

**HOME ECONOMICS:
FASHION AND TEXTILE TECHNOLOGY**
Access 3

Fourth edition – published June 2002

**NOTE OF CHANGES TO ARRANGEMENTS
FOURTH EDITION PUBLISHED JUNE 2002**

CLUSTER TITLE: Home Economics: Fashion and Textile Technology
(Access 3)

CLUSTER NUMBER: C116 09

National Cluster The Cluster number has been changed from C046 09
because of changes to courses at other levels.

Unit specification changes:

D491 09 Organisation of Practical Skills

- Outcome 1 Changed to three components and four processes
Evidence requirements reduced to one occasion, three component parts and four processes
- Outcome 2 Evidence requirements changed to one occasion
- Outcome 3 Performance criterion (d) removed
Evidence requirements reduced to one occasion
- Outcome 4 Evidence requirements reduced to one occasion.

D273 09 Developing Craft Skills in Textiles

- Outcome 1 Evidence requirements (b) and (c) removed
- Outcome 2 Evidence requirements (b) removed
- Outcome 3 Evidence requirements (b) removed

D275 09 Design and Make

- Outcome 1 Evidence requirements: folio of work removed. (a) changed to at least two,
(c) changed to two needs
- Outcome 2 Evidence requirements: folio of work removed
- Outcome 3 Evidence requirements: (a) and (b) removed
Instrument of assessment changed from folio to practical activity.

National Cluster

HOME ECONOMICS: FASHION AND TEXTILE TECHNOLOGY (ACCESS 3)

CLUSTER NUMBER C116 09

STRUCTURE

The programme of study has four mandatory units, as follows:

D491 09	<i>Fashion and Textile Technology: Organisation of Practical Skills (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
D272 09	<i>Fashion and Clothing Industry: An Introduction (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
D273 09	<i>Developing Craft Skills in Textiles (Acc 3)</i>	<i>1 credit (40 hours)</i>
D275 09	<i>Fashion and Textile Technology: Design and Make – Home Economics (Acc 3)</i>	<i>1 credit (40 hours)</i>

In common with all clusters, this programme of study includes 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Publication date:	June 2002
Source:	Scottish Qualifications Authority
Version:	04

© Scottish Qualifications Authority 2002

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Cluster: general information (cont)

CLUSTER Fashion and Textile Technology (Access 3)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Cluster: details

CLUSTER Fashion and Textile Technology (Access 3)

RATIONALE

The aim of this cluster of units is to develop personal effectiveness in the use and management of resources. In the context of Fashion and Textile Technology, the units offer a range of opportunities to acquire knowledge, understanding and specialist skills. By offering an insight into the fashion and textile industries, the opportunities for further study or employment are enhanced.

The units aim to provide flexibility of choice and to encourage, through practical activity, the integration of understanding and skills in a variety of ways. For example:

- practising basic specialist craft skills for the construction of a product
- using basic techniques to solve problems
- planning to carry out a practical activity and follow simple instructions to manufacture a fashion or textile product
- reflecting briefly on personal effort and the success of the product.

In its report, *Technology Education in Scottish Schools: A Statement of Position*, the Scottish Consultative Council on the Curriculum (Scottish CCC, 1996) states:

‘A broadly-based technological component in the curriculum does do much to “privilege the practical” and to redress the imbalance in many young peoples’ educational experience between the acquisition of knowledge, skills and attitudes and their application to meeting and solving practical problems. Including technology in the curriculum improves the status and attractiveness of the practical and commercial activities which are the heart of industry and business, and helps all young people to recognise the personal satisfaction and enjoyment that can be derived from active participation.’

Home Economics in the context of Fashion and Textile Technology provides opportunities ‘to address people’s material needs and wants for clothing’ (Scottish CCC), through practical activities which provide realistic insights to applications in the home, community and industry.

Specialist craft skills and organisational skills are fundamental to Fashion and Textile Technology. The craft skills include the process and manipulative skills concerned with the production of textile products. The organisational skills include planning, making judgements and establishing priorities in relation to available resources, and evaluating the suitability of the product to the end user. Importantly, these skills also include the ability to work effectively as an individual, and as a member of a team, and the ability to handle information. Together these skills enable candidates to participate effectively in technological activity.

Another important part of Fashion and Textile Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibility for health and safety in the use of equipment which carries potential risks. These standards are also applied in industry and are, therefore, transferable.

National Cluster: details (cont)

CLUSTER Fashion and Textile Technology (Access 3)

AIMS

1. To develop some understanding of and give practice in the use of principles underlying the informed choice, and the safe and knowledgeable use of equipment, materials and procedures.
2. To provide meaningful experiences and opportunities to develop creative, aesthetic and specialist craft skills.
3. To develop in candidates the organisational skills and personal effectiveness necessary to meet some of their own needs and those of others within a rapidly changing society.
4. To foster vocational links and raise awareness of the world of work.

National Cluster: details (cont)

CLUSTER Fashion and Textile Technology (Access 3)

CONTENT

UNIT	CONTENT
<i>Fashion and Textile Technology: Organisation of Practical Skills</i>	<p>Candidates should know the meaning of the following terms:</p> <ul style="list-style-type: none">• task – a task in this context is the making of a textile product• component parts – component parts are the materials and resources used to make the textile product, eg, fabric, thread, fastenings, interfacing, etc.• processes – processes are the steps to be carried out to successfully complete the product, such as placing the pattern, pinning, cutting out, etc. <p>Candidates should be able to:</p> <ul style="list-style-type: none">• choose tasks from a given range to meet specified needs and/or purposes• plan a logical sequence of work• prepare textile product(s) with at least five components and five process steps involved in their production• use safe working practices.
<i>Fashion and Clothing Industry: An Introduction:</i>	<p>Candidates should have an awareness of:</p> <ul style="list-style-type: none">• the development of a garment, from design through to retail. The stages can be defined as: design; lay planning; fabric cutting; sorting; garment assembly and sewing; finishing; retail. Quality control features throughout each stage of manufacture.

National Cluster: details (cont)

CLUSTER Fashion and Textile Technology (Access 3)

CONTENT

UNIT	CONTENT
<p><i>Developing Craft Skills in Textiles:</i></p> <p><i>Fashion and Textile Technology: Design and Make – Home Economics:</i></p>	<p>Candidates should have an awareness of:</p> <ul style="list-style-type: none">• safe working practices in the use of a range of tools and equipment relating to practical fabric skills• quick methods relating to the following processes:• preparation and finishing of seams;• edge finishes; hems; fastenings;• waist finishes; order of construction• a range of craft skills and their suitability for application to textile products. <p>Candidates should have an awareness of:</p> <ul style="list-style-type: none">• the stages of the design process, how to solve problems, how to test ideas and identify solutions• the hygiene and safety standards and precautions applicable to the practical activities carried out.

National Cluster: details (cont)

CLUSTER Fashion and Textile Technology (Access 3)

Undertaking the units as a coherent whole offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- both specific and core skills may be explored and developed
- practical activity may be integrated
- skills and abilities developed through practical activity support learning as a whole
- a candidate's abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate a product are developed.

This integrative approach to learning is recommended, and can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver the content of the units should match the needs and abilities of the candidates and enable them to:

- develop and practise the skills identified in the rationale
- develop personal effectiveness and problem solving skills
- extend their knowledge base.

ASSESSMENT

The units which comprise the cluster will be assessed internally. Details of the internal assessment are provided in the unit specifications. Holistic approaches to assessment should be adopted and a variety of approaches may be appropriate. It is anticipated that ongoing assessment will take place, informing and supporting candidates.

Candidates should be aware of assessment criteria and instruments. They will prepare for the outcomes of each unit, which will evolve naturally through practical activities during the learning and teaching process. At mutually agreed points of learning the candidate will indicate readiness to be assessed.

APPROACHES TO LEARNING AND TEACHING

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills of the programme of study. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential of independence whether working in a whole class, small group or supported self-study situation. It is good practice to use a variety of methods, so that candidates' interest and motivation are maintained and individual preferences for different learning styles are considered. Account should be taken of prior knowledge that candidates may have. An integrated approach to learning and teaching is advocated for the delivery of the component units.

An appropriate strategy for achieving this delivery is to identify potential links among the outcomes of the units with a view to candidate development of understanding and skills through one activity. It is important, therefore, to be familiar with the outcomes when planning approaches to learning and teaching. This can be seen in the following exemplar:

National Cluster: details (cont)

CLUSTER Fashion and Textile Technology (Access 3)

<i>Fashion and Textile Technology: Organisation of Practical Skills</i>	<i>Fashion and Clothing Industry: An Introduction</i>	<i>Developing Craft Skills in Textiles</i>
Outcome 2 Prepare a plan of work for the task chosen.		
Outcome 3 Carry out the task to achieve the desired outcome.	Outcome 2 Participate in the manufacture of a simple garment as part of a production team.	Outcome 2 Use quick methods to construct a textile product.
Outcome 4 Use safe working practices.		Outcome 1 Use specialist equipment for the manufacture of a textile product.

Activities for developing organisational skills should be devised so that candidates can learn about the importance of planning to carry out tasks in a sequential way within a time constraint.

Candidates should be encouraged to communicate with peers and, if appropriate, work as part of a group or team. Evaluation of the processes used and the products manufactured should be an integral part of learning, as well as an opportunity to reflect on their own progress. It is generally accepted that candidates gain much from the practical experiences in Home Economics. The ways in which candidates learn will vary according to their needs. At this level the teacher/lecturer will be expected to identify ways in which instructions or information can be more effectively presented to ensure that he or she can implement the process. This can be done by making use of appropriate media, for example, enlarged print or Braille. A candidate carrying out a practical task should be allowed the opportunity to achieve acceptable standards, without the frustration of failure because of unreasonable time constraints.

The cluster will enable candidates to work alongside others operating at the next level, affording them opportunities to progress beyond those outcomes which can be achieved at Access 3.

The relationship between the course and relevant industry should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self-esteem, confidence and motivation for the candidates, and improve their insight into the needs of industry, including the skills required of those entering the job market. An industrial link is an excellent way of promoting understanding of the high standards of safety required when using tools and machinery. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude to safety. Entrepreneurial activities provide exciting and challenging opportunities for learning and these are greatly enhanced when they are linked with industry.

National Cluster: details (cont)

CLUSTER Fashion and Textile Technology (Access 3)

Integration of the additional 40 hours into the overall 120 hours for the programme of study

The additional 40 hours of flexible time should be integrated into the programme of study design as follows:

Stage	Explanation
Candidate induction	Familiarisation with the aims and design of the course
	Familiarisation with the requirements of internal assessment of the units
	Setting target deadlines for the units, course and assessment
	Presentation of work, for example, the standards expected and the importance of items to be retained for assessment
	Candidate commitment to meet the demands and deadlines of the course

SPECIAL NEEDS

This 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 Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Fashion and Textile Technology: Organisation of Practical Skills (Access 3)
NUMBER	D491 09
CLUSTER	Home Economics: Fashion and Textile Technology (Access 3)

SUMMARY

On completion of the unit, candidates will be able to plan work, requisition components, identify equipment and integrate practical skills to complete tasks involving work co-ordination in the context of the construction of textile items.

OUTCOMES

1. Prepare for a task that requires a minimum of three component parts and at least four processes in its production.
2. Prepare a plan of work for the task chosen.
3. Carry out the task to achieve the desired outcome.
4. Use safe working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

Superclass:	JK
Publication date:	June 2002
Source:	Scottish Qualifications Authority
Version:	03

© Scottish Qualifications Authority 2002

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Organisation of Practical Skills (Access 3)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Prepare for a task that requires a minimum of three component parts and at least four processes in its production.

Performance criteria

- (a) The task is correctly named.
- (b) The component parts are correctly identified.
- (c) The processes used are correctly identified.
- (d) All equipment required is correctly identified.
- (e) All component parts are requisitioned prior to commencing.

Evidence requirements

Recorded evidence that the candidate can, on one occasion:

- (a) name the task
- (b) identify at least three of the component parts
- (c) identify four processes
- (d) identify the equipment required
- (e) requisition the component parts (the materials and resources required for the task) in the required quantity.

OUTCOME 2

Prepare a plan of work for the task chosen.

Performance criteria

- (a) A logical sequence of work is planned to ensure effective time management.
- (b) The plan is appropriate to the task chosen.

Evidence requirements

Recorded evidence that the candidate plans a logical sequence of work in a given time scale on one occasion.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Organisation of Practical Skills (Access 3)

OUTCOME 3

Carry out the task to achieve the desired outcome.

Performance criteria

- (a) The task is completed within the given time.
- (b) The outcome is presented to the size planned.
- (c) The outcome is presented to an acceptable standard.

Evidence requirements

Recorded evidence that the candidate presents the completed task on one occasion, within the time given to meet the candidate's needs.

OUTCOME 4

Use safe working practices.

Performance criteria

- (a) A clean and tidy workstation is maintained.
- (b) All equipment is used in a safe manner.

Evidence requirements

Recorded evidence that the candidate, on one occasion:

- (a) maintains a clean and tidy workstation
- (b) uses all equipment in a safe manner (or is aware of its safety in use).

Outcomes 1-4: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Access 3)

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 20 hours.

This unit has been devised so that it may be delivered along with *Fashion and Textile Technology: Organisation of Practical Skills (Fashion and Textile Technology) (Int 1)*.

As this is a generic unit, the statement of standards is applicable to different curriculum areas, whereas this content/context section is related to practical textile skills.

The practical elements of the unit should enable candidates to integrate the component skills from the planning stage through to presentation.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

A list of content can be found in the cluster details for Home Economics: Fashion and Textile Technology (Acc 3).

Outcome 1

A task in this context is the making of a textile product. Component parts are the items making up the textile product, eg, fabric, thread, fastenings, interfacing, etc.

Processes are the steps to be carried out to complete the textile product successfully, such as: taking measurements, adjusting the pattern, laying out the pattern and cutting, marking the fabric, assembling the item (pressing, pinning, sewing seams, finishing).

Candidates should be encouraged to choose textile products from a given limited range rather than the teacher/lecturer identifying the practical activity for them.

An example of the minimum level of practical activity expected at this level is given below.

Task: T-shirt with a simple appliquéd motif

Components: T-shirt, fabric, thread.

Processes: cutting out, pinning, sewing, finishing.

Equipment to be used throughout the practical exercise must be identified by candidates and all fabrics and threads requisitioned prior to commencing.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Access 3)

Outcome 2

Candidates should be given practice in ordering the stages of a practical fabric activity. For example, rearrange in a logical order the stages for completing a textile product. The time allowed for activities should be adjusted to meet individual needs and abilities. The candidate must be made aware of the importance of working within a time constraint to reach the standard of organisational skills necessary to achieve the outcome.

Outcomes 3 and 4

Patterns and instructions will be provided for most textile products and the time allowed will be set by the teacher/lecturer to support individual needs.

Emphasis must be placed on the following:

- keeping to given times
- producing the correct size
- presenting the textile product to an acceptable standard
- safe and hygienic working methods
- carrying out procedures in a correct manner
- correct and safe use of equipment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise and covered by discussion and evaluation of the final results. Candidates must be given time to practise their organisational skills before assessment takes place. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching in the cluster details).

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is recommended that this unit is used as the vehicle for integrated delivery of other units, eg, *Developing Craft Skills in Textiles*, and *Fashion and Textile Technology: Design and Make – Home Economics*. This will ensure a practicable and economic approach to their delivery. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

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.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology:
Organisation of Practical Skills (Access 3)

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 Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Fashion and Clothing Industry: An Introduction (Access 3)
NUMBER	D272 09
CLUSTER	Home Economics: Fashion and Textile Technology (Access 3)

SUMMARY

Through this unit candidates will gain knowledge about the role of designers in the fashion industry and the stages of garment production from design to retail. The candidate will also be able to contribute as part of a production team to the manufacture of a garment.

OUTCOMES

1. Identify some of the stages in the process of garment production, from design to retail.
2. Participate in the manufacture of a simple garment as part of a production team.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

Superclass:	JK
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Fashion and Clothing Industry: An Introduction (Access 3)

CORE SKILLS

Core skills for this qualification remain subject to conformation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Clothing Industry: An Introduction (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Identify some of the stages in the process of garment production, from design to retail.

Performance criteria

- (a) The role of the fashion designer is explained briefly.
- (b) Some of the stages of garment design, through manufacture to retail, are identified accurately.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion. Evidence could be recorded as part of the folio of class work. Short/restricted response test. Specific advice:

- (a) a general explanation of a fashion designer's role
- (b) the stages can be defined as: design; lay planning; cutting; sorting; assembly and sewing; finishing; retail outlet. Quality control features throughout each stage of manufacture.

OUTCOME 2

Participate in the manufacture of a simple garment as part of a production team.

Performance criteria

- (a) The role he/she is playing as part of the production team is understood.
- (b) The role he/she is playing as part of the production team is carried out.
- (c) The success of his/her role and the final product is evaluated.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion. The teacher/lecturer will select a product for manufacture after discussion with the candidates. The responsibilities of each candidate are agreed. The stages and roles identified will depend upon class size and the product being manufactured; there should, however, be at least one quality controller to check the quality of manufacture. Specific advice:

- (a) Evidence to show that the candidate understands his/her responsibility.
- (b) Evidence to show that the candidate can seek information from others.
- (c) Evidence to show that limited criteria have been used by the candidate to comment on his/her contribution as a team member and identify his/her strengths and weaknesses.

Outcome 2: the proposed instrument of assessment is a practical exercise. Attainment should be assessed by the use of an observational checklist.

National Unit Specification: support notes

UNIT Fashion and Clothing Industry: An Introduction (Access 3)

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 20 hours.

This unit has been devised so that it may be delivered along with *Fashion and Clothing Industry: An Introduction (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content of this unit is listed in the cluster details for Home Economics: Fashion and Textile Technology (Acc 3).

Outcome 1

The styles of many mass-produced clothes originate as ideas from a famous fashion house in either Rome, Paris, London, New York or Tokyo. Candidates should appreciate that Paris was the fashion centre of the world until the 1950s and that designers such as Dior and Chanel created exclusive 'couture' fashion for the wealthy and famous. Today, however, designers originate from all corners of the world and have a strong influence on the clothing of the ordinary consumer. This change began in the 1960s when 'couture' clothing became unpopular, and 'street fashion' became extremely popular, as the preferences of the young influenced fashion designers such as Mary Quant.

Candidates should be familiar with the stages in the process of garment manufacture. These could be defined as:

Design	<p>The designer sketches ideas, usually to meet a brief. This is a creative activity, where proposals for the types of fabrics, trimmings are made. A specification for the construction of the garment is made.</p> <p>Computer-aided design can be used at this stage.</p>
Lay planning	<p>The most efficient way of laying the pattern pieces on to the fabric to avoid waste is devised.</p> <p>This can be done on computer.</p>
Fabric cutting	<p>This may be done with shears for a single layer or a powered knife or band knife.</p> <p>Computer operated.</p> <p>Interfacing must be fused at this stage.</p>

National Unit Specification: support notes (cont)

UNIT Fashion and Clothing Industry: An Introduction (Access 3)

Sorting	Cut parts are put into bundles according to sizes, fabric and components.
Assembly, sewing and finishing	<p>Production systems either ‘sectionalise’ so that each machinist performs only one or two tasks or ‘make through’ so that one operator makes a complete garment.</p> <p>This will include pressing, inspection and finishing.</p> <p>Very little manual sewing - automatic machines in use, eg, to attach buttons, buttonholes.</p>
Retail outlet	Shop window display, interior display.

Outcome 2

The context to deliver this outcome must be appropriate to the level, needs and interests of the candidate.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The activities for this unit should be experienced in an environment appropriate to the outcomes. Some formal exposition will be necessary, but generally the learning approach should employ participative and candidate-centred methods. Candidates should be encouraged to gather information from many sources: videos; films; visual materials from fashion magazines and books; handouts; outside speakers, eg, retail fashion buyers; visits to fashion shows; fashion shops; relevant exhibitions in art galleries and art schools; and visits to clothing manufacturers. Their personal experiences should also act as a starting point for discussion.

The teacher/lecturer must identify the particular needs and abilities of the candidates before their participation in the production team. Should the group be within a bi-level teaching situation, it will be possible to assign more than one candidate to a particular role. This may promote confidence and encourage peer support. The simplicity of the product will ensure that the production line is accessible to the candidates and will minimise barriers to learning. Role-play is an approach which can be used for confidence building prior to the operation of the production line. Health and safety issues should be discussed with the whole team. (See also Approaches to Learning and Teaching in the cluster details.)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for Outcome 1 can be generated through the candidate producing a folder of classwork. Evidence for Outcome 2 can be generated through the candidate’s and teacher/lecturer’s evaluation of their effectiveness in role, using a standard schedule (videotaped evidence of the candidate in role may be useful for moderation purposes); and from the candidate’s report on the effectiveness of the final product, normally written or taped. Reports should be prepared to an agreed format.

National Unit Specification: support notes (cont)

UNIT Fashion and Clothing Industry: An Introduction (Access 3)

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

The delivery and assessment of this unit may provide alternative methods to support the inclusion of all candidates. Examples include:

- increase in the time allowed
- use of technology to record information/instructions and to support assessment situations
- additional teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

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 Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Developing Craft Skills in Textiles (Access 3)
NUMBER	D273 09
CLUSTER	Home Economics: Fashion and Textile Technology (Access 3)

SUMMARY

Through this unit, candidates will be able to demonstrate some independence and creativity in the use of equipment and textiles.

OUTCOMES

1. Use specialist equipment for the manufacture of a textile item.
2. Use quick methods to construct a textile item.
3. Apply creative craft skills to introduce originality to a textile item.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Administrative Information

Superclass:	JK
Publication date:	June 2002
Source:	Scottish Qualifications Authority
Version:	03

© Scottish Qualifications Authority 2002

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Developing Craft Skills in Textiles (Access 3)

CORE SKILLS

There is no automatic certification of any core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Developing Craft Skills in Textiles (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Use specialist equipment for the manufacture of a textile item.

Performance criteria

- (a) The equipment is prepared correctly according to the instruction manual or user's guide.
- (b) Operation of the equipment is carried out with some independence, demonstrating limited co-ordination.
- (c) Operation of the equipment is carried out safely.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

- (a) the equipment should include at least one of the following: sewing machine; overlocker; knitting machine.

OUTCOME 2

Use quick methods to construct a textile item.

Performance criterion

- (a) The methods are carried out to an acceptable standard, with due consideration to safety.

Evidence requirements

Recorded evidence that the performance criterion has been met on one occasion. Specific advice: a minimum of 2 methods should be demonstrated:

- (a) methods might include: using the iron to turn up hems or for marking a straight line; using pins instead of tacking; making use of iron-on stiffenings or iron-on adhesives.

National Unit Specification: statement of standards (cont)

UNIT Developing Craft Skills in Textiles (Access 3)

OUTCOME 3

Apply creative craft skills to introduce originality to a textile item.

Performance criteria

- (a) An appropriate craft skill is identified to embellish a textile item.
- (b) The craft skill is carried out to an acceptable standard with due consideration to safety.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

- (a) the craft skill should be suitable for the fabric used. Craft skills may be defined as: tie-dye; batik; knitting; fabric painting; smocking; quilting; appliqué; embroidery; patchwork.

Outcomes 1-3: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

National Unit Specification: support notes

UNIT Developing Craft Skills in Textiles (Access 3)

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.

This unit has been devised so that it may be delivered along with *Developing Craft Skills in Textiles (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

A list of content can be found in the cluster details for Home Economics: Fashion and Textile Technology (Acc 3).

Outcome 1

Suggested items which could be produced are:

- a beach bag
- a sports bag
- a T-shirt
- a packed-lunch container
- a play overall for a child
- a learning toy
- simple shorts or a skirt
- a pram set
- a nightshirt
- a wall-covering
- a collection of simple gift items with a Scottish theme, eg, bookmarks, tissue-box cover, placemats, spectacle case
- a machine-knitted waistcoat.

Other than those mentioned in the evidence requirements, the range of equipment for candidates to use is open. The equipment must, however, be linked to the manufacture of a textile product, for example, CAD/CAM facilities, the use of commercial equipment (sewing machines, pressing unit, etc).

Candidates must work in a safe manner and will be expected to have some knowledge of why safety procedures have to be followed. Candidates must be given time to practise using equipment, to gain competence and confidence.

National Unit Specification: support notes (cont)

UNIT **Developing Craft Skills in Textiles (Access 3)**

Outcome 2

The quick methods used should facilitate a speedy result when manufacturing textile products, without compromising on safety and the overall appearance of the item. It is important that candidates do not choose inappropriate methods that may cause problems when the textile product is used. For example, using glue on an item that will require regular washing. Quick methods may relate to:

- preparation and finishing of seams
- edge finishes
- hems
- fastenings (choice and application)
- waist finishes
- order of construction.

Outcome 3

Candidates should be allowed to choose from a wide range of crafts and should be given time to acquire the necessary skills.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is recommended that this unit be delivered concurrently with other units, eg, Fashion and Textile Technology: Organisation of Practical Skills and Fashion and Textile Technology: Design and Make. This will ensure a practicable and economic approach to their delivery.

Generally the learning approach should employ participative and candidate-centred methods. Candidates should be encouraged to discuss problems, exchange ideas, assist each other and make decisions. Exemplars should be available for them to refer to and compare standards. Safety, safe practices and the care and use of equipment should be an integral part of all activities carried out. The approach to learning should promote independent thought and creativity, as well as independent working practice. Demonstration by the teacher/lecturer should be used to introduce new skills or techniques. Using existing products or clothing to identify quick methods of construction or craft skills can make learning more realistic to the candidates. Practice in the use of equipment is vital to promote confidence. (See also Approaches to Learning and Teaching, in the cluster details for Home Economics: Fashion and Textile Technology (Acc 3).)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

For Outcomes 1 and 2, candidate should be encouraged to maintain a log or record in which the teacher/lecturer can record or confirm attainment of performance criteria. These assessments will be confirmed along with those for Outcome 3 by direct assessment of the manufactured item which itself constitutes evidence of attainment.

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

National Unit Specification: support notes (cont)

UNIT Developing Craft Skills in Textiles (Access 3)

The delivery and assessment of this unit is given 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 tutor/trainer or auxiliary support in practical activities
- use of specialist equipment.

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 Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Fashion and Textile Technology: Design and Make – Home Economics (Access 3)
NUMBER	D275 09
CLUSTER	Home Economics: Fashion and Textile Technology (Access 3)

SUMMARY

On completion of this unit, candidates will be able to plan and manufacture a product to meet the needs of a design brief relating to the context of Fashion and Textile Technology.

OUTCOMES

1. Plan the manufacture of the product.
2. Manufacture the product.
3. Comply with regulations and procedures and use safe working practices specified for equipment and work areas.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Administrative Information

Superclass:	JK
Publication date:	June 2002
Source:	Scottish Qualifications Authority
Version:	03

© Scottish Qualifications Authority 2002

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Fashion and Textile Technology:
Design and Make – Home Economics (Access 3)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Design and Make – Home Economics (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Plan the manufacture of the product.

Performance criteria

- (a) Some of the needs of the brief are identified.
- (b) Ideas generated for the solution are appropriate to the design brief.
- (c) A suitable solution is chosen.
- (d) A logical sequence of work for the manufacture of the product is produced.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion. The candidate should achieve all performance criteria correctly in terms of the selected brief. Specific advice:

- (a) at least two of the more obvious needs are identified
- (b) ideas could be recorded in the form of diagrams, sketches, brainstorming maps and by making use of computer software
- (c) the solution meets the two needs which have been identified
- (d) the sequence should be realistic.

OUTCOME 2

Manufacture the product.

Performance criteria

- (a) The manufacture of the product is carried out following the sequence of work to an acceptable standard.
- (b) The article is evaluated against the needs identified and modifications suggested, if appropriate.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Design and Make – Home Economics (Access 3)

OUTCOME 3

Comply with regulations and procedures and use safe working practices specified for equipment and work areas.

Performance criteria

- (a) The operation of equipment and use of tools is carried out safely.
- (b) The manner adopted in the working environment should be appropriate.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion.

Outcomes 1-3: the proposed instrument of assessment is a practical activity which includes a record of the candidate's planning, manufacturing and testing, and the item manufactured. Attainment should be assessed by the use of a marking schedule.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Design and Make – Home Economics (Access 3)

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.

This unit has been devised so that it may be delivered along with *Fashion and Textile Technology: Design and Make – Home Economics (Intermediate 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content should include the development of skills in problem solving. A range of design briefs should be provided appropriate to the level, needs and interests of the candidates. Candidates should have the opportunity and time to: examine the stages of the design process; find out how to begin solving problems and how to test ideas and identify solutions; and understand the purpose of a design brief.

A list of content can be found in the cluster details for Home Economics: Fashion and Textile Technology (Acc 3).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Generally the learning approach should employ participative and candidate-centred methods. Candidates should be encouraged to discuss problems, exchange ideas, assist each other and make decisions. The approach to learning should promote independent thought and creativity, as well as independent working practice. Exemplars should be available for the candidate 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 Approaches to Learning and Teaching in the cluster details for Fashion and Textile Technology (Acc 3).)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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*.

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

Outcomes 1-3

Evidence for this unit can be generated through the candidate producing a folio of work. The folio should contain the following sections:

- Planning*
- the needs of the brief
 - ideas for the product and final choice
 - a planning sheet outlining stages for the preparation and manufacture of the product.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Design and Make – Home Economics (Access 3)

- Manufacture and testing*
- evidence of the finished product, eg, photographs
 - an outline of testing the product against the needs of the brief
 - suggestions of modification(s) to the product (if appropriate).

A safety checklist should be included in the folio showing that the candidate has complied with regulations and procedures and carried out safe working practices.

Possible design briefs are:

- an item of protective clothing for a young child
- accessories for the teenage market
- an item of sportswear using performance fabrics.

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 tutor/trainer or auxiliary support in practical activities
- use of specialist equipment.

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 Arrangements* (SQA, 20010).