

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

**-Module Number- 0065604 -Session-1986-87**

**-Superclass- JL**

**-Title- MATERIALS FOR SOFT FURNISHINGS (x 1/2)**

**-DESCRIPTION-**

Type and Purpose A specialist module (1/2) which enables the student to extend his/her knowledge of materials used in soft furnishing.

Preferred Entry Level No formal entry requirements.

Learning Outcomes The student should:

1. know materials and fittings used in soft furnishing;
2. describe methods of manufacturing and processing;
3. know the standard tests and treatment for fabrics.

Content/ Context Corresponding to the Learning Outcomes:

1. (a) identification of lining, filling and covering materials should include:
  - (i) window drapery, pelmets, blinds, bed and loose covers;
  - (ii) plain, damask, satin and twill weaves;
  - (iii) brocade, tapestry, velour, printed cotton, chintz, dupion, repp, cambric, matelasse, glass fibre, stitch bonded (non woven), moire, terylene (including nets), linen, bonded nylon curtaining, interlinings, upholsterers buckram, satin, sateen silk, tafetta, ticking or down-proof cambric, calico and rayon;

- (b) identification of fittings should include:
    - (i) general purpose and specialist curtain rails for domestic and commercial applications;
    - (ii) measuring, fitting and fixing for straight, bay, bow and oriel situations;
    - (iii) vertical and horizontal blinds.
  - (c) description of properties to include:
    - (i) terminology and range;
    - (ii) tensile strength of different types;
    - (iii) elasticity;
    - (iv) sizing factors;
    - (v) man made or synthetic.
    - (vi) hand or machine threads.
2. description of origin and method of manufacture and processing techniques.
  3. (a) tests on fabrics should include those for wear, safety, light-fastness and colour fastness;
  - (b) treatment of fabrics should include light fastness, flame-proofing, pre-shrinking, moth proofing and stain resistance.

#### Suggested Learning and Teaching Approaches

It is envisaged that the general teaching approach will be activity/workshop based and student centred.

The learning programme should interest the student and relate to a theme or vocational bias.

Critical skills and techniques should be demonstrated prior to student involvement.

Posters, information sheets, worksheets, workfiles, slides, films and video may be used to enhance the learning environment and process.

A set of completed exercises should be available for students to work to and compare standards.

Assessment  
Procedures

All Learning Outcomes must be validly assessed.

The student must be informed of the tasks which contribute to summative assessment. Any unsatisfactory aspects of performance should, if possible, be discussed with the student as and when they arise.

Acceptable performance in the module will be satisfactory achievement of performance criteria for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome  
IA Instrument of Assessment  
PC Performance Criteria

LO1 IA Short answer questions.

PC The student should correctly:

LO1 (a) identify and describe a minimum of:

- (i) 4 covering materials;
- (ii) 2 filling materials;
- (iii) 2 types of weave;
- (iv) 2 types of thread;
- (v) 2 lining materials.

LO2 IA Short answer questions.

PC The student should correctly describe 3 methods of manufacture and 2 processes.

LO3 IA Short answer questions.

PC The student should describe 2 tests and 2 treatments for fabrics.