

**HOME ECONOMICS:
FASHION AND TEXTILE TECHNOLOGY
Higher**

Sixth edition – published June 2005

**NOTE OF CHANGES TO ARRANGEMENTS
SIXTH EDITION PUBLISHED JUNE 2005**

COURSE TITLE	Home Economics: Fashion and Textile Technology (Higher)
COURSE NUMBER:	C116 12
National Course Specification:	The Course content grids have been changed to two columns – ‘Content’ and ‘Elaboration’.
National Unit Specification:	No changes.

National Course Specification

HOME ECONOMICS: FASHION AND TEXTILE TECHNOLOGY (HIGHER)

COURSE NUMBER C116 12

COURSE STRUCTURE

This course has two mandatory units as follows:

<i>D496 12</i>	<i>Fashion and Textile Technology: Resource Management (H)</i>	<i>2 credits (80 hours)</i>
<i>D494 12</i>	<i>Fashion and Textile Technology: Consumer Studies (H)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Credit level
- Intermediate 2 Home Economics or its component units
- equivalent.

The course is also suitable for 'new starts' or adult returners.

Administrative Information

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Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Course Specification (cont)

COURSE Home Economics:
Fashion and Textile Technology (Higher)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Course Specification: course details

COURSE Home Economics:
Fashion and Textile Technology (Higher)

RATIONALE

Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. The course aims to develop candidates' personal effectiveness in using and managing resources in the context of Fashion and Textile Technology. This adds to the dimensions of self, family and community through a range of challenging experiences relating to the fashion and textile industries. These experiences will enhance their future opportunities for further study or employment.

Fashion and Textile Technology involves the study of a specialist area of knowledge and the development of a range of skills and abilities. These can be defined as: cognitive, scientific, technological, aesthetic, creative and social; and those relating to planning and task management. Fashion and Textile Technology requires integrated application of these skills to solve technological problems. Candidates are encouraged to respond effectively to social, economic and technological change by the systematic application of appropriate skills and knowledge. This is achieved by placing emphasis on the development of transferable skills through a candidate-centred approach to learning. The acquisition of knowledge and the development of skills are integrated through the delivery of the course content within the component units of *Fashion and Textile Technology: Resource Management (H)* and *Fashion and Textile Technology: Consumer Studies (H)*.

Study of Fashion and Textile Technology enables candidates to focus on: the historical perspectives of the fashion and textile industries and the factors which contribute currently to consumer appeal; the physical and sensory properties of textiles and how these properties are considered by manufacturers/designers or consumers in the production of fashion or textile items; the implication of changes in social trends and how manufacturers and retailers have responded to meet consumer requirements; the impact of technological innovation on the fashion and textile industries, including equipment for domestic use; product assessment in terms of comparisons between home-made and commercially manufactured items.

The requirement to identify and respond to needs promotes the development of technological capability. In its report *Technology Education in Scottish Schools: A Statement of Position*, the Scottish Consultative Council on the Curriculum (SCCC, 1996) states:

‘A broadly-based technological component in the curriculum does do much to “privilege the practical” and to redress the imbalance in many young people’s educational experience between the acquisition of knowledge, skills and attitudes, and their application to meeting and solving practical problems. Including technology in the curriculum improves the status and attractiveness of the practical and commercial activities which are the heart of industry and business, and helps all young people to recognise the personal satisfaction and enjoyment that can be derived from active participation.’

Home Economics in the context of Fashion and Textile Technology provides opportunities to address ‘people’s needs and wants for clothing’ (SCCC), through practical activities which provide realistic insights to applications in the home, community and fashion and textile industries.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

The course in Home Economics provides learning experiences for the development of the four aspects of technological capability. For example, candidates develop: technological perspective by showing appreciation of the factors which contribute to the success of a well designed product; technological confidence by questioning the designs and products of others, and by becoming proficient in applying knowledge and skills to solve problems; technological sensitivity by demonstrating appreciation that technological developments have consequences for others and the world in general; technological creativity by solving problems which require the use of a range of resources in the development of feasible and imaginative approaches to the creation of artefacts, systems, or environments.

Specialist craft skills and management skills are fundamental to Fashion and Textile Technology. The craft skills include the process and manipulative skills concerned with the production of textile items.

Management skills include the effective use of time and resources in the production of artefacts (products), environments and systems. These skills enable candidates to participate effectively in technological activity.

An important part of Fashion and Textile Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibilities for health and safety in the use of products and equipment which carry potential risks. These standards are also applied in industry, and are, therefore, transferable.

Through the study of Fashion and Textile Technology candidates will have the opportunity to: acquire knowledge and experiences which will influence the quality of their lives; further develop and use specialist craft skills and management skills; develop skills of enquiry, analysis and evaluation and use these to make reasoned decisions; and develop a capacity to solve problems using a range of technological and other resources. The course contributes to personal development as it facilitates the opportunity to experience a range of study skills; and encourages a structured approach to independent learning, culminating in a technological assignment. This form of learning not only develops skills necessary for living today, but also prepares candidates for further study and employment.

National Course Specification: course details (cont)

COURSE Home Economics:
Fashion and Textile Technology (Higher)

AIMS

- 1 To provide opportunities for the acquisition of specialist knowledge and understanding of the factors which influence some of the choices and decisions made by individuals, families* and society.
- 2 To apply skills of analysis and evaluation through the study of materials and resources necessary for the identification of, and response to, the physical and social needs of individuals and families.
- 3 To develop the management skills necessary for the effective use of materials and resources and to provide opportunities for the application of these skills.
- 4 To offer opportunities to use specialist craft skills for creative purposes, as well as for investigatory and problem solving activities.
- 5 To develop a critical approach when responding positively to social and technological change and environmental issues.
- 6 To offer opportunities for the achievement of technological capability in the four aspects of technological perspective, confidence, sensitivity and creativity.
- 7 To offer opportunities for the development of personal and interpersonal skills in the areas of initiative, responsibility, co-operation and adaptability, and to encourage a positive attitude to independent learning.
- 8 To foster vocational links and an awareness of the fashion and textile industry.

*Families can be defined as a unit made up of more than one person, contributing to the well-being of its individual members.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
Sources of natural and man-made fibres	<p><u>Natural fibres:</u> Animal wool, silk, hair Plant linen, cotton <u>Regenerated fibres:</u> viscose, acetate, triacetate, lyocell <u>Synthetic fibres:</u> polyamide/nylon, polyester, acrylic, elastane</p> <p>Candidates will be expected to know the processes involved in manufacture for those fibres in bold print only</p>
Properties of fibres	<p>absorbency, crease resistance, warmth, durability (abrasion resistance), ease of care, elasticity, inflammability, insulation, resistance to mildew, stain resistance, strength.</p>

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
<p>Yarn construction</p> <p>Types of yarn</p>	<p>single, plied, cabled</p> <p>spinning - woollen and worsted systems</p> <p>yarns from mixed and blended fibres</p> <p>slub</p> <p>flock</p> <p>chenille</p> <p>bouclé</p> <p>crêpe</p> <p>textured</p>
<p>Fabric construction</p> <p>Characteristics relating to fabrics</p>	<p>characteristics of</p> <ul style="list-style-type: none"> • woven fabrics • knitted fabrics, • bonded • laminated fabrics • felt • coated <p>characteristics of non-woven fabrics</p> <p>use of blends/mixtures</p> <p>dimensional stability</p> <p>drape</p> <p>handle</p>
<p>Technological developments in fabrics</p>	<p>breathable membranes</p> <p>microfibre fabrics</p> <p>stretch fibres/fabrics</p> <p>performance/smart fabrics ¹</p>

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
Line, proportion and texture:	Visual effects of different lines, proportions and textures: <ul style="list-style-type: none"> • Line – vertical, horizontal, diagonal • Proportion – short, tall • Texture – shiny, rough, matt, smooth
Colour	Colour terms: <ul style="list-style-type: none"> • hue • value • tone • shade • intensity Colour wheel - primary, secondary, tertiary colours Colour schemes: <ul style="list-style-type: none"> • monochromatic • analogous • complementary Psychological effects of colour on: <ul style="list-style-type: none"> • mood • choice Optical effects of colour on: <ul style="list-style-type: none"> • shape • size

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
Addition of colour	<p><u>Dyeing:</u></p> <ul style="list-style-type: none"> • batch dyeing • continuous/pad dyeing • semi-continuous dyeing • tie dyeing • batik <p><u>Printing:</u></p> <ul style="list-style-type: none"> • screen printing • transfer/sublimation printing • digital printing <p>Weaving</p>
Addition of surface decoration	<p>appliqué, beadwork, embroidery</p>
Reasons for wearing clothes	<p>comfort modesty protection climatic factors decoration fashion identification - job/status personal taste protection sense of belonging/peer pressure sense of individuality self expression self esteem</p>

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
The range and use of finishes to be considered when choosing fabrics	<p><u>Physical finishes:</u></p> <ul style="list-style-type: none">• brushing/raising,• calendaring,• stone-washing <p><u>Chemical finishes:</u></p> <ul style="list-style-type: none">• anti-bacterial, anti-pilling• anti-static• crease-resistance• flame resistance• mercerisation• moth proofing• stain resistance• shrink resistance• water repellency/water proofing• colour fastness

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
<p>Types of production systems</p> <p>Sequencing of the stages of production</p>	<p>job production, batch production, continual flow production</p> <p>design selecting raw materials identifying component parts of garment/item to plan the manufacturing sequence lay planning cutting assembly finishing pressing</p> <ul style="list-style-type: none"> • top pressing • moulding • under-pressing <p>auditing and quality control</p>
<p>Use of CAD/CAM/CIM in design and manufacture</p>	<p>their use for:</p> <ul style="list-style-type: none"> • designing • pattern manufacture • marker planning • cutting • garment handling systems • grading

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
Technological developments in the production of manufacturing equipment for textile items	robotics cutting equipment sewing machines pressing equipment
The principles of design Design constraints	function aesthetics safety hygiene quality durability cost size waste

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Resource Management

CONTENT	ELABORATION
Product development strategy Identifying needs and developing concepts for products	concept generation concept screening prototype production product testing information and advertising materials designed for packaging first production run marketing plan launch investigation of existing garments/items by disassembly use of a toile - for expensive or complex garments a mock up of the garment is made in cheaper fabrics to ensure a perfect fit and adjustments are made before the design is finalised. use of a mood board ² use of creative ideas to adapt/alter existing designs/items
Market Research	Reasons why manufacturers use market research Benefits of market research to manufacturer/retailer Types of market research <ul style="list-style-type: none"> • direct and indirect • qualitative and quantitative
Sensory testing	reasons for manufacturers carrying out sensory testing Sensory tests: Preference test - rating test/ranking test Discrimination test - profiling test Wearer trials conducting sensory tests to analyse the attributes of a garment/item

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Choice of clothing to meet needs	individual needs relating to: <ul style="list-style-type: none"> • infants, • young children • teenagers • adults • elderly • disabled • leisure/work • pregnancy • special occasions
Influence of cultural, traditional and religious factors on:	choice of clothing/textile items
Factors which influence consumer choice of clothing/textile items	advertising/marketing/promotional influences available income: wages/salaries/benefits/pensions climatic conditions cultural and religious influences environmental issues: energy saving, eco-friendly products/production methods to reduce pollution, cruelty free products geographical location/access to clothing/textile shops health likes/dislikes peer pressure priorities technological innovations: <ul style="list-style-type: none"> • shopping - online/internet shopping

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Social trends relating to the purchasing of clothing and textile items	mass manufacture and bespoke tailoring major fashion influences: <ul style="list-style-type: none"> • fashion cycle • history of fashion • investigation of the work of three designers - Paul Smith³, Vivienne Westwood⁴ and Louis Vuitton⁵ • designer labels • fashion houses • global fashion influences • interpretation of fashion trends by high street retailers • role models • music/film
Statutory labelling requirements for textile items	fibre content labels nightwear safety labels flammability labels furniture safety labels

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Voluntary labelling requirements for textile items	British Standards Institution (BSI) Kitemark European Union (EU) standard care labelling symbols 'CE' mark Country of origin British Toy & Hobby Association's 'Lion' mark BEAB Label
The difference between civil and criminal law	Civil law: <ul style="list-style-type: none"> • deals with the rights of one individual to another Criminal Law: <ul style="list-style-type: none"> • concerns with protecting the community as a whole
Trade Descriptions Act 1968	It is a criminal offence to: <ul style="list-style-type: none"> • falsely describe goods • to mislead consumers about services
Consumer Protection Act 1987	It is a criminal offence if: <ul style="list-style-type: none"> • traders who supply goods do not make sure they are safe. • traders mislead customers about the true price of goods and all prices charged to private customers must include Value Added Tax (V.A.T.)

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Sale and Supply of Goods Act 1994	<ul style="list-style-type: none">• There is a contract of sale between the seller and the buyer.• Goods must be of a 'satisfactory quality'• Goods must 'fit the description given'• Goods must 'be fit for their purpose' as made known to the seller• Consumers have a reasonable period of time to accept the goods or reject them.
Sale and Supply of Goods to Consumers Regulation 2002	<p>This has enhanced consumer rights under the Sale and Supply of Goods Act 1994 Consumers have the legal right to choose repair, replacement, partial or full refund or compensation if a fault appears within 5 years If consumers have a complaint:</p> <ul style="list-style-type: none">• goods must be faulty at time of purchase• if complaint is within 6 months, the onus is on the retailer to prove the goods were not faulty• if complaint after 6 months, the onus is on the consumer to prove the goods were faulty

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Role and responsibilities of Advertising Standards Authority (ASA)	<p>An organisation set up by the advertising industry to monitor and control the content of advertisements in the press, on billboards and in the cinema.</p> <p>It administers two codes:</p> <ol style="list-style-type: none"> 1. <u>British Code of Advertising Practice</u> <ul style="list-style-type: none"> • all advertising must be legal, decent, honest and truthful • all descriptions, claims and comparisons must be true and evidence must be available to prove this. This is covered by the Trade Descriptions Act. • the description must not be misleading. • the product must not unfairly attack or discredit other products. • they must not misuse scientific or medical terms or imply such things as success in competitive sports as a result of eating a particular brand of breakfast cereal • if goods or samples are described as ‘free’, they must be supplied at no cost to the recipient. 2. <u>The British Code of Sales Promotion Practice</u> <ul style="list-style-type: none"> • includes rules relating to competitions, the use of children in promotions, and the quality, value and suitability of goods

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Role and responsibilities of British Standards Institution (BSI)	<p>Although government funded, the institution is independent.</p> <ul style="list-style-type: none"> • The BSI interprets international technical standards for the UK • It sets standards which products should reach (the BS standard), as well as testing products to see that they conform to that standard, as a result of which the product may be given the BSI Kitemark. • The Kitemark is the symbol that gives consumers the assurance that the product they have bought really does conform to the appropriate British Standard and should therefore be safe and reliable. • Standards are designed for voluntary use and do not impose any regulations. However, laws and regulations may refer to certain standards making compliance with them compulsory.
Role and responsibilities of Citizens Advice Bureau (CAB)	<p>CAB is independent and impartial</p> <ul style="list-style-type: none"> • free and confidential advice and information on any subject • trained volunteers and paid staff who all use a national CAB information system. • practical help, for example with drafting letters • give advice on contracts and statutory rights for employers and employees. • preparation of cases for tribunals and court; some CAB advisers are trained to undertake representation on behalf of the client • the CAB may offer free sessions with local solicitors or accountants • give advice on a wide range of legal issues, including: <ul style="list-style-type: none"> • going to court • claiming compensation • entitlement to legal aid • complaints against solicitors and the police.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

COURSE CONTENT

Fashion and Textile Technology: Consumer Studies

CONTENT	ELABORATION
Role and responsibilities of Office of Fair Trading (OFT)	Helps consumers by: <ul style="list-style-type: none"> • taking action against traders who consistently break the law. • encouraging trade organisations to improve their standards to their customers by agreeing to voluntary Codes of Practice for fair dealing. • publishing leaflets to help people understand their rights and responsibilities when buying goods or services. • asking for new laws to be made. . • keeping a check on people in the credit business. Almost everyone involved in lending money to consumers has to have a special credit licence issued by the Office of Fair Trading.
An awareness of the purpose of trade associations and codes of practice	Identification of two trade associations <ul style="list-style-type: none"> • Independent Footwear Retailers Association (IFRA) • Mail Order Traders' Association (MOTA)
Role and responsibilities of Trading Standards/Consumer Protection Department (TSD)	<ul style="list-style-type: none"> • enforcing the Weights and Measures Act 1963 • enforcing the Trade Descriptions Act 1968 • enforcing the Consumer Protection Act 1987 • responsible for ensuring that all fabrics are sold in metric lengths

Web addresses for new course content - Higher Fashion & Textile Technology

Performance/smart fabrics ¹

<http://www.freelancetraveller.com/features/consgoods/smartfab.html>

<http://www.bff-nonwovens.com/smartfabric.htm>

www.syntechfibres.com/duradry/articles/panorama.html

www.ftc.gov/bcp/online/pubs/health/sun.htm

Mood boards ²

www.limpertsacademy.com/html/support/gallery/moodboards

Paul Smith ³

www.infomat.com/whoswho/paulsmith.html

Vivienne Westwood ⁴

www.viviennewestwood.co.uk

Louis Vuitton ⁵

www.vuitton.com

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

The benefit of taking component units as part of a course award is that it allows integration of teaching which can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver course content should match the needs and abilities of the candidates, and enable them to:

- develop and practise the skills identified in the rationale
- develop the transferable skills of enquiry, analysis and evaluation
- extend their knowledge base.

Such activities will prepare candidates for external assessment by enabling them to achieve at levels beyond those required to demonstrate competency for each of the unit outcomes, leading them towards technological capability demonstrated within the externally assessed assignment. For example, candidates could be asked to consider a problem from a number of different perspectives or in unfamiliar situations. Teachers/lecturers should make candidates aware of the integration between the knowledge and skills of the component units.

The course provides scope for high levels of achievement in the four aspects of technological capability. Candidates also have opportunities to develop management skills in a range of situations and independence as learners.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment* (HSDU, 1996) and in *Managing Assessment* (HSDU, 1998).

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

Course assessment will be external and will sample across the outcomes of the component units.

Course assessment will consist of a question paper and a technological project.

The question paper will be of 2 hours duration and total 80 marks.

The question paper will consist of two sections: Section A and Section B.

Section A is a compulsory section, worth 20 marks and consisting of short answer and restricted response type questions. All questions in this section are compulsory.

Section B contains four questions each worth 20 marks and consisting of extended response type questions. Question 1 in this section is compulsory and the content for this question will be derived from a specified area of content. Candidates will then complete two questions from the remaining three questions in this section.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

The question paper will assess the candidate's ability to:

- Select and apply knowledge to a range of problems and situations.
- Make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Candidates will be required to submit a technological project worth 70 marks. The project will enable students to demonstrate integration of knowledge and skills across the component units in order to realise a solution and demonstrate technological capability. The project will be carried out within the centre. Two project briefs will be issued by the Scottish Qualifications Authority on an annual basis. One of these will be selected by the candidate and completed within 20 hours. The technological project will be wholly externally assessed. Candidates will be provided with the appropriate proforma and guidance by the Scottish Qualifications Authority.

Teacher/lecturer guidance will be provided which set out conditions and arrangements for external assessment.

Teachers/lecturers may offer guidance by giving:

- advice on source information, persons, agencies or establishments that may be able to help
- assistance with planning for deadlines
- advice on the suitability and practicability of the strategy produced by the candidate.

GRADE DESCRIPTIONS

Assessment will be external and will sample across the outcomes of the component units. The grade descriptions for course assessment relate to the performance criteria for internal assessment, but also place additional demands on candidates by testing their ability to: integrate knowledge and skills acquired across the component units; retain knowledge and skill levels over a longer period of time; apply knowledge and skills in more challenging ways, for example in less familiar contexts. The grade descriptions on their own are unlikely to provide a tool for making judgements. They will require to be augmented in due course by exemplar assessment materials and detailed assessment schemes.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

GRADE DESCRIPTIONS AT 'C'	GRADE DESCRIPTIONS AT 'A'
<p>Candidates can:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding by: recalling some of the facts, terminology, concepts and principles as defined in the content; and selecting and applying knowledge to a range of problems and situations providing basic but accurate explanations and argument. 	<p>Candidates can:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding by: recalling most of the facts, terminology, concepts and principles as defined in the content; and selecting and applying knowledge to a range of problems and situations providing detailed, accurate explanations and argument.
<ul style="list-style-type: none"> Devise and implement a strategy to provide a solution to a complex technological problem using appropriate techniques and procedures accurately, to obtain some reliable data. 	<ul style="list-style-type: none"> Devise and implement a strategy to provide a solution to a complex technological problem, using a range of appropriate techniques and procedures accurately, to obtain consistently reliable data.
<ul style="list-style-type: none"> Apply decision making skills by: identifying some feasible options or solutions as a result of interpreting source information with some accuracy; selecting, with limited justification, the most appropriate choice taking account of defined criteria. 	<ul style="list-style-type: none"> Apply decision making skills by: identifying some feasible options or solutions as a result of interpreting source information accurately; selecting, with detailed justification, the most appropriate choice taking account of defined criteria.
<ul style="list-style-type: none"> Manufacture a solution to a complex technological problem, with occasional lapses in the deployment of time and resources to select, prepare and present the solution to meet specified criteria. 	<ul style="list-style-type: none"> Manufacture a solution to a complex technological problem, consistently demonstrating effective deployment of time and resources to select, prepare and present the solution to meet specified criteria.
<ul style="list-style-type: none"> Make an evaluation of an outcome, strategy or solution against defined criteria providing accurate explanation, some of which is detailed. Some modification/adaptation to the strategy may be evident with limited justification for it. 	<ul style="list-style-type: none"> Make an evaluation of an outcome, strategy or solution against defined criteria, providing detailed and accurate explanations. Modification/adaptation to the strategy may be evident with detailed justification for it.

National Course Specification: course details (cont)

COURSE Home Economics:
Fashion and Textile Technology (Higher)

APPROACHES TO LEARNING AND TEACHING

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills of the course. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential whether working in a whole-class, small group or supported self-study situation. Account should be taken of prior knowledge that candidates may have when delivering the course content. An integrated approach to learning and teaching across the component units of Fashion and Textile Technology: Resource Management and Fashion and Textile Technology: Consumer Studies is recommended.

It is good practice to use a variety of methods so that candidates' interest and motivation are maintained and individual preferences for different learning styles are considered. Teachers/lecturers will need to ensure an appropriate balance between teacher/ lecturer-directed approaches and candidate-centred activities. For example, it may be more appropriate to use a teacher/lecturer-directed approach to introduce a new concept.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. When planning learning activities, the nature of candidates' special needs should be taken into account to make alternative provision or support where this is necessary. This will ensure the inclusion of all candidates and support them in the learning process.

Knowledge and understanding of facts, terminology, concepts and principles will be developed through a process-based approach to learning, making full use of available resources. The use of specialist craft skills is recommended for a range of purposes, such as investigation, illustration or presentation of knowledge, or for the manufacture of a product. Teacher/lecturer-led discussion should provide opportunities for candidates to communicate ideas and put forward arguments about issues within a particular area of study related to Fashion and Textile Technology. These suggested approaches will encourage consolidation of knowledge and understanding.

Candidates will be required to develop the skills of analysis, enquiry and evaluation within technological activities, using the systematic application of skills and knowledge to solve practical problems or address relevant issues. There should be opportunities for candidates to extend their skills and knowledge beyond the level required for achievement of unit outcomes.

The teacher/lecturer must ensure that there is a balance between the development of the transferable skills and the specialist craft skills within Fashion and Textile Technology. It is important that candidates make practical use of a variety of textiles as part of their studies.

The relationship between the learning experience and applications in industry should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self esteem, confidence and motivation for the candidates and improve their insight into the needs of industry and the skills required for those entering the job market. An industrial link is an excellent way of promoting understanding of how industry works and the standards which apply, in particular the very high standards of safety required in the production of fashion and textile items. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude to health and safety. Entrepreneurial activities provide an exciting and challenging opportunity for learning and these are greatly enhanced when they are linked with industry.

It will be important to ensure from the outset that candidates are familiar with unit outcomes and course grade descriptions.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

Integration of the additional 40 hours into the overall 160 hours for the course

The additional 40 hours of flexible time should be integrated into the course design for use at important stages of delivery.

<i>Stage</i>	<i>Explanation</i>
Candidate induction	<p>Familiarisation with the aims and design of the course.</p> <p>Familiarisation with the requirements of internal assessment for the units and external assessment of the course.</p> <p>Setting target deadlines for the units, course and assessment.</p> <p>Presentation of work; for example, the requirement for tabulation and bullet points to reduce extensive text when answering examination questions.</p> <p>Candidate commitment to meet the demands and deadlines of the course.</p>
Technological project	<p>Time to complete the technological project will be taken from the additional 40 hours, and from time available within the component units. For example, a number of outcomes in the component units can be achieved when candidates undertake the technological project, thus reducing the demands and time required for internal unit assessment.</p>
Preparation for external assessment	<p>External course assessment will place additional demands on candidates, requiring them to:</p> <ul style="list-style-type: none">• demonstrate the ability to integrate knowledge, understanding and skills acquired in component units• retain knowledge and skill levels over a longer period of time• apply knowledge and skills in less familiar or more complex contexts. <p>Candidates, therefore, will require time and appropriate experiences to permit them to develop and demonstrate these additional requirements. These experiences should include:</p> <ul style="list-style-type: none">• consolidation and revision of knowledge and skills identified in the rationale• practice in external assessment examination techniques• opportunities to achieve at levels beyond those required to demonstrate competence in each of the unit outcomes.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Higher)

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Fashion and Textile Technology: Resource Management (Higher)
NUMBER	D496 12
COURSE	Home Economics: Fashion and Textile Technology (Higher)

SUMMARY

At the end of this unit, candidates will be able to use management skills necessary for the effective use of materials and resources. Candidates will demonstrate technological capability to solve problems and apply knowledge and understanding of fashion and textile technology to a range of situations.

OUTCOMES

- 1 Plan, organise and complete a practical activity to meet given needs.
- 2 Develop ideas for solutions to a given brief.
- 3 Review and evaluate a problem-solving activity.
- 4 Apply specialist knowledge and understanding to address a problem or situation.

RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Credit level
- a course or unit at Intermediate 2 in Home Economics, or equivalent.

This unit is also suitable for 'new starts' and adult returners.

CREDIT VALUE

2 credits at Higher.

Administrative Information

Superclass:	JK
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	04

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National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Resource Management (Higher)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit Problem Solving H

Additional core skills components for the unit None

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Resource Management (Higher)

OUTCOME 1

Plan, organise and complete a practical activity to meet given needs.

Performance criteria

- a) The needs to be addressed are identified from the task and explained.
- b) A logical sequence of work is planned, which takes account of time constraints and shows informed choice of resources.
- c) The practical activity is carried out efficiently.
- d) A conclusion is drawn which relates to the original needs of the task.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise, which may be part of a design activity. Attainment should be recorded by the use of an observational checklist.

Specific advice:

- a) The needs of the task must be considered, and brief reasoned comment given, to show that the candidate has understood the task.
- b) The sequence of work shows clear evidence of: time management, requisitioning of resources and equipment; sensible sequencing of stages, taking account of preparation, manufacture time and skill level; use of labour saving equipment, where appropriate, to make the best use of time.
- c) Product(s) are prepared with accuracy according to instructions, taking account of the correct techniques and procedures for preparation, efficient use of resources and time and safe, hygienic practices. Equipment should be used to save time and give consistent results.
- d) The conclusion includes comment on how well the products chosen and produced meet the needs of the task.

OUTCOME 2

Develop ideas for solutions to a given brief.

Performance criteria

- a) Analysis of the brief identifies the key points and explains the needs arising.
- b) Criteria for a specification are identified and are valid.
- c) Investigations are clear in purpose, appropriate for the criteria identified in the specification, and justified.
- d) Results recorded are concise, easy to interpret and reach conclusions.
- e) One idea for a solution is proposed, generated from the results and conclusions of investigation.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology: Resource Management (Higher)

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a design activity. The conditions which apply to the activity are: teacher/lecturer support should there be malfunction of equipment; negotiation of a time limit for the design activity. The recorded evidence should be produced as defined in performance criteria (a) — (e) using pro-forma. Attainment should be assessed by the use of a marking scheme and recording on an observational checklist.

Specific advice:

- a) The key points can be defined by breaking down the brief into the main parts. Explanation of the needs arising from these key points will relate to the brief and include comment on appropriate principles of design eg function, safety, value for money/cost, aesthetics, durability.
- b) The solution should be able to be measured against the specification, that is it should be possible to test and evaluate the solution against the specification. It should allow for a range of solutions, contain more detail than the brief and be able to be tested.
- c) Evidence of search and investigation techniques could include: investigation to gain background information, eg a list of questions to be addressed; technical information, eg looking at existing products that meet the needs of the brief and identifying their characteristics; investigation into availability of resources; time.
- d) The recording of results should be concise. A list of bullet points with brief conclusions would be suitable. The procedures used for research are not required for the purpose of assessment.
- e) Presentation of an idea for a solution may include one or more of the following: design sketches; brief notes; diagrams; story boards.

OUTCOME 3

Review and evaluate a problem solving activity.

Performance criteria

- a) Appropriate, measurable criteria for reviewing and evaluating are identified.
- b) The effectiveness of the overall plan is explained accurately, taking account of the criteria.
- c) A conclusion is drawn which is justified, suggesting relevant recommendations.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. Candidates could achieve this outcome as part of a design activity. Attainment should be assessed by using a marking scheme which takes account of the criteria.

Specific advice:

- a) The criteria are devised by the candidate or adopted/adapted from a set of criteria used by another organisation. Criteria may include time, resources, skills, abilities, results of investigation, appropriateness in meeting specified needs/purpose.
- b) The evaluation will be based on evidence gathered during the problem solving activity. All evidence which relates to the effectiveness of the overall plan should be considered and based on work carried out, including amendments/modifications made to the overall plan during implementation.
- c) A full conclusion should be drawn to make recommendations. The recommendations can include: suggestions for improvements to a product/process/ system or event; further work required, more investigations, additional evidence gathering; an alternative strategy required.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Resource Management (Higher)

OUTCOME 4

Apply specialist knowledge and understanding to address a problem or situation.

Performance criteria

- a) Knowledge is applied in order to give accurate explanation and reasoned argument to address a problem or situation.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument is a question paper which requires a range of short and restricted responses. The questions will sample the content. Attainment should be assessed by the use of a marking schedule.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Resource Management (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

The unit is set in the context of fashion and textile technology. Candidates will be required to demonstrate knowledge and understanding of the content, by using it as a focus for related practical activities. Knowledge and understanding of the content can be acquired or consolidated through practical application.

The context for the unit requires candidates to understand the importance of combining several activities in a systematic way, to make effective use of time and resources for both commercial and domestic purposes/situations.

Development of planning and organisational skills, and the completion of practical activities, can be integrated with the delivery of the other component units, when they are part of the Fashion and Textile Technology course.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches for this unit should match the unit outcomes.

Outcome 1

A group or candidate-centred approach to learning is recommended in the initial stages. Individuals should be encouraged to make contributions to ideas for planning, carrying out and drawing conclusions about practical activities as part of a group experience. It is important that candidates understand:

- why the planning stages are important to the activity
- how the end results can be affected by inefficient use of time and resources
- how the activity will be reviewed
- why it should be evaluated.

A workshop arrangement will promote candidate motivation and allow for opportunities to exchange ideas and views. Review and evaluation should be ongoing throughout the unit, as well as teacher/lecturer intervention to support candidates when required.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Resource Management (Higher)

Outcomes 2 and 3

Individuals should be encouraged to make contributions to ideas for product development as part of a group experience. This approach will help to develop candidates' confidence for working independently. Communication skills will be developed through shared ideas and experiences, and through the opportunity to offer opinions, comment and constructive criticism on the ideas of others. To encourage candidate participation and motivation, the pace of work, level of challenge and prior knowledge and experiences of candidates should be considered.

Candidates' skills of evaluation can be developed by encouraging them to look at commercial products. Open discussion and brainstorming can stimulate ideas which may lead to the group formulating opinions about: the product specification; the target group; the raw materials used; how successful the product has been. By looking at the designs of others, candidates will develop aspects of technological capability. Candidates will be given design activities which will encourage analysis, investigation and evaluation.

Candidates should be shown how to devise criteria for reviewing and evaluating a design activity. Proposals for improving or modifying future activities should be negotiated and agreed by the group.

Sources of information, such as video material on commercial manufacturing of textiles or clothing, publications on product development, outside speakers and visits to manufacturing plants, will act as a motivating influence. A selection of commercially manufactured textile products and their packaging should be available for candidates to analyse, make use of and evaluate.

It is important that candidates are aware of safe working practices in textile production.

An integrated approach to delivery of the content is recommended, whereby several aspects may be covered during practical application.

Outcome 4

Candidates should be able to access a range of source information which relates to the content, eg video, text, examples of textile products, commercial packages. A stations approach could be used as a method for reinforcing knowledge and understanding, by using different approaches to learning at each station. Outside speakers, such as designers, retail staff, textile technologists, Trading Standards Officers, entrepreneurs relating to the craft industries, could contribute to candidate learning.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral-questioning techniques during practical activity. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

It is recommended that candidates are given opportunities to demonstrate knowledge and understanding through more formal methods, as well as through practical application. The teacher/lecturer will want to monitor progress throughout the delivery of the unit by using a variety of techniques, for example, direct questioning, short and structured response.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Resource Management (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- practical activity
- demonstration of knowledge and understanding which underpins the practical activity.

While attainment of outcomes 1 - 4 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of delivery. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out practical exercises throughout the unit.

In the interests of confidentiality and national standards, it would be more appropriate for all candidates to carry out this assessment at the same time within any one class.

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

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical exercises
- use of specialist equipment.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Fashion and Textile Technology: Consumer Studies (Higher)
NUMBER	D494 12
COURSE	Home Economics: Fashion and Textile Technology (Higher)

SUMMARY

At the end of this unit, candidates will have acquired knowledge and understanding about consumer choice of goods and services. They will also have gained an insight into the manufacturers'/providers' perspective on a range of consumer issues. Candidates will be able to appraise the design of products and consider the consequences that technological developments in the fashion and textile industries have on others. They will acquire a range of investigative skills enabling them to draw conclusions from information sources and make reasoned choices which are a requirement for the discerning consumer.

OUTCOMES

- 1 Use a range of investigative techniques to obtain information relevant to consumer issues.
- 2 Apply decision-making skills as a result of interpreting consumer information.
- 3 Apply specialist knowledge and understanding to address a problem or situation.

RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Credit level
- A course or its component units at Intermediate 2 in Home Economics, or equivalent.

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

CREDIT VALUE

1 credit at Higher.

Administrative Information

Superclass:	BA
Publication date:	November 1999
Source:	Scottish Qualifications Authority
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National Unit Specification: statement of standards

UNIT Fashion and Textile Technology:
Consumer Studies (Higher)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Consumer Studies (Higher)

OUTCOME 1

Use a range of investigative techniques to obtain information relevant to consumer issues.

Performance criteria

- a) The information required is relevant and accurate, and established through appropriate research techniques.
- b) Results and data collected are produced accurately and presented concisely.
- c) Conclusions drawn are accurate and based on analysis of the findings.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is an investigation, which may form part of a design activity. The investigation could be completed on pro-forma. Attainment should be assessed by the use of a marking scheme and recorded using a checklist.

Specific advice:

- a) Appropriate research techniques would include at least two of the following: survey by questionnaire; survey by mail; interviews; literature search; scientific experiments or investigations; sensory evaluation; comparison testing. The techniques chosen must reflect appreciation of purpose.
- b) Methods used to present data should facilitate ease of interpretation, for example, accurately produced graphs.
- c) Evidence must reflect the candidate's ability to use results and draw conclusions showing appreciation of purpose.

OUTCOME 2

Apply decision making skills as a result of interpreting consumer information.

Performance criteria

- a) Explanation of the information interpreted is accurate and appropriate to the task given.
- b) An option or solution is selected with justification for the decision made.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasions. The proposed instrument of assessment is a report, which may form part of a design activity. Attainment should be assessed by the use of a marking scheme.

Specific advice:

- a) Explanation should demonstrate how understanding of the information interpreted can be used to make a decision.
- b) Justification should include reasoned decisions which meet the requirements of the task/problem given.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Consumer Studies (Higher)

OUTCOME 3

Apply specialist knowledge and understanding to address a problem or situation.

Performance criteria

- a) Knowledge is applied in order to give accurate explanation and reasoned argument to address a problem or situation.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper which requires a range of short and restricted responses. The questions for this task will be derived from sampling the content. Attainment should be assessed by the use of a marking schedule.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Consumer Studies (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches should match the unit outcomes. The knowledge and understanding of the content for the unit can be acquired or consolidated through practical exercises which focus on the specific area of content.

Outcome 1 and 2

A candidate-centred approach to learning is recommended. There should be access to source materials, such as a range of textile samples, so that candidates are able to familiarise themselves with as many types of fabric as possible. The availability of commercially manufactured items of clothing or samples for candidates to analyse for the various methods of construction and finishing would be particularly helpful; as would be videos about textile technology and manufacturing, trade magazines and catalogues. The shared experiences of the candidates' can be a stimulus to learning, for example, home experiences or experience of the work place. Brainstorming and group discussion should be used in the initial stages to motivate candidates and develop confidence.

Candidates should be given opportunities to identify the main features of products relating to fashion or textiles, and to use these features as a basis for comparison, for example, items of functional clothing. Candidates could set up a range of testing activities to appraise the products, eg for waterproofness, elasticity, ease of care, comfort or costing. Interpretation of the results should be used to make decisions about consumer choices. It is important that the teacher/lecturer provides examples of the procedures for setting up investigations, testing and presenting results. The procedures must be clear, so that candidates can replicate the processes for a variety of tasks.

Candidates should be encouraged to communicate and use discussion skills with each other and the teacher/lecturer, so that conclusions drawn can be exchanged during group activity.

Outcome 3

The underpinning knowledge and understanding should be reinforced by using a more traditional teacher-centred approach. This will ensure coverage of all the content of the unit. Arrangements for visits and outside speakers should be made to make learning more interesting for the candidate and give a real-life perspective.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

The use of information technology is recommended to enhance the generation of evidence, and access to appropriate software is important.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Consumer Studies (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- activities — investigation
- demonstration of knowledge and understanding which underpins the practical activity.

Outcomes 1 and 2

While attainment of outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of delivery. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out investigations throughout the unit.

The evidence requirements demand that the candidate can use investigative techniques to carry out a range of testing for products and to present results that are clear to the reader. The investigation could be targeted on a particular range of products and candidates should have some choice in the methods and techniques to be used.

The report containing the conclusion should be structured and concise.

Outcome 3

In the interests of confidentiality and national standards it would be more appropriate for all candidates to carry out this assessment item at the same time within any one class.

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

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).