

Fashion and Textile Technology: Fashion/Textile Item Development

SCQF: level 5 (6 SCQF credit points)

Unit code: H24X 75

Unit outline

The general aim of this Unit is for learners to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends. Learners will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Learners who complete this Unit will be able to:

- 1 Plan the making of detailed fashion/textile items that take into account fashion/textile trends
- 2 Make detailed fashion/textile items that take into account fashion/textile trends

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Fashion and Textile Technology Course

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Plan the making of detailed fashion/textile items that take into account fashion/textile trends, by:**
 - 1.1 Explaining how a fashion/textile trend originates
 - 1.2 Developing a solution for a detailed fashion/textile item, based on the trend, in response to a given brief
 - 1.3 Producing a detailed work plan with a timed and logical work sequence and an accurate requisition for appropriate textiles, components, equipment and tools

Outcome 2

The learner will:

- 2 Make detailed fashion/textile items that take into account fashion/textile trends by:**
 - 2.1 Selecting appropriate equipment and tools to make the chosen item
 - 2.2 Setting up and adjusting equipment according to safety guidelines
 - 2.3 Using equipment and tools according to safety guidelines
 - 2.4 Making a detailed fashion/textile item, according to the solution and the plan, to an appropriate standard of quality

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment in a single assessment event. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 2, learners are required to make a completed fashion/textile item that takes into account a fashion/textile trend.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: December 2017 (version 1.0)

Superclass: JK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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