

## National Unit Specification: general information

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| <b>UNIT</b>   | Practical Fabric Skills (Intermediate 1)                           |
| <b>NUMBER</b> | D274 10  |
| <b>COURSE</b> | Home Economics: Fashion and Textile Technology<br>(Intermediate 1) |

### SUMMARY

This unit enables the candidate to acquire the basic skills necessary to produce an item using a commercial pattern, and to evaluate the end result against a similar professionally produced item.

### OUTCOMES

- 1 Produce an item using a commercial pattern.
- 2 Compare the item produced with a similar, professionally manufactured item.

### RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- Access 3 units in Home Economics
- Access 3 units or Standard Grade at Foundation level in a relevant subject

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

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### Administrative Information

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|--------------------------|-----------------------------------|
| <b>Superclass:</b>       | JK                                |
| <b>Publication date:</b> | November 1999                     |
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## **National Unit Specification: statement of standards**

### **UNIT      Practical Fabric Skills (Intermediate 1)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Produce an item using a commercial pattern.

##### **Performance criteria**

- (a) The selection and use of the equipment required to produce the item is appropriate.
- (b) The carrying out of the processes relevant to the production of the item is efficient, safe and well organised.
- (c) The following of instructions is accurate.
- (d) The end product is in accordance with the specifications of the pattern and is of an acceptable standard.
- (e) The process of manufacture is reviewed for strengths and weaknesses.

##### **Evidence requirements**

Evidence must be provided to show that each of the performance criteria has been met on one occasion. Specific advice:

- (a) The equipment must be suitable for the intended use, safe practices should be used.
- (b) 'Efficient' should be defined as demonstrating dexterity, following instructions logically and tackling problems which may arise.
- (c) 'Accurate' means followed in a logical sequence with understanding.
- (d) 'Acceptable standard' should be defined as in a condition suitable for the intended purpose.
- (e) One area of strength and one area of weakness in the manufacture of the item should be identified (where appropriate).

#### **OUTCOME 2**

Compare the item produced with a similar, professionally manufactured item.

##### **Performance criteria**

- (a) The calculation of cost and time involved in carrying out a brief is accurate and complete.
- (b) Criteria used are appropriate for assessing materials and quality of workmanship in the manufactured item.
- (c) The comparison of the product made according to the pattern instructions with a professionally manufactured item is accurate and clearly explained, using the criteria identified.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Practical Fabric Skills (Intermediate 1)

#### **Evidence requirements**

Evidence must be provided to show that each of the performance criteria has been met on one occasion. Specific advice:

- (a) The criteria should cover standards relating to materials - fabric, thread, trimming or decoration, fastenings (only those applicable); **and** standards relating to quality of workmanship - stitches, seams, hems, openings, darts, fit, sleeves, (only those applicable).
- (b) The comparison includes conclusions on cost, time, effort and end result, after assessing against criteria and availability of resources.

The proposed instrument of assessment for Outcomes 1 and 2 is a design activity. Attainment could be recorded by the use of an observational checklist.

## **National Unit Specification: support notes**

### **UNIT      Practical Fabric Skills (Intermediate 1)**

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

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

### **GUIDANCE ON 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 (Int 1).

#### ***Outcomes 1 and 2***

1      Suggestions for items which could be produced are:

- a protective item of clothing for a child
- a simple skirt
- simple trousers/shorts
- a T-shirt with simple neckline
- a learning toy
- an article of clothing for a baby
- a household item
- beach bag

The fabric processes will depend very largely on the type of item being produced but some of the following could be used:

- marking fabric
- basic stitching
- seams
- edge finishing
- simple fastening
- use of trimmings
- gathering fullness
- hems
- stuffing

2      The criteria for assessing materials used in garments/other textile items can be defined as follows:

*Fabric* should be:

- suitable for the type of garment and its style
- suitable in weight and texture
- free from flaws
- correctly woven and printed

## National Unit Specification: support notes (cont)

### UNIT Practical Fabric Skills (Intermediate 1)

*Thread* should be a suitable match for the fabric type, in terms of colour and fibre type.

*Trimming or decoration* should:

- be suited to garment type and style, or to the article
- be compatible with main fabric for washing, drying, ironing
- improve the look of the garment/article

*Fastenings*

buttons should be:

- well-chosen for style, size, colour and shape
- sewn on strongly

buttonholes should be:

- in the right position
- correct size for buttons
- well secured

zips should:

- be the correct colour, weight and type
- have been placed correctly

velcro, press studs, hooks and eyes should be:

- the correct type and size
- in the right place
- well secured

The criteria for assessing the quality of workmanship in clothing and related textile items can be defined as follows:

*Stitches* should be:

- the correct type for the fabric
- the same size
- secured at the ends
- follow a straight or curved line

*Seams* should be:

- flat with no puckering
- of an even width
- neatened/finished in some way
- suitable for the type of garment/item and fabric

*Hems* should be:

- a suitable type for the type of garment/item
- invisible on the right side
- suitable in depth
- have a well pressed lower edge, smooth not wavy

## **National Unit Specification: support notes (cont)**

### **UNIT      Practical Fabric Skills (Intermediate 1)**

*Openings* should be:

- suitable type for garment style
- of adequate length
- strong

*Darts* should be:

- correct length
- in correct position
- well pressed

*Sleeves* should:

- hang correctly
- be of the correct length and width
- be comfortable to move - not tight
- have a well neatened arm hole

*Skirt or Trousers* should:

- hang correctly
- be comfortable
- have a level hem

### **GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT**

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. It is recommended that this unit is integrated for delivery with other units; for example, *Fashion and Textile Technology: Organisation of Practical Skills*, and *Developing Craft Skills in Textiles*. This will ensure a practicable and economic approach to their delivery.

A wide variety of learning and teaching approaches to generate evidence should be used, and candidates should be actively involved in the learning process through practical activity wherever possible. The teaching approach for the majority of the time should be candidate-centred, and should contribute to the development of skills and to the acquisition of knowledge and understanding. Discussion of progress between the candidate and teacher/lecturer should be ongoing throughout.

Candidates should be encouraged to discuss problems, exchange ideas, assist each other and make decisions. Exemplars should be available for them to relate to and compare standards. Safety, safe practices and the care and use of equipment should be an integral part of all activities carried out. (See also advice in the course details for Home Economics Fashion and Textile Technology (Int 1).)



## **National Unit Specification: support notes (cont)**

### **UNIT            Practical Fabric Skills (Intermediate 1)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

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/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

For Outcome 2 candidates should be encouraged to keep a detailed record of the costing, comparison and quality appraisal of their item and an equivalent manufactured item. They may find it helpful to carry out these activities to an agreed set of headings.

Group work should be used to maximise candidate involvement and interaction, and whole-class teaching used to reinforce and consolidate knowledge gained. From the outset of the unit candidates should be made aware of the purpose of the unit, the relationship between the learning activities and the outcomes and the level of achievement expected.

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

#### **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).