



National Unit specification: general information

Unit title: Garment Concepts: An Introduction (SCQF level 6)

Unit code: FP58 12

Superclass: JK

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Summary

This Unit is designed to allow candidates the opportunity to explore, experiment and record 3D conceptual design developments in a practical manner using a wide range of materials in response to a given brief.

This Unit forms part of the National Certificate in Fashion Design and Manufacture but can also be delivered as a freestanding Unit.

Outcomes

- 1 Develop 3-dimensional garment concepts.
- 2 Develop and construct a garment concept.
- 3 Record the garment concept development process.

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 SCQF level 5. It would be beneficial if candidates had some basic understanding of fashion design, pattern construction and industrial machine sewing skills.

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6*)

**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.*

National Unit specification: general information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

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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

Develop 3-dimensional garment concepts.

Performance Criteria

- (a) Design garment concepts that reflect a given brief.
- (b) Select suitable materials to achieve the design concepts.

Outcome 2

Develop and construct a garment concept.

Performance Criteria

- (a) Develop a 3D garment concept in accordance with a given design brief.
- (b) Construct a garment concept using suitable materials and construction techniques.

Outcome 3

Record the garment concept development process.

Performance Criteria

- (a) Produce drawings of the garment concept.
- (b) Annotate the garment drawings with relevant design details.
- (c) Present visual evidence which records the development and construction process.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

Outcomes 1, 2 and 3 — Portfolio

Candidates will be required to present a portfolio which contains their concepts, drawings and photographs for Outcomes 1, 2 and 3.

The Portfolio must include the following:

- ◆ **Outcome 1** — A minimum of three related 3D garment concepts which show creative use of appropriate materials and show a clear connection to the brief.
- ◆ **Outcome 2** — A completed concept garment or part of garment which must be functional and be capable of being developed into an actual garment.
- ◆ **Outcome 3** — A minimum of four black and white drawings for the garment concept — drawings to be annotated with relevant design details which must relate to the design brief.
- ◆ **Outcome 3** — Visual evidence of each stage of the development and construction process for the garment concept.
- ◆ **Outcome 3** — Presentation of portfolio of drawing and visual evidence should be structured and presented in a logical way.

National Unit specification: support notes

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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 40 hours.

Guidance on the content and context for this Unit

This Unit could be studied on its own as a freestanding Unit, as part of a group of related Units or it could be studied in conjunction with other Units as part of the National Certificate for Fashion Design and Manufacture.

This Unit will develop an awareness of how garment concepts are developed from original source. Candidates will use a creative approach to designing and developing concepts to meet a design brief.

The initial focus of the design fabrications is on creative concepts that evolve from physically working with suitable materials. The candidates will work independently or in small groups to generate connected garment concepts.

Working independently the candidate will further develop and produce a garment/part garment concept demonstrating creative use of materials and handling techniques relevant to the brief. The concept must be functional and provide candidates with the opportunities to apply their conceptual development into an actual garment possibly with another Unit.

Candidates will record the each stage of the design, development and construction process using drawings and by creating a portfolio of visual evidence. Typically this would be photographs but could also include video and other methods.

Additional note on fashion sketches and drawings — Candidates are required to produce drawings for this Unit. The following definitions are included for comparative purposes.

- ◆ **Sketches** — A sketch would suggest a brief outline or draft used to process, plan and formulate a concept or idea which would usually then have to be developed further to broaden and confirm the thought process. It should be a simple, rough or quickly executed preliminary drawing giving the essential features, without the details.
- ◆ **Drawings** — A drawing is a delineation or graphic representation of form by lines of an object or idea. It would suggest a more expressive and detailed rendering of a subject matter, concept or idea. It could be executed from a purely analytical stand point or be more free and expressive in its use of media style and technique.
- ◆ **Working Drawings** — A working drawing, sometimes referred to as a flat, suggests a more calculated, measured and technically accurate rendering of the subject matter to convey key information regarding structure, scale, proportion measurements, etc In the context of fashion design, a working drawing should include all key information, eg size, measurements, proportions, garment style details, closures and fastenings, which could be used as a guide for manufacturing.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

A candidate centred, resource based learning approach is recommended. The Outcomes in this Unit need not be taught separately and it is likely that an integrated approach could be used.

Candidates should be encouraged to take a good deal of responsibility for their own learning. The brief should set out all instructions needed to achieve the Unit, but be flexible enough to inspire creativity and freedom of design ideas as a solution. The Unit could provide an introduction to fashion styling and working on a dummy/stand.

Aspects of the Unit could be undertaken in groups specifically Outcome 1 where small groups could work together to develop 3D garment concepts. The connected concepts can be evidenced in the visual, material or technical content of the fabrications.

The design and development process should be recorded throughout using photographs or videos or another appropriate methods and drawings with annotation. A chronological presentation of the portfolio of work is recommended to evidence the evolution of the fabricated concepts.

Guidance on approaches to assessment for this Unit

Each candidate should have several opportunities to develop practical skills required in this Unit and should be assessed at appropriate points throughout the Unit. The Outcomes are likely to be assessed in the order shown. Where a candidate is unsuccessful in achieving an Outcome, provision should be made for remediation and re-assessment.

Instruments of Assessment

Centres may use Instruments of Assessment which are considered by assessors/tutors to be the most appropriate.

It is recommended that practical exercises are used to assess Outcomes 1, 2 and 3. As outlined in the Evidence Requirements candidates will be required to present a portfolio which contains their photos/videos and drawings for Outcomes 1, 2 and 3. The portfolio should include visual evidence of the conceptual development at each stage, annotation of the design processes and drawings. The portfolio could be a paper-based presentation or it may be also be possible to create a digital portfolio.

The assessor/tutor is responsible for ensuring that candidates develop an individual portfolio of evidence which matches the Evidence Requirements.

National Unit specification: support notes (cont)

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Assessment Guidance

Outcome 1

Candidates must create a minimum of three related garment concepts for a given brief — the brief could be a theme or key word, eg suspend/drape, exaggerate, fold/pleat, recycle. The garment concepts could be developed using fabric, paper or other appropriate materials. Candidates could be given shapes to work from, eg circle, rectangle, square. This Outcome could be completed as a group.

Outcome 2

The 3-dimensional concept created by candidates will be a development of one of the concepts developed in Outcome 1. It could be developed on a dummy or on individuals. The garment concept must be functional — this could be indicated by proper fastenings, ability to get garment on and off dummy/model and/or sufficient robustness for exhibition purposes. The concept must show the potential for being developed into a garment. This Outcome should be completed individually.

Outcome 3

Candidates must record the development process. Visual evidence should be gathered of each stage of design, development and constructions, including final garment concept on an individual or dummy. Visual evidence could include photographs, video or other appropriate methods. Four black and white drawing with annotation of design details must be created to evidence critical evaluation. Candidates must annotate the drawings to include design details such as materials, construction techniques and process, potential applications.

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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Opportunities for developing Core Skills

During the delivery of this Unit candidates will be involved in practical activities which would offer opportunities for developing aspects of:

- ◆ *Communication*
- ◆ *Problem Solving*
- ◆ *Working with Others*

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

Communication (Portfolio, Drawings) — Presenting images and photos in the portfolio in a structured and logical way; presenting images that clearly illustrate the concept; providing sufficient detail through portfolio to illustrate ideas and concepts.

Problem Solving (Portfolio, Sketches) — Interpretation of given briefs; planning and production of concept development process; planning the creation of drawings which will meet the brief.

Working With Others (concept development) — Working as team to create garment concepts.

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

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	29/09/2011

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