chemical fabric finishes <p>Other evidence could include:</p> <ul style="list-style-type: none"> ◆ Observation checklist ◆ Planning pro forma which could show: <ul style="list-style-type: none"> — fabric choice — swatch of fabric/s to be used ◆ Oral evidence annotated on the checklist |
| <p>Identifying at least five appropriate textile construction skills for the chosen item</p> | <p>Learners could develop an understanding of textile construction skills through practical tasks or specific exercises in the form of research or sample making.</p> <p>At this level, construction skills could include: pinning, cutting, transfer of markings, cross-pinning, tacking, machine stitching, knitting, crochet, decorative stitches, making hems, pressing, use of iron to create lays/hems, hand-stitching, insertion of linings, insertion of zips,</p> | <p>Evidence could include:</p> <p>observation checklist planning pro forma which could show a list of construction skills to be used by learner in making the chosen item</p> <p>Learners may also provide this information orally to the teacher/lecturer. This could be</p> |

| | | |
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| | <p>application of trims, buttons, buttonholes, stuffing, application of pockets, cross pinning, use of plain seams, simple seam finishes, fastenings, use of trimmings.</p> | <p>recorded in a variety of ways, eg video/scribed or on the checklist.</p> |
| <p>Selecting appropriate equipment and tools to manufacture the chosen fashion/textile item</p> | <p>At this stage learners need to understand the functions of the various tools and equipment available to them.</p> <p>It may be useful to use co-operative learning techniques to allow learners to generate safety rules or identify potential health and safety risks before equipment comes into general use.</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>Points to consider may include: loose clothing and hair, safe use, carrying and storage of tools and equipment, numbers of people around the equipment and tripping hazards.</p> | <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ Observation checklist ◆ planning pro forma which could show: <ul style="list-style-type: none"> — list of equipment needed to manufacture chosen item — selection from a tick list <p>Learners may also provide this information orally to the teacher/lecturer. This could be recorded in a variety of ways, .e.g. video/scribed or on the checklist.</p> <ul style="list-style-type: none"> ◆ Photographic evidence of choice of tools/equipment. |

Outcome 2 Manufacture a straightforward fashion/textile item

| Assessment Standard | Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|--|--|--|
| <p>Setting up equipment correctly and according to safety guidelines.</p> | <p>Having chosen which equipment and tools are appropriate for each task, learners should be shown how to set up equipment correctly and as independently as possible. This could be done through peer or group work, the use of videos and on-line resources may also support learning.</p> | <p>Learners should be able to correctly set up and use tools and equipment appropriate to the item being manufactured and correct carrying and storage of needles, scissors and pins.</p> <p>Evidence could be collected through teacher/lecturer observation checklist.</p> |
| <p>Using equipment and tools correctly and according to safety guidelines.</p> | <p>Learners should draw on all aspects of the Outcomes so far to progress to manufacturing their chosen fashion/textile item.</p> <p>Learners may receive extensive teacher support during manufacture. They could be encouraged to keep a record of the stages of construction and the time spent on each to assist with on-going learning.</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 may wish to offer a choice of items and then work with smaller groups in turn.</p> | <p>Learners would be assessed throughout the manufacture of the chosen item through observation by teacher/lecturer.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer observation checklist ◆ photographs of the item being manufactured |

| | | |
|--|---|--|
| <p>Manufacturing a straightforward fashion/textile item using appropriate equipment, tools and at least five textile construction skills</p> | <p>Learners could be provided with practical opportunities to develop and practise a range of textile construction skills on samples prior to application on their chosen item.</p> | <p>Learners would be assessed throughout the manufacture of the chosen item.</p> <p>Evidence could include:</p> <ul style="list-style-type: none">◆ Observation checklists◆ Photographs of the item being made and the completed item could also provide evidence <p>At different stages the pupil planner could also be annotated/signed and dated by teacher/lecturer</p> |
|--|---|--|

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 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 measurements such as millimetres and centimetres. Learners may also benefit from considering the cost of fabrics and how this is associated with their properties and characteristics. |
| Health and wellbeing | |
| Personal learning | In the context of the Textile Technologies 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 on-going learning. |
| Thinking skills | |
| Remembering | Learners could be encouraged to recall correct health and safety procedures in respect of setting up and using textile equipment and tools. Learners could also be asked to remember a range of textile properties and characteristics and appropriate sequencing for manufacturing items. |
| Applying | Wherever possible, learners could be given the opportunity to apply the skills, knowledge and understanding they have developed 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 skills to use and then manufacture the fashion/textile item. To determine a learner's level of understanding, learners could be encouraged to discuss what they are doing with their peers or the teacher/lecturer. |

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 centres to decide.

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.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include:

- ◆ online assessments for health and safety
- ◆ e-portfolios to record checklists and evidence of fashion/textile items produced
- ◆ web-based resources to research textile properties and characteristics
- ◆ interactive tasks which demonstrate the use of textile tools, equipment and construction techniques

SQA already provides some e-assessment tools and centres may access these, including those available through GLOW.

The *National Assessment Resource* and SQA's quality enhancement procedures complement e-assessment.

Equality and inclusion

This Unit requires the learner to use a range of manual dexterity skills which may present a barrier to physically disabled learners.

The following requirements in the Unit may present potential barriers to some disabled learners:

- ◆ use practical fashion/textile construction skills to manufacture fashion/textile items
- ◆ use tools and equipment according to health and safety guidelines

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
- ◆ practical help to hold materials in place whilst the learner manufactures items

Alternative approaches to Unit assessment which take account of the specific needs of learners can be used, provided the centre is 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.

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.

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: January 2012 (draft version 1.0)

Superclass: to be advised

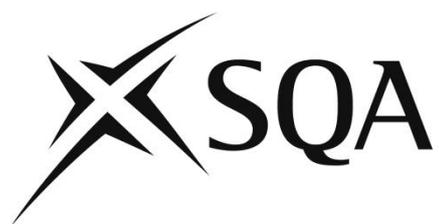
History of changes to Unit Support Notes

| Unit details | Version | Description of change | Authorised by | Date |
|--------------|---------|-----------------------|---------------|------|
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Draft Unit Support Notes — Practical Fashion and Textile Technology: Fashion/Textile Item Development (National 4)

For general advice and guidance on the Unit.



This edition: January 2012 (version 1.0)

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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).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Fashion/Textile Item Development (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The Fashion/Textile Item Development (National 4) Unit is a mandatory Unit in the Practical Fashion and Textile Technology (National 4) 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 develop learners' skills, knowledge and understanding of fashion/textile item development. Learners will work to a given brief to develop a straightforward fashion/textile item such as a garment, a fashion accessory, soft furnishing or a soft toy.

A 'straightforward' fashion/textile item at this level could be for example:

- ◆ a two piece garment with an elastic waistband
- ◆ accessory or soft furnishing with Velcro or press stud fastenings (rather than zips or buttons)
- ◆ a textile gift with up to four components

The learner must design, plan and manufacture a fashion/textile item using a pattern and a range of textile construction skills to an appropriate level of accuracy.

The focus of the Unit is on the development and application of practical textile skills, manual dexterity, planning and organisational skills, and knowledge of health and safety.

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

- 1 Design and plan the manufacture of straightforward fashion/textile items using patterns
- 2 Manufacture straightforward fashion/textile items using patterns

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:

- ◆ Access 3 Practical Fashion and Textile Technology Course or its component Units

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the Practical Fashion and Textile Technology (National 4) *Course Support Notes* .

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to 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 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the Practical Fashion and Textile Technologies (National 4) Course
- ◆ Fashion/Textile Item Development (National 5) 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 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 learning and teaching approaches such as:

- ◆ exposition and demonstration of new practical skills
- ◆ practical activities to reinforce and develop an increasing range of textile construction and manual dexterity skills
- ◆ visiting demonstrators or visits to designers, manufacturers and retailers to see first-hand how fashion/textile items are designed, made and marketed
- ◆ visiting demonstrators who can share specialist skills such as ideas generation, decorative work and finishing skills
- ◆ development of problem solving skills during item design and manufacture
- ◆ collaborative work including peer teaching and support or peer evaluation
- ◆ discussion and debate around ideas, skills and concepts and how they can be applied
- ◆ using the internet to research fashion/textile ideas and suitable patterns
- ◆ management of time and resources during the planning and manufacturing process
- ◆ using simulated exercises to reinforce health and safety practices

The items to be manufactured could include for example: adapting existing items, making partial items or manufacturing a complete item. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

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

successful learner, confident individual, responsible citizen, effective contributor

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 materials.

Outcomes and Assessment Standards cannot be sampled. However, sampling of content in the Added Value Unit can be considered when designing Unit assessments.

Learners who fail to achieve all of the Assessment Standards within the Outcomes only need to be reassessed on those Assessment Standards they have not achieved. Centres delivering this Unit as part of a Course may wish to consider building reassessment opportunities into the assessment of other Units.

Exemplification of assessment is provided in the *National Assessment Resource*.

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

Outcome 1 Design and plan the manufacture of straightforward fashion/textile items using patterns

| Assessment Standard | Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|---|--|--|
| <p>Developing a design solution to satisfy three design specifications points within a given brief. The design solution must include.</p> <ul style="list-style-type: none"> ◆ an appropriate idea which satisfies the three design specification points ◆ appropriate fabric or fabrics ◆ at least five appropriate textile construction skills | <p>Design briefs could be short and open to personalisation and choice. For this Unit, design briefs should focus on the personal preferences of the learner, for example:</p> <ul style="list-style-type: none"> ◆ Make a fashion/textile item(s) suitable for taking on holiday. ◆ Make a fashion/textile for a bedroom. ◆ Make a fashion/textile item(s) based on a Scottish theme. ◆ Make a fashion/textile item(s) suitable for a party. ◆ Make a fashion/textile item(s) using recycled fabric. <p>At National 4, the learner should be given the design specification points. The design specification points will depend on the brief and will reflect on the item being produced.</p> <p>Learners could be taught how to identify design specification points within a given brief by examining different textile items in groups and discussing what the purpose of the item is and how 'fit for purpose' it is. Design specification points could be for example: use; purpose; safety; age; theme; quality; budget; size; durability; easy care; colour; shape.</p> <p>For example:</p> | <p>Learners could be assessed throughout the Unit.</p> <p>Learners may need to be guided to select an item that is within their skills. Teacher/lecturer support could be provided throughout.</p> <p>It is recommended that learners have knowledge of the following prior to assessment:</p> <ul style="list-style-type: none"> ◆ preparation and finishing of seams ◆ edge finishes ◆ hems ◆ fastenings ◆ waist finishes ◆ order of construction ◆ craft skills and their suitability for application to textile items <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ Planning pro forma which could indicate: <ul style="list-style-type: none"> — name of item chosen — photocopy of the pattern |

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| | <p>Brief: Make a fashion/textile item(s) suitable for a bedroom</p> <p>Specification points: safety, easy care and size.</p> <p>Suggestions for a design solution could be:</p> <ul style="list-style-type: none">◆ soft toy◆ cushion cover◆ bag◆ quilt cover <p>The learner could carry out a personal investigation to identify a suitable solution. The investigation could involve the use of text books, pattern books, fashion catalogues, resources and the internet.</p> <p>Learners could discuss a variety of ready-made fashion/textile items and how these items might help to identify a specific design brief. Visits can be made to local colleges (where there is a fashion/textile department) 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.</p> <p>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 trends by high street retailers, designer labels,</p> | <p>envelope or a description of the item.</p> <ul style="list-style-type: none">— folio of work— presentation board <p>Learners may also provide some of this information orally to the teacher/lecturer.</p> <p>An observation checklist (see exemplar in the <i>Course Support Notes</i>).</p> |
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| | <p>history of fashion and fashion designers.</p> <p>The chosen item should demonstrate at least five textile construction skills, for example:</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, beading, appliqué, embroidery <p>It is recommended that learners are encouraged to select textile construction skills that build on and extend those developed in this Unit. The choice of construction skills will, however, depend on the item to be made. Learners could develop these skills by examining ready-made items and identifying what skills have been used. They may also wish to take into account their own strengths, preferences and weaknesses when deciding what textile construction skills to use. In all cases, support should be provided at this level to guide the learner into making appropriate choices.</p> | |
| <p>Producing a plan which includes:</p> <ul style="list-style-type: none"> ◆ a logical work sequence for the manufacture of the fashion/textile item ◆ a requisition for appropriate fabric or fabrics, equipment | <p>Accurate timings are not required, however learners would benefit from being encouraged to make good use of their time whilst working. For example, doing alternative tasks whilst waiting for equipment or by doing repetitive tasks in their spare time. A logical work sequence for manufacture could include for example:</p> | <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ planning pro forma which could show: <ul style="list-style-type: none"> — fabric choice — swatch of fabric/s to be used — list of requisition requirements, this could be a multiple choice |

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| <p>and tools</p> | <ol style="list-style-type: none">1. Order or select all resources including fabrics, pattern and equipment2. Prepare pattern and fabric. Pin on and cut out.3. Transfer pattern markings using tailor tacking and remove pattern.4. Tack and machine pieces together. Remove tacking.5. Snip and clip seams and turn through to right side.6. Stuff and close opening by slip stitching.7. Embroider features to the face. <p>Learners could be encouraged to carefully examine the pattern to identify what components, tools and equipment would be required to make the item. Learners could develop planning skills by examining the method of construction used on existing fashion/textile items and to identify what specific equipment and components have been used.</p> <p>Learners may also benefit from a visit to a manufacturer to learn about how textile items are mass manufactured and the various roles people have in the fashion/textile industry.</p> | <p>tick list</p> <p>Learners may also provide this information orally to the teacher/lecturer or by using an observation checklist.</p> |
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Outcome 2 Manufacture straightforward fashion/textile items using patterns

| Assessment Standard | Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|--|--|--|
| Setting up equipment correctly and according to safety guidelines | The learner would benefit from being encouraged to understand the importance of correct set up and use of the machines. | Learners could be assessed throughout the manufacture of the chosen item. |
| Using equipment and tools correctly and according to safety guidelines | <p>Learners could refer to previous knowledge to help with this task, however it would be advisable to revise previously learned skills. This could be done for example by:</p> <ul style="list-style-type: none"> ◆ Gathering learners together in small groups and demonstrating threading and safe use of the sewing machine. ◆ Learners working in pairs and peer teaching/learning which helps to reinforce knowledge/skills <p>Health and safety could be taught to learners by teacher demonstration, peer group demonstration and class discussion. Learners could identify possible accidents that may occur if safety guidelines are not adhered to.</p> <p>'How to use a pattern' could be taught by teacher/lecturer demonstration and discussion with the 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</p> | Evidence could include: observation by teacher/lecturer using an observation checklist or photographic evidence. |

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| | <p>techniques should be taught at this stage.</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>Manufacturing the designed fashion/textiles item according to the design solutions and the plan</p> | <p>Learners should be made aware that following their own design solution and plan is integral in 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. Some may need a support specialist for health and safety reasons and this requirement should be adhered to.</p> <p>Learners could be given the opportunity to either watch a demonstration of item manufacture or visit a local manufacturer to see how items are created from patterns to finished articles. Whilst manufacturing, learners could be encouraged to adapt their plans where necessary. This could be done through discussion with other learners or the teacher/lecturer.</p> | <p>Processes carried out by learners could be assessed by observation and recorded on a checklist</p> <p>Photographs of the item being made and the completed item could also provide evidence.</p> <p>Planning pro forma can be annotated/signed and dated by teacher/lecturer.</p> <p>Observation checklist/s can be used.</p> <p>A record of the completed fashion/textile item should be kept.</p> |

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. Learners could also be encouraged to take cognisance of the use of time during the manufacturing process by measuring the time taken to complete tasks and recording 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 manufacturing 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 setting up and using textile equipment and tools. Learners could also be asked to remember appropriate sequencing of construction methods whilst using patterns and manufacturing fashion/textile items. |
| 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 skills to use and then manufacture the fashion/textile item. To determine a learner's level of understanding, learners should 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 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.

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.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners are using ICT in working towards their assessment.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include:

- ◆ online assessments for health and safety
- ◆ e-portfolios to record checklists, patterns and evidence of fashion/textile items produced
- ◆ web-based resources to research suitable patterns, design ideas and construction techniques
- ◆ interactive tasks which demonstrate the use of textile tools, equipment and construction techniques

SQA already provides some e-assessment tools and centres may access these, including those available through GLOW.

The *National Assessment Resource* and SQA's quality enhancement procedures complement e-assessment.

Equality and inclusion

This Unit requires the learner to design, plan and manufacture a partial or complete fashion or textile item. This will require the learner to use a range of manual dexterity skills and organisational skills which may present a barrier to physically disabled learners.

If a learner has a physical disability which is inhibiting their ability to organise their thoughts, apply practical skills, or read small text on patterns centres should provide where possible:

- ◆ assistive technologies
- ◆ specially adapted tools or equipment such as large pins, adapted scissors and machinery with adapted controls
- ◆ adapted patterns with large print
- ◆ a planning pro forma to assist learners organise their thoughts and ideas
- ◆ practical help to hold materials or gather resources for learners and working under the direct instruction of the learner

Alternative approaches to Unit assessment which take account of the specific needs of learners can be used provided the centre is 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.

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Appendix 1: Reference documents

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Administrative information

Published: January 2012 (draft version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

| Unit details | Version | Description of change | Authorised by | Date |
|--------------|---------|-----------------------|---------------|------|
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Draft Unit Support Notes — Practical Fashion and Textile Technology: Fashion and Textile Choices (National 4)

For general advice and guidance on the Unit.



This edition: January 2012, draft version 1.0

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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).

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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 Choices (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Added Value Unit*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The Fashion and Textile Choices (National 4) Unit is a mandatory Unit in the Practical Fashion and Textile Technology (National 4) 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 develop learners' knowledge and understanding of issues affecting the fashion and textile choices of others, for example culture, technological developments, environmental sustainability, socio-economic factors, peer pressure, stage of maturity, and the media.

Learners will work to a given brief to design, manufacture and evaluate a straightforward fashion/textile item for someone else. Learners are required to take into account the fashion/textile choice of others and to use a range of textile construction skills to an appropriate level of accuracy.

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

- 1 Design and plan the manufacture of straightforward fashion/textile items which take into account issues that affect the fashion and textile choice of others.
- 2 Manufacture straightforward fashion/textile items which take into account issues that affect 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:

- ◆ Access 3 Practical Fashion and Textile Technology Course or its component Units

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the Practical Fashion and Textile Technology (National 4) *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to 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 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the Practical Fashion and Textile Technologies (National 4) Course
- ◆ Fashion and Textile Choices (National 5) Unit
- ◆ related Units in Awards
- ◆ further study, employment and/or training

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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 to deliver this Unit.

Sequencing and timing

This Unit has 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 learning and teaching approaches such as:

- ◆ Discussion and debate around factors affecting the fashion and textile choice of others and how this influences design.
- ◆ Surveys and questionnaires to find out about the fashion/textile choices of others.
- ◆ Using resources to research fashion/textile trends and ideas.
- ◆ Visiting demonstrators or visits to exhibitions or designers and retailers to see first-hand how fashion/textile items are designed and marketed.
- ◆ Exposition and demonstration of new practical skills.
- ◆ Practical activities to reinforce and develop an increasing range of textile construction and manual dexterity skills.
- ◆ Development of problem solving skills during item design and manufacture.
- ◆ Collaborative work with learners including peer teaching, support and evaluation.
- ◆ Management of time and resources during the design, planning and manufacturing process.
- ◆ Using simulated contexts to reinforce health and safety practices.

Further information about suitable resources and materials can be found in *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 materials.

successful learner, confident individual, responsible citizen, effective contributor

Outcomes and Assessment Standards cannot be sampled. However sampling of content in the Added Value Unit can be considered when designing Unit assessments.

Learners who fail to achieve all of the Assessment Standards within the Outcomes only need to be reassessed on those Assessment Standards they have not achieved. Centres delivering this Unit as part of a Course may wish to consider building reassessment opportunities into the assessment of other Units.

Exemplification of assessment is provided in the *National Assessment Resource*.

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

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Outcome 1 Design and plan the manufacture of straightforward fashion/textile items which take into account issues that affect the fashion and textile choice of others

| Assessment Standard | Suggested approaches to learning and teaching | Suggested approaches to assessment gathering evidence |
|--|---|---|
| <p>Developing a design solution in response to a given brief. The design solution must include:</p> <ul style="list-style-type: none"> ◆ an idea which takes into account at least one issue from the given brief that affects the fashion and textile choice of others ◆ appropriate fabrics ◆ at least five appropriate textile construction skills | <p>To be able to develop an appropriate design solution it is important that learners are able to analyse a given brief.</p> <p>It is suggested that the use of mind mapping is considered as a means of breaking down the key words of the brief into smaller manageable chunks.</p> <p>Objective desk-based research, interacting with others and using textbooks and the internet should provide information regarding possible criteria which influence the choices of others. Visits to fashion shows and retailers will also provide valuable information about the choices made by others.</p> <p>Suggested influences include: available income, advertising, celebrity endorsement, climate, culture, environmental sustainability (e. energy saving, eco-friendly products, cruelty free products), after-care, body image, body size, geographical location and accessibility to fashion/textile shops, health, peer pressure, personal taste, technological innovations.</p> <p>Learners may also benefit from conducting a simple survey or interviews with other people, both in and out of school or college, to gather opinions on what influences their choice of fashion/textile items.</p> | <p>Learners could be assessed throughout the delivery of the Unit and it is recommended that all planning and preparation work is completed prior to the manufacture of the fashion/textile item.</p> <p>Learners should select an item and fabric that uses construction skills that are within their ability.</p> <p>Recorded evidence examples: Planning pro forma which includes:</p> <ul style="list-style-type: none"> ◆ a list of key points with explanation taken from design brief ◆ a list of specification points with explanation taken from key points ◆ a list of fabrics and resources/collection of samples where appropriate <p>Presentation/mood board</p> |

| | | |
|--|---|--|
| | <p>Possible briefs include:</p> <ul style="list-style-type: none">◆ Develop a decorative fashion/textile item for a young person on a low budget.◆ Develop a functional fashion/textile item for an adult concerned about the environment.◆ Develop a functional fashion/textile item influenced by technological developments, suitable for an elderly person.◆ Develop a decorative fashion /textile item suitable for a young person influenced by media/peer pressure. <p>Suggested solutions might include: trousers, skirt, top, shorts, waistcoat, handbag, tote bag, sports bag, toilet bag, rucksack, wall hanging, quilt.</p> <p>Suggested skills that could be demonstrated throughout the production of the design solution could include: knitting/crocheting, cutting out shapes to the correct size, cross pinning, tacking, straight machine stitching, machine stitching corners accurately, use of plain seams, simple seam finishes, pressing, fastenings, use of trimmings, surface decorations.</p> | |
|--|---|--|

| | | |
|--|--|--|
| <p>Produce a plan which includes:</p> <ul style="list-style-type: none">◆ A logical work sequence for the manufacturer of the fashion/textile item◆ A requisition list for appropriate fabrics, components, equipment and tools | <p>Accurate timings are not required however learners could be encouraged to make good use of their time whilst working such as doing alternative tasks whilst waiting for equipment or by doing repetitive tasks in their spare time.</p> <p>Learners could be encouraged to always adopt a logical work sequence for their textile work.</p> <p>Learners could be encouraged to identify and quantify equipment, tools and materials efficiently to avoid wastage. Learners could develop this skill by examining the method of construction used on existing fashion/textile items and to identify what specific equipment and components have been used.</p> <p>Learners could be given the opportunity to analyse ready-made fashion/textile items of a similar nature to identify what components, materials and equipment have been used.</p> | <p>Recorded evidence could include:</p> <ul style="list-style-type: none">◆ logical work sequence divided into days showing an awareness of time◆ requisition list of fabrics, components, equipment and tools required/photograph/oral presentation◆ oral evidence collected by the teacher/lecturer◆ a completed and/or annotated checklist |
|--|--|--|

Outcome 2 Manufacture straightforward fashion/textile items which take into account issues that affect fashion and textile choice of others

| Assessment Standard | Approaches to assessment | Suggested approaches to assessment gathering evidence |
|---|--|--|
| <p>Set up equipment correctly and in accordance with safety guidelines</p> | <p>Learner could be encouraged to refer to previous knowledge to help with the correct set up of equipment.</p> <p>Adapted or actual instruction manuals could also be used.</p> <p>Setting up of equipment could also be taught for example by:</p> <ul style="list-style-type: none"> ◆ gathering learners in small groups and demonstrating safe use of machinery. ◆ learners working in pairs <p>Learner peer teaching/learning also helps to reinforce knowledge/skills for learners.</p> | <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer observation checklist/oral feedback (see exemplar checklist in the <i>Course Support Notes</i>) ◆ completed checklists of safety guidelines ◆ learners may also provide this information orally to the teacher |
| <p>Use equipment and tools correctly and in accordance with safety guidelines</p> | <p>This could be taught to learners by teacher demonstration/peer group demonstration and class discussion. 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.</p> | <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer observation checklist/oral feedback ◆ checklist of safety guidelines ◆ learners may also provide this information orally to the teacher |

| | | |
|--|---|--|
| <p>Manufacture the designed fashion/textile item according to the design solution and the plan</p> | <p>Learners could be made aware that following their own design solution and plan is integral in this Unit.</p> <p>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 should be encouraged to do as much as possible for themselves. However some learners may require additional help to overcome technical problems. Some may need a support specialist with them at all times for health and safety reasons and this requirement should be adhered to.</p> | <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer evaluation of manufacture ◆ teacher/lecturer observation checklist ◆ teacher observation of learner's work ◆ video or photograph of learner's work |
| <p>Evaluate the finished item with reference to the issue affecting fashion and textile choice identified in the design solution</p> | <p>The skill of carrying out the process of evaluation could benefit from direct teaching followed by personal analysis. The process of evaluation could be either verbally discussed with a teacher, written on a pro forma sheet or scribed by a learning assistant.</p> <p>Learners could explore a range of fashion critiques to see how evaluations are conducted on commercially produced items. Learners could practise their own critiques on fashion/textile items prior to evaluating items they have made themselves.</p> <p>Learners may benefit from:</p> | <p>In order to be able to complete an evaluation of the finished item, learners must be able to compare their completed fashion/textile item against the previously compiled specification.</p> <p>Recorded evidence could include:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer evaluation of item in relation to brief ◆ completion of evaluation sheet/oral feedback reflecting upon both positive and negative attributes of their fashion/textile item ◆ self-evaluation sheet (see exemplar in Appendix 2) |

| | | |
|--|--|--|
| | <ul style="list-style-type: none">◆ Seeing examples of fashion/textile items which have been successfully evaluated against a given specification and brief.◆ Reading critiques of fashion items in magazines or on the internet.◆ Seeing examples of fashion/textile items which have been unsuccessfully evaluated against a given specification and brief.◆ Seeing examples of inappropriate solutions to given briefs — learners could then be encouraged to identify and give reasoned explanations as to why solutions were inappropriate, eg expensive silk fabric used to make a tote bag for a student on a low income.◆ Exploring a range of open-ended questions designed to help them make informed decisions regarding the suitability of their fashion/textile choice for meeting the previously identified influence, eg 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?◆ Or How is the fashion/textile choice fit for purpose? | <ul style="list-style-type: none">◆ learners may also provide this information orally to the teacher |
|--|--|--|

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 | <p>In the context of their 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 take cognisance of the use of time during the manufacturing process by measuring the time taken to complete tasks and recording 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 fabric if insufficient fabric was purchased.</p> |
| Health and wellbeing | |
| Personal learning | <p>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 manufacturing process. Through discuss 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 skill base and to experience the personal rewards of achieving positive outcomes with regard to learning and applying newly learnt skills and knowledge.</p> |
| Thinking skills | |
| Remembering | <p>Learners could be encouraged to recall correct health and safety procedures in respect of setting up and using textile equipment and tools. Learners could also be asked to remember appropriate sequencing whilst manufacturing fashion/textile items. The ability to retain and apply information previously learnt in <i>Textile Technologies</i> Unit and <i>Fashion/Textile Item Development</i> Unit and to apply this information in a different context is a valuable skill developed within this Unit. Analytical skills, the power of reasoning and making informed decisions are also developed throughout this Unit.</p> |

| | |
|-----------------|---|
| 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 skills to use and then manufacture the fashion/textile item. To determine a learner's level of understanding, learners should be encouraged to discuss what they are doing or show their thinking. |
|-----------------|---|

There may be 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.

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.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include:

- ◆ online assessments for health and safety
- ◆ e-portfolios to record checklists and evidence of fashion/textile items produced
- ◆ web-based resources to research factors that influence fashion trends and design ideas
- ◆ interactive design programmes

SQA already provides some e-assessment tools and centres may access these, including those available through GLOW.

The *National Assessment Resource* and SQA's quality enhancement procedures complement e-assessment.

Equality and inclusion

This Unit requires the learner to design, plan and manufacture a partial or complete fashion or textile item. This will require the learner to use a range of manual dexterity skills and organisational skills which may present a barrier to physically disabled learners.

If a learner has a physical disability which inhibits their ability to organise their thoughts, apply practical skills, or read small text on patterns, centres should provide where possible:

- ◆ assistive technologies
- ◆ specially adapted tools or equipment such as large pins, adapted scissors and machinery with adapted controls
- ◆ adapted patterns with large print
- ◆ a planning pro forma and evaluation checklist to assist learners to organise their thoughts and ideas
- ◆ a practical helper to hold materials or gather resources for learners and working under the direct instruction of the learner

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Appendix 2: Exemplar evaluation sheet

| Outcome/activity carried out | Star rating | Learner comment |
|---|-------------|-----------------|
| 1.1 Develop a design solution in response to a given brief. ♦ An idea which takes into account at least one issue from the given brief that affects the fashion and textile choice of others. | | |
| ♦ Appropriate fabrics | | |
| ♦ At least five appropriate textile construction skills | | |
| 1.2 Produce a plan which includes: ♦ A logical work sequence for the manufacturer of the fashion/textile item ♦ A requisition list for appropriate fabrics, components, equipment and tools | | |
| 2.1 Set up equipment correctly and according to safety guidelines | | |
| 2.2 Use equipment and tools correctly and according to safety guidelines | | |
| 2.3 Manufacture the designed fashion/textile item according to the design solution and the plan | | |
| 2.4 Evaluate the finished item with reference to the issue affecting fashion and textile choice identified in the design solution | | |

Star rating

- * Requiring more time/effort/resources
- ** Average
- *** Satisfactory
- **** Good
- ***** Excellent

Administrative information

Published: January 2012 (draft version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

| Unit details | Version | Description of change | Authorised by | Date |
|--------------|---------|-----------------------|---------------|------|
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