



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HND Textiles. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals, detailing their justification for change, to SQA for validation.

Graded Unit title: Textiles: Graded Unit 2

Graded Unit code: F1RF 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND Textiles.

- ◆ to develop study and research skills
- ◆ to prepare candidates in specialist skills for progression to further studies
- ◆ to conduct project work involving the planning, integration and application of a variety of skills within a determined time scale.
- ◆ to enable the development of skills relevant to the Textile industry to develop the candidate's understanding of design concepts and processes relevant to the Textile industry
- ◆ to develop a range of advanced vocational skills within the context of Textile Studies
- ◆ to demonstrate the ability to integrate and apply complex advance skills used within Textiles and related industries
- ◆ to carry out complex project work involving research, analysis, planning and production.
- ◆ to demonstrate the ability to manage projects effectively and evaluate their effectiveness in terms of time, materials and feasibility

General information for centres (cont)

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F18M 34	<i>Textile Techniques: An Introduction</i>
DV9A 34	<i>Observational Drawing</i>
F194 34	<i>Surface Decoration for Textiles: An Introduction</i>
DV60 34	<i>Digital Imaging</i>
DW73 34	<i>Design Semantics</i>
F1RA 34	<i>Textiles: Graded Unit 1</i>
F18N 35	<i>Textile Techniques: Advanced Techniques</i>
DX2Y 35	<i>Creative Project for Artists and Designers</i>
F18B 35	<i>Surface Decoration: Advanced Techniques</i>
DX38 35	<i>Observational Drawing Portfolio</i>

Candidates should also have completed or be in the process of completing Optional Units which relate to the options offered by the centre and selected by the candidate to demonstrate the specialist areas within the context of textiles.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, communication, IT and Working with Others at SCQF level 6 and Numeracy at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit code: F1RF 35
Graded Unit title: Textiles: Graded Unit 2
Original date of publication: June 2007
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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Textiles: Graded Unit 2

Conditions of assessment

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, offer guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this result in a higher grade.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project. This would be best accomplished by setting up a Mentoring system with candidates. Regular dates would be negotiated and agreed for candidate and tutor to meet and discuss progress. Meetings and discussions should be logged as this information will be required for assessment evidence. Deadline dates for achievement of individual stages of the project should be agreed between tutor and candidate. This type of approach will help develop time management skills and project management skills.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The project will involve a Practical Assignment culminating in a finished textile product. This product must demonstrate the application of the skills and knowledge which reflects the context of textiles and their design. This assessment instrument is not concerned exclusively with practical activity — candidates are provided with a brief which allows them to plan, prepare, and demonstrate their creative skills.

The candidate will be asked to:

- ◆ interpret an open brief which requires the candidate to set and agree parameters within given broad guidelines
- ◆ gather source information
- ◆ develop design solutions appropriate to a chosen specialist area
- ◆ produce a finished textile product and supporting visuals showing development of the product
- ◆ evaluate the product

The Practical Assignment and the way it is planned and developed should reflect the opportunities for the candidate to demonstrate their design skills and technical skills within the brief. The brief should be sufficiently flexible to allow choice in the way the project is developed so that it reflects the candidate's particular interests and strengths. The project should also reflect individual centre strengths and resources. For example the candidate may be asked to produce a concept garment with textile application or a textile hanging or an accessory.

A mentoring system as described in the Conditions of Assessment would help the candidate to develop the brief and ensure the candidate was carrying out appropriate preparation and keeping to timelines. It would also help candidates develop their time management and project management skills.

The most appropriate approach to the project is one that requires candidates to select particular areas of textile techniques and integrate skills to produce a creative solution to the given brief. The candidate should be asked to research, develop, consider creative solutions and produce a finished product. Each candidate must produce an individual response which should include thumb nail sketches and developed visuals which could be computer generated. The candidate should also produce samples demonstrating a variety of specialist techniques and materials for their chosen end product. The final product should be accompanied by supporting visuals and a log book.

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ All evidence for the three essential phases of the project Developing a plan and identifying and obtaining resources to carry out the plan Carrying out the plan by developing the product Evaluating the outcome is produced to a high standard and is quite clearly inter-related ◆ Demonstrates a high level of creativity and practicality in interpretation of the brief which identifies all relevant factors involved and assesses their relevance to producing a comprehensive, systematic approach to the solution ◆ Demonstrates effective negotiation skills to expand the open brief given and determine an effective individual response ◆ Demonstrates clear analytical skills to determine personal strengths in relation to design, production and textile techniques and works out how to highlight these strengths as part of the solution to the given brief ◆ Demonstrates creative presentation of high quality visual material ◆ Demonstrates a high level of technical and creative skill in producing samples and making the final article ◆ Demonstrates a high level of competence with textile techniques, materials and processes ◆ Effectively consolidates and integrates required knowledge and skills to produce a number of viable designs, select a preferred option and fully justify the choice 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Has sufficient evidence of the three essential phases of the project Developing a plan and identifying and obtaining resources to carry out the plan Carrying out the plan by developing the product Evaluating the outcome is produced to an adequate standard ◆ Demonstrates an acceptable interpretation of the brief which identifies the essential factors involved and assesses their relevance to producing an approach to the solution ◆ Demonstrates sufficient negotiation skills to develop a sufficient response to the open brief given ◆ Demonstrates adequate analytical skills to determine overall personal strengths which will be incorporated into the solution to the given brief ◆ Demonstrates adequate presentation of visual material ◆ Demonstrates an adequate level of technical and creative skill in producing samples and making the final article ◆ Demonstrates an acceptable level of skill with textile techniques, materials and processes ◆ Consolidates and integrates knowledge and skills to produce a number of viable designs, select an acceptable design and be able to justify the selection

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<ul style="list-style-type: none"> ◆ Produces a solution which is well structured throughout and meets the needs of the open design brief and the detailed negotiations ◆ Uses high quality visuals and language to communicate creative ideas well ◆ Reviews and evaluates the textile product project in a comprehensive way, fully explains the relevance of the evidence gathered and draws conclusions to identify the transferable knowledge and skills gained which can be used in the future 	<ul style="list-style-type: none"> ◆ Produces a solution which meets the requirements of the open design brief given and takes into account any subsequent negotiations ◆ Uses visuals and language of an appropriate standard to communicate ideas ◆ Reviews and evaluates the textile product project and adequately explains the evidence gathered and identifies the knowledge and skills gained which can be used in the future

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%
 B = 60% — 69%
 C = 50% — 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 1 — Planning	<p><i>The planning stage is worth 20% of the marks.</i></p> <p>An Action Plan which contains:</p> <ul style="list-style-type: none"> ◆ The candidate’s interpretation of the open brief ◆ Results of discussion and agreement with ‘client’ including <ul style="list-style-type: none"> — Selection of specialist areas of textiles — An evaluation of personal strengths ◆ Identification of the stages involved in development ◆ Identification of the timelines for completion of each stage of development <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage and must achieve a minimum of 10 out of the 20 marks allocated.</i></p>
Stage 2 — Developing	<p><i>The development section is worth 60% of the marks.</i></p> <p>The development of creative solutions for a finished product which includes:</p> <ul style="list-style-type: none"> ◆ Information gathered in response to the brief ◆ Information gathered relevant to the specialist techniques and context of textiles. ◆ Candidate’s identification of personal strengths and interests ◆ Investigation into a minimum of 3 possible solutions showing the development of a design including thumbnails, samples of techniques, materials and costs. ◆ Production techniques ◆ The completed textile item <p>Written and visual records of the process underpinning the activity should be retained in a portfolio which should contain:</p> <ul style="list-style-type: none"> ◆ The plan with any amendments ◆ Identification of personal strengths ◆ Evidence of research sources which are fully referenced ◆ Design developments with 3 possible design solutions including visuals ◆ Mentoring feedback ◆ Samples of materials, textile techniques and costs. ◆ An outline of the production process ◆ ‘Client’ solution detailing how the chosen design solution was arrived at and why particular materials and textile techniques have been used

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 2 — Developing (cont)	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage and must achieve a minimum of 30 out of the 60 marks allocated.</i></p>
Stage 3 — Evaluating	<p><i>The evaluation is worth 20% of the marks.</i></p> <p>The Evaluation which should:</p> <ul style="list-style-type: none"> ◆ Outline the Practical Assignment ◆ Detail the candidate’s interpretation of the brief given and the result of negotiations with the ‘client’ ◆ Review and update the Action Plan and timelines in the light of experience ◆ Summarise any unforeseen design problems and how they were resolved ◆ Identify any knowledge and skills which have been gained or developed ◆ Assess the strengths and weaknesses of the design solution and the finished product and the suitability of techniques and materials used ◆ Determine to what extent the assignment met the original brief <p>The evaluation should be the equivalent of a minimum of 1,000 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage and must achieve a minimum of 10 out of the 20 marks allocated.</i></p>

Support notes

It is envisaged that this Graded Unit would be delivered towards the end of the Course. The following Units should have already been completed or nearly completed.

F18M 34	<i>Textile Techniques: An Introduction</i>
DV9A 34	<i>Observational Drawing</i>
F194 34	<i>Surface Decoration for Textiles: An Introduction</i>
DV60 34	<i>Digital Imaging</i>
DW73 34	<i>Design Semantics</i>
Graded Unit 1	
F18N 35	<i>Textile Techniques: Advanced Techniques</i>
DX2Y 35	<i>Creative Project for Artists and Designers</i>
F18B 35	<i>Surface Decoration: Advanced Techniques</i>
DX38 35	<i>Observational Drawing Portfolio</i>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Candidates will also benefit from having completed or be in the process of completing Optional Units which have allowed them to develop expertise in specialist areas such as Textile Art, Stitched Textiles or Fashion and Costume.

Centres should consider timing delivery of this Unit to ensure that sufficient time is allowed for any remediation and re-assessment and subsequent internal and external verification. This is likely to mean that in a 'standard' academic year, the Unit should be completed by late May.

The brief given to candidates should be open and should require the candidate to negotiate and agree the scale of the product, the level and detail of costs required and the techniques to be used. The candidate should be encouraged to select an areas of textile design which reflects his/her strengths in terms of techniques and interests and respond to the brief in a which enables them to design and produce a product for a chosen textile purpose. For example candidates could be asked to produce a textile item for a given theatrical production or an event. This would enable the candidate to produce an interior textile, an accessory or a costume. Candidates would be expect to produce three possible design solutions and develop one of these solutions into a finished product. Candidates should log their progress throughout the Unit and should be expected to meet any deadlines agreed with their tutor.

It is anticipated that the evaluation would take the form of a short report which should be the equivalent of approximately 1,000 words. This evaluation would summarise the project and include an evaluation of the selected design and finished product. Throughout the development stage, candidates will be evaluating their own work and amending and reviewing their design, materials and the techniques used to ensure the final product meets the requirements of the brief.

The candidates would develop and demonstrate the Core Skill of Problem Solving, Communications, IT and Working with Others at SCQF level 6 and Numeracy at SCQF level 5, and these Core Skills are signposted. Problem Solving is demonstrated throughout this Unit in the planning, development and evaluation of the project. Additionally, candidates will have to evaluate the quality of the textile product they are creating and ensure that it meets the requirements of the agreed brief.

Communications skills are demonstrated in the negotiation and mentoring between the candidate and the tutor, and in the evaluation report. The Core Skill of Information Technology at SCQF level 6 could also be signposted; candidate's could demonstrate these skills when word processing reports, using the internet for research purposes, and any use made of imaging software. Additionally, candidates should be encouraged to record the development of their product using digital imagery. Design software may also be used as part of the design process. Candidates will also develop their skills in Working with Others as demonstrated through the negotiations which take place between the candidate and the 'client', the mentoring meetings and any negotiations which take place in the textile workshops which involve sharing specialist equipment and machinery. Numeracy skills are extended by candidates having to work out quantities of materials required, calculations of time and costings or time and materials.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

This Unit is designed to test your ability to integrate the knowledge and skills you have learnt in your study of Textiles. Once you have completed this Unit you will:

- ◆ be aware of your strengths in the textiles area
- ◆ be able to use your chosen strengths to design and produce a product to meet a given brief
- ◆ develop your understanding of design concepts and processes in relation to textiles
- ◆ use advanced textile skills
- ◆ carry out complex project work involving research, analysis planning and production
- ◆ work to given timescales
- ◆ manage your project and evaluate the effectiveness of your solution

Although there is no new knowledge and skills involved in this Unit, you will find that you will develop a more independent approach to learning. You will develop your project management skills and learn how to develop your own ideas and you will be encouraged to log your activities in a log book. You will also develop your Problem Solving skills, Numeracy, Information Technology and your Communication skills as well as skills in Working with Others.

Before you undertake this Unit you will have completed the following 1st year Units:

F18M 34	<i>Textile Techniques: An Introduction</i>
DV9A 34	<i>Observational Drawing</i>
F194 34	<i>Surface Decoration for Textiles: An Introduction</i>
DV60 34	<i>Digital Imaging</i>
DW73 34	<i>Design Semantics</i>
F1RA 34	<i>Graded Unit 1</i>
F18N 35	<i>Textile Techniques: Advanced Techniques</i>
DX2Y 35	<i>Creative Project for Artists and Designers</i>
F18B 35	<i>Surface Decoration: Advanced Techniques</i>
DX38 35	<i>Observational Drawing Portfolio</i>

You will be given an open design brief and you will be asked to clarify and negotiate this brief with your tutor. You will be required to evaluate your strengths and personal interests in textile techniques. The strengths you identify will determine what textile item you produce, the techniques you use and the costs involved.

You will then produce an Action Plan which sets timelines for completion of various parts of the project. You will have regular meetings with your lecturer to check on your progress. It is important that you stick to the deadlines and dates set for meetings and completing parts of your project. Once you have successfully completed the planning stage, you will go on to develop three design solutions, one of which you will select to create and make a finished product. Once you have successfully passed this part of the project, you will progress to the evaluation stage, where you will show that you can review the whole project, the suitability of the design, techniques and materials used, and draw conclusions such as how the design solution met the brief.

You have to pass all three parts of the project, the marks allocated to each part are as follows:

Planning 20%
Development 60%
Evaluation 20%

General information for candidates (cont)

Overall you will receive a grading in this Unit which depends on the marks you gain. The grades are shown below.

A = 70% — 100%

B = 60% — 69%

C = 50% — 59%