



## National Unit Specification: general information

**UNIT** Harris Tweed: An Introduction to the Industry (SCQF level 5)

**CODE** F8XX 11

### SUMMARY

This Unit is designed to give candidates an understanding of the origins and development of the Harris Tweed industry over the last century and the legal and regulatory issues which govern the production, marketing and sale of Harris Tweed. The Unit will also give candidates an insight into how Harris Tweed is produced, how the current Harris Tweed industry operates and how Harris Tweed can be used. Candidates will develop research and presentation skills in the completion of this Unit.

This Unit forms part of the National Progression Award (NPA) in Harris Tweed but can also be delivered as a free-standing Unit.

### OUTCOMES

- 1 Explain the origins and development of the Harris Tweed industry.
- 2 Describe how Harris Tweed is produced and used.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a course or its component Units at Intermediate 1 (SCQF level 4) or Standard Grade at General level in a relevant subject area such as fashion and textiles and/or technologies.

‘New start’ candidates and adult returners should have appropriate prior experience.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

0.5 credits at SCQF level 5 (3 SCQF credit points at SCQF level 5\*).

*\*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.*

### **CORE SKILLS**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT Harris Tweed: An Introduction to the Industry (SCQF level 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Explain the origins and development of the Harris Tweed industry.

##### **Performance Criteria**

- (a) Identify the origins of Harris Tweed.
- (b) Explain how the Harris Tweed industry has developed, and the issues that have affected the industry, over the last century.
- (c) Compare the profile of the current Harris Tweed industry with another era in the last century.
- (d) Describe how the Harris Tweed industry is regulated and the role of the Orb trademark and the Harris Tweed Authority.

#### **OUTCOME 2**

Describe how Harris Tweed is produced and used.

##### **Performance Criteria**

- (a) Identify the key processes involved in the manufacture of Harris Tweed.
- (b) Describe the different roles of those involved in the production and selling of Harris Tweed and Harris Tweed products.
- (c) Identify examples of how Harris Tweed is currently used in products and applications.

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

### UNIT Harris Tweed: An Introduction to the Industry (SCQF level 5)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

##### ◆ Outcomes 1 and 2 — Research Portfolio

Candidates will be required to present a Portfolio which contains their research for Outcomes 1 and 2. The Portfolio must demonstrate that candidates have used the internet as a research method and at least one other research method.

It may be appropriate for some of this research to be carried out in a team but candidates must present their own Portfolio with supporting notes and findings in their own words.

The Portfolio must cover the following topics:

- the origins of Harris Tweed
- the development of the Harris Tweed industry and the issues that have affected the industry over the last century
- how the current Harris Tweed industry compares with another era\* in the last century — this should address issues such as market size, production levels, numbers employed
- how the Harris Tweed industry is regulated and the role of the Orb trademark and the Harris Tweed Authority
- an overview of the key process involved in the manufacture — this should include key wool processes (washing, dyeing, spinning, warping), the weaving process and finishing processes
- the role of individuals involved in the Harris Tweed industry — this should include weavers, mill workers responsible for wool processing and finishing, designers and retailers
- examples of traditional uses and the more unusual applications for Harris Tweed

The Portfolio should be structured and presented in a logical way.

##### ◆ Outcome 1 — Presentation

Candidates will be required to give a presentation on one or two of the Performance Criterion from Outcome 1. The presentation could be spoken or in a multi-media format and should be a minimum of 5 minutes duration.

The presentation must demonstrate that candidates have a good understanding of the selected aspect(s) of the origins and development of the Harris Tweed industry and can identify the most relevant facts to present. The presentation should be structured and presented in a logical way.

\*The eras that may be appropriate for this comparison could be the early 20th Century and the 1960s. The early 20th Century represents a key phase of expansion and regulation of the Harris Tweed industry, including the introduction of the Orb in 1909. Around 1966 was the period where production of Harris Tweed reached its peak. Other years/eras could be selected as long as they provide a suitable opportunity for candidates to compare and contrast key market and employment issues.

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

### **UNIT Harris Tweed: An Introduction to the Industry (SCQF level 5)**

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 20 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit could be studied on its own as a freestanding Unit or it could be studied in conjunction with other Harris Tweed Units as part of the National Progression Award for Harris Tweed.

The Unit is designed to give candidates an introduction to various aspects of the Harris Tweed industry from its origins, to its production and current markets. Candidates will have the opportunity to use a range of research methods to carry out their own investigation.

The popularity and versatility of Harris Tweed means that there are many vocational opportunities within the industry. As candidates carry out their research, it will allow them to gain a realistic view of potential career opportunities.

#### **Outcome 1**

Harris Tweed is a unique luxury cloth which has been hand-woven by islanders in the Western Isles for over a hundred years, using local wool. Although the industrial revolution led to the mechanisation of the production of cloth in most areas, the Western Isles retained their traditional processes of producing the cloth. Initially, the cloth was produced for personal use and within a limited local market. However, the tweed making industry began to expand rapidly in Lewis and Harris from 1903 onwards. Production increased until the peak figure of 7.6 million yards produced in one year was reached in 1966. The Harris Tweed industry declined thereafter, along with the textile industries in the rest of Europe.

Legal protection was secured for Harris Tweed in 1909 with the introduction of the Orb symbol, which was trademarked by the Harris Tweed Association. The cloth was then defined as ‘hand-spun, hand-woven and dyed by the crofters and cottars in the Outer Hebrides’.

Machine-spinning and vat dyeing have since replaced hand methods. Only weaving is now conducted in the home, under the governance of the Harris Tweed Authority, established by an Act of Parliament in 1993. Harris Tweed is now defined as ‘hand-woven by the islanders at their homes in the Outer Hebrides, finished in the islands of Harris, Lewis, North Uist, Benbecula, South Uist and Barra, and their several purlenances (The Outer Hebrides), and made from pure virgin wool dyed and spun in the Outer Hebrides’.

## National Unit Specification: support notes (cont)

### UNIT Harris Tweed: An Introduction to the Industry (SCQF level 5)

#### Outcome 2

The key processes involved in the manufacture of Harris Tweed include wool processing (washing, dyeing, spinning, warping), weaving processes and finishing which are carried out by mill workers and weavers. Candidates should be expected to have a basic knowledge of these key processes. The processes are explored in more depth in *Harris Tweed: An Introduction to Weaving and Production Techniques*.

The Harris Tweed industry also includes a range of other roles including designers, marketing staff, product manufacturers and retailers.

Harris Tweed has always been associated with traditional sporting clothing. However, it is nowadays used for a variety of end products: fashion clothing, upholstery, luggage, shoes, and a number of other products. The tweed is available in three weights and in an endless variety of colours. This gives it a high degree of versatility. New designs are created for the fashion markets each year.

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

##### Opportunities for integration

An integrated approach to the research required by both Outcomes should be adopted for the delivery of this Unit.

There are also opportunities to deliver and assess the Unit in an integrated way with other Units within the National Progression Award for Harris Tweed. For example, candidates who are undertaking all 4 Units in the NPA could develop one Portfolio to store and present all their research. There would be a natural progression from the research undertaken within this Unit to the research required for *Harris Tweed: An Introduction to Weaving and Production Techniques* which investigates the production processes for Harris Tweed in more depth and *Harris Tweed: An Introduction to Markets and Promotional Methods* which requires candidates to describe the clients and markets for the individuals involved in the Harris Tweed industry.

A cross-curricular approach to the delivery of this Unit could also be used. For example, it may be appropriate within schools to include input from home economics, business studies, history and/or Gaelic.

Completion of this Unit and the NPA for Harris Tweed could contribute to the 4 capacities in Curriculum for Excellence.

##### Learning and teaching approaches

Candidates should be encouraged to take a good deal of responsibility for their own learning. This will involve identifying what information needs to be gathered and planning their research. Candidates could be asked to create a research plan which can be discussed at an early stage of the Unit. Candidates should have the opportunity to use a range of research methods to carry out their own investigation. Candidates should also consider how to structure and present the information in their Portfolio to ensure that it can be easily read and understood.

## National Unit Specification: support notes (cont)

### UNIT Harris Tweed: An Introduction to the Industry (SCQF level 5)

Candidates should be encouraged to use a wide range of research methods — this could include internet based research, literature reviews and visits to exhibitions or museums. Wherever possible, candidates should visit workshops/ businesses involved in the Harris Tweed industry and interview individuals involved in the production or selling of Harris Tweed to allow them to gain a good understanding of how the industry operates. This could be supported by videos/DVDs which demonstrate the processes used in the industry.

Tutors should assist candidates to identify relevant individuals from the industry. Candidates should be given a list of potential individuals to contact who have agreed in advance to participate. Candidates could identify additional individuals who could be added to the approved list. Relevant individuals from the industry could be invited to visit the learning centre to address a group of candidates.

It may be appropriate for candidates to work as a team to gather information. For example, one group could compare the profile of the current Harris Tweed industry with one year, eg 1909, and the other group with 1966. A team approach could also be used to interview and create profiles of different individuals working in the industry, eg a weaver, a mill worker, a designer, a retailer. Candidates should, however, present any joint research in their own words.

For this Unit candidates need only have an overview of the key processes involved in the manufacture of Harris Tweed — this could be in the form of a flowchart or a brief description of the key wool processes (washing, dyeing, spinning, warping), weaving process and finishing processes. The processes are explored in more depth in *Harris Tweed: An Introduction to Weaving and Production Techniques*.

Candidates should be encouraged to identify as many different applications for Harris Tweed as possible. This should include traditional uses and the more unusual application, eg Nike trainers, Alpha Romeo car.

Candidates should carry out a realistic evaluation of their own work — this will include their presentation and Portfolio and the work of the team, if appropriate.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

During the delivery of this Unit candidates will be involved a range of written and/or oral tasks and will have to develop and use research, presentation and evaluation skills. Candidates may also work as part of a small team. The approach to this Unit could offer good opportunities for developing aspects of:

- ◆ *Communication*
- ◆ *Working with Others*
- ◆ *Problem Solving*
- ◆ *Information and Communication Technology*

The following gives some examples of some of the opportunities for developing these Core Skills which the Unit makes available to candidates.

## National Unit Specification: support notes (cont)

### UNIT Harris Tweed: An Introduction to the Industry (SCQF level 5)

*Working with Others* (Research Portfolio): working cooperatively with other candidates to gather data; recognising the role others in completing tasks; taking responsibility for own contribution; evaluating the work of the team; using interpersonal skills in an appropriate way to interview individuals from the industry.

*Communication* (Research Portfolio, Presentation): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words; preparing a presentation to highlight relevant facts; using an appropriate format for the presentation — oral or multi-media format; delivering a presentation in a clear and logical way.

*Problem Solving* (Research Portfolio, Presentation): planning personal research and team research: determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning presentations.

*Information and Communication Technology* (Research Portfolio, Presentation): using the internet to carry out research; collating and presenting research data; preparing a presentation in multi-media/ PowerPoint format.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for both of the Outcomes would be a Portfolio and each candidate is expected to produce their own individual Portfolio of evidence. Candidates could use a variety of data formats within the Portfolio, for example, text, photos, diagrams, interviews, DVDs. It is important that candidates present the information in their Portfolios in their own words and do not simply include extracts of information from the internet and other sources. Where candidates work in a team to carry out some research, commonly gathered findings should be described in their own words. Candidates should be issued with guidance on the avoidance of plagiarism. The assessor/tutor is responsible for ensuring that candidates develop an individual Portfolio of evidence which matches the Evidence Requirements.

A supporting instrument of assessment for Outcome 1 is a presentation where candidates will be required to present relevant facts on a specific topic(s). Candidates can select the topic from one or two of the Performance Criterion. The presentation could be spoken or in a multi-media format and would be expected to last a minimum of 5 minutes.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.



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

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### **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](http://www.sqa.org.uk/assessmentarrangements)