



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the HNC Fashion Design and Manufacture. 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 the justification for change, to SQA for validation.

**Graded Unit title:** Fashion Design and Manufacture: Graded Unit 1

**Graded Unit code:** F3HR 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*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 National 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Fashion Design and Manufacture:

- ◆ to develop study and research skills
- ◆ to prepare candidates in specialist skills for progression to further studies
- ◆ to develop a range of vocational skills within the context of fashion and manufacture
- ◆ to conduct project work involving the planning, integration and application of a variety of skills within a determined timescale
- ◆ to enable the development of skills relevant to the fashion industry
- ◆ to develop the candidate's understanding of design concepts and processes relevant to the fashion industry
- ◆ to develop the candidate's skills in pattern development and industrial garment manufacture

**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:

F26T34	<i>Creative Garment Design Development: an Introduction</i>
F26W34	<i>Fashion Illustration: an Introduction</i>
F1PL34	<i>Fashion Technology: Pattern Drafting and Development</i>
F1PW34	<i>Pattern Development for the Fashion Industry</i>
F1PY34	<i>Sewing and Finishing Techniques for Garment Development</i>
F1PB34	<i>Couture Techniques: An Introduction</i>
F1PX35	<i>Sewing and Finishing for Garment Development: Advanced Techniques</i>

## General information for centres (cont)

**Core Skills:** There are opportunities to develop the Core Skills of *Problem Solving, Communication, Working with Others, Information Technology* 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:** F3HR 34

**Graded Unit title:** Fashion Design and Manufacture: Graded Unit 1

**Original date of publication:** May 2008

**Version:** 02

### History of changes:

Version	Description of change	Date
03	Instruction for Designing the assessment task revised. Candidates now require to: Produce production patterns (instead of sample patterns). Manufacture a garment to a saleable standard (instead of sample garment parts)	19/10/18
02	Update of Conditions of Assessment	07/08/18

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 0345 279 1000.

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

### **Conditions of assessment**

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, give guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support, which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks across *all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

At this level candidates should work independently. It is up to the 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 the 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.

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

### **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 which would involve the candidate interpreting a detailed design brief
- ◆ relationships which need to be clarified such as the relationship between design source and design development
- ◆ a context which may be familiar or unfamiliar to the candidate which would involve the creation of a sample pattern and manufacture of garment parts

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

The project will involve a practical assignment culminating in producing finished garment samples and a client presentation. This evidence must demonstrate the application of the skills and knowledge which reflects the context of fashion design and manufacture. This assessment instrument will afford the candidates the opportunity to work to a given design brief which allows them to plan, prepare and demonstrate their creative skills in fashion design and manufacture.

The candidate will be asked to:

- ◆ interpret a detailed design brief which sets parameters such as client/market, garment type and fabric
- ◆ gather source information
- ◆ develop design solutions
- ◆ produce production patterns in relation to the given design brief
- ◆ manufacture a garment to a saleable standard to the given design brief
- ◆ produce an illustrated client presentation with samples
- ◆ evaluate the design solution

The practical assignment and the way that it is planned and developed should reflect the opportunities for the candidate to demonstrate their design/technical skills within a brief. The brief should be sufficiently flexible to allow a degree of choice in the way the project is developed so that it may reflect the candidate's particular interests and strengths.

The most appropriate approach to the project is one that requires candidates to integrate skills to produce a creative solution to the detailed brief given. The candidate should be asked to research, develop, consider creative solutions and produce a client presentation for a fashion garment with accompanying samples. Each candidate must produce an individual response which should include thumbnail sketches and developed visuals which could be computer generated. The candidates must also produce sample patterns for garment style details. These should be manufactured using industrial techniques to demonstrate the candidates design solutions for the given brief.

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

The final presentation should be client visual accompanied by a logbook. Candidates will present their ideas and explain their solution in a client presentation. This presentation should be to a panel consisting of a minimum of two people and interaction and questioning should part of the process. The presentation should last approximately 10 minutes. Candidates will also be required to evaluate their proposed design solution in the form of a 300 word report.

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.

### **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"> <li>◆ Demonstrates all evidence for the three essential phases of the project Develops a plan and identifies and obtains resources from a minimum of three different sources to carry out the plan by developing the concept Evaluates the research Produces work to a high standard and is quite clearly inter-related to the theme and demonstrates a sophisticated level of planning and presentation</li> <li>◆ 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 and sophisticated approach to the solution</li> <li>◆ Demonstrates creative presentation of a greater amount of visual material to indicate a clear understanding of garment design development</li> <li>◆ Demonstrates a high level of competence with pattern development to a tolerance of 5mm accuracy. Produce garment parts to a saleable standard using industrial sewing methods</li> <li>◆ Effectively consolidates and integrates required knowledge and skills to produce a viable design solution</li> <li>◆ Produces a solution which is well structured throughout and demonstrates a clear and concise link through all stages of the project</li> <li>◆ Uses high quality visuals and communicates creative ideas to a more sophisticated level</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has evidence of the three essential phases of the project Develops a plan and identifies and obtains resources from a minimum of one source to carry out the plan Carries out the plan by developing the concept Evaluates the research Produces work to a standard which demonstrates a level of planning and presentation</li> <li>◆ Demonstrates an interpretation of the brief which identifies the essential factors involved and assesses their relevance to producing an approach to the solution</li> <li>◆ Demonstrates presentation of visual material to show garment design development</li> <li>◆ Demonstrates a level of skill with pattern development to 1cm tolerance. Produce garment parts which show a level of competency</li> <li>◆ Consolidates and integrates knowledge and skills to produce a design solution although overall it may lack some continuity and consistency</li> <li>◆ Produces a solution which demonstrates a link though all stages of the project</li> <li>◆ Uses visuals to communicate ideas to a basic level</li> </ul>

## 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"> <li>◆ Reviews and evaluates the project plan 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reviews and evaluates the project plan, at a basic level explains the evidence gathered and identifies the knowledge and skills gained which can be used in the future</li> </ul>

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.

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

### 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.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p><i>The planning stage is worth 15% of the marks.</i></p> <p>An Action Plan which contains:</p> <ul style="list-style-type: none"> <li>◆ the candidate’s interpretation of the brief</li> <li>◆ identification of the stages involved in development</li> <li>◆ identification of the timelines for completion of each stage of development</li> <li>◆ information gathered in response to the brief</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</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 garment concept which includes:</p> <ul style="list-style-type: none"> <li>◆ investigation into a variety of solutions showing the development of a minimum of three fashion designs including thumbnails</li> <li>◆ production of a minimum of two different sample patterns for garment style details</li> <li>◆ manufacture using industrial methods a minimum of 2 different sample garment parts</li> <li>◆ a client visual illustrating the finished chosen design with samples and design details</li> <li>◆ the candidates log</li> <li>◆ competent presentation skills which encompass the main aspects of the design solution, justification of the design solution chosen and include information on techniques to be used</li> </ul>

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

Project Stage	Minimum Evidence Requirements
Stage 2 (continued)	<p>Records of the process underpinning the activity should be retained in a logbook which should contain:</p> <ul style="list-style-type: none"> <li>◆ the plan with any amendments</li> <li>◆ evidence of research and development</li> <li>◆ design processes with a minimum of three fashion design solutions including visuals, sample patterns/garment parts</li> <li>◆ client visuals</li> <li>◆ mentoring feedback</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating	<p><i>The evaluation is worth 20% of the marks.</i></p> <p>Candidates must produce an Evaluation which should:</p> <ul style="list-style-type: none"> <li>◆ briefly outline the practical assignment</li> <li>◆ review and update the Action Plan and timelines in the light of experience</li> <li>◆ summarise any unforeseen design problems and how they were resolved</li> <li>◆ identify any knowledge and skills which have been gained or developed</li> <li>◆ assess the strengths and weaknesses of the design solution and suitability of techniques and materials used</li> <li>◆ determine to what extent the solution met the original brief</li> <li>◆ provide supporting evidence in the form of a presentation and a 300 word report</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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

### 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:

F26T34	<i>Creative Garment Design Development: an Introduction</i>
F26W34	<i>Fashion Illustration: an Introduction</i>
F1PL34	<i>Fashion Technology: Pattern Drafting and Development</i>
F1PW34	<i>Pattern Development for the Fashion Industry</i>
F1PY34	<i>Sewing and Finishing Techniques for Garment Development</i>
F1PB34	<i>Couture Techniques: An Introduction</i>
F1PX35	<i>Sewing and Finishing for Garment Development: Advanced Techniques</i>

Centres could consider the timing of the delivery of this Graded 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 Graded Unit could be completed by late May.

One way of assessing this Graded Unit should be through the candidate presenting their ideas on a Client Presentation Board, which should be supplemented with the candidate's log of activities and a portfolio of design solutions, sample patterns and techniques. The candidate could explain and justify their design solution to a panel who would act as the 'client'. The panel could ask questions about the development of the design, the techniques used and methods of manufacture chosen, enabling the candidate to explain and justify their design development. It is anticipated that the evaluation could take the form of a short report, which could be the equivalent of approximately 300 words. Centres should ensure that appropriate checklists are devised for this presentation, to record candidate achievement.

The candidates would develop and demonstrate the Core Skills of *Problem Solving* at SCQF level 5 and this Core Skill would be signposted. Additionally the Core Skills of *Numeracy*, *Information Technology*, *Communication* and *Working with Others* would be signposted at SCQF level 5 throughout this Graded Unit. This would evidence oral skills used in the presentation of the design solution and written communications would be demonstrated throughout the Graded Unit through the keeping of the logbook and in the evaluation stage by the compilation of an evaluative report. Candidates could demonstrate *Working with Others* in their mentoring sessions with their tutor where timelines and details of the brief will be fully discussed and in their negotiation of the use of specialist equipment and machinery in the workshop and in their interaction with the panel acting as 'client'. Candidates could use *Numeracy* skills in pattern development and could use their *IT* skills through use of appropriate software such as digital imagery software, word processing software and presentation software.

### Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## General information for candidates

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

- ◆ have developed research and design development skills
- ◆ be able to progress to further studies in your specialist area
- ◆ have developed a range of vocational skills within the context of Fashion Design and Manufacture
- ◆ be able to manage project work involving the planning of your work, integrating different skills and working to set timelines
- ◆ have developed skills relevant to the fashion industry
- ◆ have developed your understanding of design concepts and processes relevant to the fashion industry
- ◆ have developed skills in pattern development and industrial sewing methods

Although there is no new knowledge and skills involved in this Graded 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 log your activities in a logbook. You will also develop your Problem Solving skills and your *Communication* skills. You will probably start this Graded Unit about halfway through your course and should have completed or be in the process of completing the following Units:

F26T34	<i>Creative Garment Design Development: an Introduction</i>
F26W34	<i>Fashion Illustration: an Introduction</i>
F1PL34	<i>Fashion Technology: Pattern Drafting and Development</i>
F1PW34	<i>Pattern Development for the Fashion Industry</i>
F1PY34	<i>Sewing and Finishing Techniques for Garment Development</i>
F1PB34	<i>Couture Techniques: An Introduction</i>
F1PX35	<i>Sewing and Finishing for Garment Development: Advanced Techniques</i>

You will be given a detailed design brief and you will be asked to 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 try to 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 your design solution, sample patterns and garment style details by demonstrating techniques, materials and design ideas used. 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 project, the suitability of the techniques and materials used and the way your design solution met the brief. This would take the form of a presentation and a 300 word report.

You have to pass all three parts of the project and weighting allocated to each part is as follows:

Planning	15%
Development	65%
Evaluation	20%

## General information for candidates (cont)

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

A = 70% — 100%

B = 60% — 69%

C = 50% — 59%

In addition, if you pass this Graded Unit you will develop Core Skill in *Problem Solving*, *Communications*, *Information Technology*, *Numeracy* and *Working with Others* at SCQF level 5.