

**HOME ECONOMICS:
FASHION AND TEXTILE TECHNOLOGY**
Intermediate 1

Fifth edition – published July 2003

**NOTE OF CHANGES TO ARRANGEMENTS
FIFTH EDITION PUBLISHED JULY 2003**

COURSE TITLE: Home Economics: Fashion and Textile Technology
(Intermediate 1)

COURSE NUMBER: C116 10

National Course Specification

Course Structure: Error in the number of mandatory and optional units corrected.

National Course Specification

HOME ECONOMICS: FASHION AND TEXTILE TECHNOLOGY (INTERMEDIATE 1)

COURSE NUMBER C116 10

COURSE STRUCTURE

This course has two mandatory units and four optional units, as follows:

Mandatory units

D274 10	<i>Practical Fabric Skills (Int 1)</i>	<i>1 credit (40 hours)</i>
D275 10	<i>Fashion and Textile Technology: Design and Make – Home Economics(Int 1)</i>	<i>1 credit (40 hours)</i>

Optional units - choose one from:

D491 10	<i>Fashion and Textile Technology: Organisation of Practical Skills (Int 1)</i>	<i>0.5 credit (20 hours)</i>
D272 10	<i>Fashion and Clothing Industry: An Introduction (Int 1)</i>	<i>0.5 credit (20 hours)</i>
D273 10	<i>Developing Craft Skills in Textiles (Int 1)</i>	<i>1 credit (40 hours)</i>
D04Y 10	<i>Fashion and Textile Technology: Technology in Home Economics (Int 1)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

Administrative Information

Publication date: July 2003

Source: Scottish Qualifications Authority

Version: 05

© Scottish Qualifications Authority 2003

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 Course Specification: general information (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 1)

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 course is also suitable for ‘new starts’ and adult returners with appropriate prior experience.

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 Course Specification: course details

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 1)

RATIONALE

Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. This course aims to develop candidates' personal effectiveness in using and managing resources in the context of Fashion and Textile Technology, adding to the important dimensions of self, family and society, opportunities to gain insight into the fashion and textile industries. These experiences will enhance candidates' opportunities for further study or employment.

Fashion and Textile Technology involves the acquisition of knowledge and the development of cognitive, organisational, technological, scientific, creative, aesthetic and social skills. The disciplined study of the interrelationships of these areas is one of the major contributions the subject makes to the curriculum. For example, when planning and making a textile product to meet specific needs, candidates will be required to integrate knowledge, understanding and skills in a number of ways, such as:

- linking the properties of textiles with an understanding of people's sensory and physical needs
- showing an understanding of how key constraints such as time, effort, skill level and available resources impact on the way in which practical activities are carried out
- showing imagination and creativity in the preparation and construction of a textile product and evaluating both process and product

The acquisition and the development of skills are integrated in delivery of the course content within the component units.

The requirement to identify and respond to needs promotes the development of technological capability. 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 needs and wants ... for clothing' (Scottish CCC), through practical activities which provide realistic insights to applications in the home and in 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.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

The organisational skills include the ability to plan, make judgements and establish priorities in relation to available resources and make an evaluation of 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 or leader of a team.

These skills enable candidates to participate effectively in technological and enterprising activity.

An 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 responsibilities for health and safety in the use of equipment which carry potential risks. These standards are also applied in industry and are therefore transferable.

Through the study of Fashion and Textile Technology candidates will acquire knowledge which may influence the quality of their lives; they will develop and use practical and organisational skills; they will develop handling information skills; and develop a capacity to solve problems using a range of technological and other resources.

AIMS

- 1 To develop an understanding of and give practice in the use of principles underlying the critical choice, and the safe and informed 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 organisational skills and technological capability necessary to meet some of the needs of individuals within a rapidly changing society.
- 4 To foster vocational links and raise awareness of the world of work.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

COURSE CONTENT

The course content is listed below under the headings of the component units.

UNIT	CONTENT
Mandatory units <i>Practical Fabric Skills</i>	Candidates should have knowledge of the following: <ul style="list-style-type: none">• safe working practices in the use of all tools and equipment relating to practical fabric work• sewing machine - how to use main parts, correct threading, filling spool, placing fabric into machine, stitching and removing the fabric, caring for the machine in everyday use• iron - use, temperature selection, use of steam, pressing as a replacement for tacking• small sewing equipment - use of tape measure, pins, needles, shears, threads and other equipment• fabric - choice of fabric, economical use of fabric• an awareness of processes used to construct textile items.• patterns - taking measurements, working out pattern size, use of pattern envelope, pattern pieces and instruction sheet
<i>Fashion and Textile Technology:</i> <i>Design and Make – Home Economics</i>	Candidates should have an understanding of: <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 Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

UNIT	CONTENT
<p>Optional units <i>Fashion and Textile Technology: Organisation of Practical Skills</i></p>	<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 up the textile product eg fabric, thread, fastenings, interfacing etc. • processes - processes are the steps to be carried out to successfully complete the item 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 or purposes • plan a logical sequence of work • prepare textile products with at least five components and eight process steps involved in their production • use safe working practices
<p><i>Fashion and Clothing Industry: An Introduction</i></p>	<p>Candidates should have an understanding of:</p> <ul style="list-style-type: none"> • the role of the Haute Couture and Prêt-a-Porter designer in the clothing industry • the development of a garment, from design through to retail (the stages can be defined as: design, pattern design, sample, grading, lay planning, fabric spreading, fabric cutting, sorting, garment assembly and sewing, packing, dispatch, retail outlet); quality control features throughout each stage of manufacture.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

UNIT	CONTENT
Optional Unit	
<i>Developing Craft Skills in Textiles:</i>	<p>Candidates should have knowledge and understanding of the following:</p> <ul style="list-style-type: none">• safe working practices in the use of all tools and equipment relating to practical fabric skills• quick methods relating to the following processes:<ul style="list-style-type: none">preparation and finishing of seamsedge finisheshemsfasteningswaist finishesorder of construction• a range of craft skills and their suitability for application to textile items.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

UNIT	CONTENT
Optional Unit	
<i>Fashion and Textile Technology: Technology in Home Economics</i>	<p>Candidates will have the opportunity to develop technological perspective and sensitivity in activities which require them to determine and describe the impact of technological developments on, for example:</p> <ul style="list-style-type: none"> • textiles for clothing • developments in equipment for the manufacture or care of clothing. <p>Candidates should be given opportunities to determine and understand the possible impact of technological developments, namely:</p> <ul style="list-style-type: none"> • time/labour saving • energy/time saving features • environmental awareness • computerised/electronic features • increase in use of leisure-type clothing • comfort in use • increase in leisure time • ease of use • ease of care <p>Throughout the unit, candidates will have developed an awareness of the impact of technology on manufacturing and will have had experience of using a range of technological equipment.</p>

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

Taking units as part of a course has a number of advantages:

- In 160 hours it is possible to bring together process skills, knowledge and understanding and apply these in a integrated way and in less familiar or more complex situations.
- There are opportunities to develop specialist skills and transferable skills to a higher level and the candidate can achieve a wider perspective and understanding of the context being studied.
- External assessment gives credibility and value to the end user of the award.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper *Assessment*, published by HSDU in May 1996

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

Course assessment will be external and will sample across the outcomes of the component units. To gain a course award, candidates will be required to undertake an externally set practical assignment, which will be assessed using the grade descriptions below. One assignment brief will be issued annually by the Scottish Qualifications Authority. The assignment should be undertaken within 10 hours and will have an allocation of 45 marks. The brief falls into three discrete steps:

Planning - identifying the needs and choosing the activities. 20% weighting

Implementing - carrying out the practical assignment. 60% weighting

Evaluating - evaluation of the practical assignment. 20% weighting

The implementation step of the practical assignment will be assessed internally, with external moderation. There will be no written examination at Intermediate 1 level.

Candidates will be required to complete proforma containing this evidence to submit to Scottish Qualifications Authority for external assessment. All proforma, including a candidate and teacher guide will be provided by the Scottish Qualifications Authority.

The assignment brief will assess the candidates' ability to:

- plan an appropriate response to the brief
- carry out a range of construction processes for a textile product(s) appropriate to the assignment specification
- demonstrate effective use of time and resources when carrying out the practical assignment

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Intermediate 1)

- demonstrate an appropriate level of specialist skill in carrying out the practical assignment
- apply appropriate safety and hygiene measures in carrying out the practical assignment
- evaluate the quality of the product for the intended user and the success of the overall plan.

(See Practical Assignment (Int 1) specification.)

GRADE DESCRIPTIONS

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination.

Grade C

Use facts, terminology, concepts and principles, with simple explanation.

Select from reference sources information relevant to a given specification and use this information to complete a simple practical activity.

Select, manage and use resources to carry out a practical activity requiring organisational skills and the use of specialist craft skills, within a time constraint.

Demonstrate a range of specialist practical craft processes to produce attractive results.

Evaluate the success of a practical activity, commenting on the suitability of the final solution for the end user.

Grade A

Use facts, terminology, concepts and principles, with detail in the explanation.

Select from reference sources information relevant to a given more complex specification and use this information to complete a more complex practical activity.

Select, manage and use resources to carry out a practical activity requiring more complex organisational skills and the use of specialist craft skills, within a time constraint.

Demonstrate a range of specialist practical craft processes to produce attractive results of a marketable standard.

Evaluate the success of a practical activity, commenting on the procedure and the suitability of the final solution for the end user.

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 course. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential for independence whether working in a whole-class, small group or supported self-study situation. When delivering the course content account should be taken of prior knowledge that candidates may have. An integrated approach to learning and teaching across the component units of the course is recommended.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology (Int 1)

Potential links between outcomes of units can be established which will provide opportunities for candidates to develop skills and acquire knowledge within one activity. Familiarisation with the unit outcomes is essential for the planning of an integrated delivery, as is common to current practice at this level post-16.

Fashion and Textile Technology: Organisation of Practical Skills provides a vehicle through which other units can be delivered in an integrated way. For instance, when preparing and carrying out a task for Fashion and Textile Technology: Organisation of Practical Skills, it will also be possible to meet some of the outcomes for Developing Craft Skills in Textiles and Practical Fabric Skills. Some of the outcomes for Fashion and Textile Technology: Technology in Home Economics can also be achieved.

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. Teachers will need to ensure an appropriate balance between teacher/lecturer-directed approaches and candidate-centred activities. For example, it may be more appropriate to use a teacher/lecturer-directed approach to a new concept or for the demonstration of new skills. Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of candidates' special needs should be taken into account when planning learning activities and alternative provision or support should be provided where necessary. This will ensure the inclusion of all candidates and support them in the learning process.

Activities for developing organisational skills will enable candidates to plan and prepare to carry out a textile related task. Within the tasks, specialist craft skills will be developed to demonstrate processes in the construction of textile items. Knowledge and understanding of textile properties will be exemplified in the choice and preparation methods used to meet a defined requirement. Evaluative skills will be developed when appraising the product. Textile related tasks may be delivered through practical investigations, problem-solving activities, role play, and group work activity.

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 in the use of equipment applied in the textile and clothing industry. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude to health and safety. Entrepreneurial activities provide exciting and challenging opportunities for learning and these are greatly enhanced when they are linked with industry.

Integration of the additional 40 hours into the overall 160 hours for the course

The additional 40 hours of flexible time should be integrated into the course design for use at important stages of delivery.

National Course Specification: course details (cont)

COURSE Home Economics: Fashion and Textile Technology
(Intermediate 1)

<i>Stage</i>	<i>Explanation</i>
Candidate induction	Familiarisation with the aims and design of the course. Familiarisation with the requirements of internal assessment for the units and external assessment of the course. 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.
Preparation for external assessment	To prepare candidates for the practical assignment they should be given opportunities to carry out similar activities. It is important that candidates are able to work independently and that time is allocated for candidate-teacher/lecturer review.

SPECIAL NEEDS

This course 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 (Intermediate 1)
NUMBER	D491 10
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 1)

SUMMARY

In the context of the construction of textile products candidates should develop competence in planning work, requisitioning components, identifying equipment and integrating practical skills to complete tasks involving work co-ordination.

OUTCOMES

- 1 Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.
- 2 Prepare a plan of work for the task(s) chosen.
- 3 Carry out the task(s) to achieve the desired outcome.
- 4 Use safe working practices.

Administrative Information

Superclass:	JK
Publication date:	July 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 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 (Intermediate 1)

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.

CREDIT VALUE

0.5 credit at Intermediate 1.

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 (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

Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.

Performance criteria

- (a) The tasks are 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 separate occasion:

- (a) Name the task(s).
- (b) Identify at least 5 component parts.
- (c) Identify eight 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(s) chosen.

Performance criteria

- (a) A logical sequence of work is planned to ensure effective time management.

Evidence requirements

One completed plan must be produced, for a task.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Organisation of Practical Skills (Intermediate 1)

OUTCOME 3

Carry out the task(s) to achieve the desired outcome.

Performance criteria

- (a) The task(s) are completed within the given time.
- (b) The outcomes(s) are presented to the size(s) planned.
- (c) The outcomes(s) are presented in a commercially acceptable condition.
- (d) The component parts are processed to given specifications.

Evidence requirements

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

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

The proposed instrument of assessment for Outcomes 1-4 is a practical exercise. Attainment should be recorded by the use of an observational checklist and candidate proforma for planning.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Organisation of Practical 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 20 hours.

This unit has been devised so that it may be delivered along with *Fashion and Textile Technology: Organisation of Practical Skills (Acc 3)*.

As this is a generic unit, the statement of standards is applicable to different curriculum areas, whereas these support notes are 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

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 successfully complete the textile product, 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 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: Tie-dyed T-shirt with a simple appliquéd logo

Components: designed logo, T-shirt, string, dye, thread, fabric

Processes: designing, tracing, 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.

Some skills may need to be demonstrated initially; this could be done through teacher/lecturer demonstration/the use of video/interactive computer software.

The content on which this unit is based is listed in the course details for Home Economics: Fashion and Textile Technology (Int 1).

Outcome 2

Candidates should be given practice in planning a logical sequence of work to a given timescale. Plans of work require more co-ordination skills as tasks increase in number and complexity.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Organisation of Practical Skills (Intermediate 1)

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.

Emphasis must be placed on the following:

- keeping to given times
- producing the correct size
- presenting the textile item 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. It is recommended that this unit is used as the vehicle for integrated delivery of other units; for example, *Developing Craft Skills in Textiles*; *Practical Fabric Skills*. This will ensure a practicable and economic approach to their delivery.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

The delivery and assessment of this unit provide 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

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 (Intermediate 1)
NUMBER	D272 10
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 1)

SUMMARY

This unit enables candidates to understand the influence consumer demand has on clothing manufacture and gain knowledge about 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 textile product.

OUTCOMES

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

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.

Administrative Information

Superclass:	JK
Publication date:	July 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 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 (Intermediate 1)

CREDIT VALUE

0.5 credit at Intermediate 1.

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 Clothing Industry: An Introduction (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

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

Performance criteria

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

Evidence requirements

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

- (a) The roles of the Haute Couture and Prêt-à-Porter designers are accurately explained.
- (b) The stages can be defined as: design, pattern design, sample, grading, lay planning, fabric spreading, fabric cutting, sorting, garment assembly and sewing, packing, dispatch, retail outlet. Quality control features throughout each stage of manufacture.

OUTCOME 2

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

Performance criteria

- (a) The candidate correctly describes his/her role in the manufacturing team.
- (b) The role in the team is carried out appropriately.
- (c) The candidate gives a valid evaluation of his/her performance in the team and the quality of the final product.

Evidence requirements

Recorded evidence must be provided to show 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). The proposed instrument of assessment is a practical exercise. Attainment should be recorded by the use of an observational checklist. Specific advice:

National Unit Specification: support notes

UNIT Fashion and Clothing Industry: An Introduction (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.

This unit has been devised so that it may be delivered along with *Introduction to the Fashion and Clothing Industry (Acc 3)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content of this unit is listed in the course details for Home Economics: Fashion and Textile Technology (Int 1).

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 like 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	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. Computer-aided design can be used at this stage.
Pattern design	The sketch is transformed into patterns from single size blocks adapted from the design. This is done on computer. (Blocks are the basic shapes of various parts of the garment.)
Sample	A sample garment is made according to the designer’s specifications. Changes are made and a rough costing carried out.
Grading	The pattern is graded into different sizes. This can be done on computer.

National Unit Specification: support notes (cont)

UNIT Fashion and Clothing Industry: An Introduction (Intermediate 1)

Lay planning	<p>The most efficient way of laying the pattern pieces onto the fabric to avoid waste is devised.</p> <p>This can be done on computer</p>
Fabric spreading	<p>The fabric is spread out as either a single or multiple layer depending on the number of garments required.</p> <p>Stretching must be avoided and the edges aligned.</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>
Sorting	<p>Cut parts are put into bundles according to sizes, fabric and components.</p>
Garment 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>
Packing	<p>Generally automatic machines pack garment in polythene.</p> <p>This is an important aspect of marketing as this is how the garment is presented to the customer.</p>
Dispatch	<p>Usually by specialist clothes couriers.</p>
Retail outlet	<p>Shop window display, interior display.</p>

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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. Video is a particularly good way to show candidates the stages in the process of garment production from design to retail.

National Unit Specification: support notes (cont)

UNIT Fashion and Clothing Industry: An Introduction (Intermediate 1)

(See also Approaches to Learning and Teaching in the course details for Home Economics: Fashion and Textile Technology (Int 1).)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for Outcome 1 can be generated through the candidate producing a folder of class work. Evidence for Outcome 2 can be generated through the candidate's and teacher/lecturer's evaluation of their effectiveness in the practical activity, 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.

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

The delivery and assessment of this unit provides 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
- 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 (Intermediate 1)
NUMBER	D273 10
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 1)

SUMMARY

This unit will enable candidates to develop efficiency and creativity in the use of equipment and textiles.

OUTCOMES

- 1 Select and make effective use of specialist equipment for the manufacture of a textile item.
- 2 Select and make use of quick methods to construct a textile item.
- 3 Apply creative craft skills to introduce originality to a textile 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.

Administrative Information

Superclass:	JK
Publication date:	July 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 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 (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1.

CORE SKILLS

There is no automatic certification of 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 (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

Select and make effective use of 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 efficiently.
- (c) Operation of the equipment is carried out safely.

Evidence requirements

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

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

OUTCOME 2

Select and make use of quick methods to construct a textile item.

Performance criteria

- (a) The methods chosen are appropriate for the purpose of the textile item.
- (b) The methods are carried out efficiently to an acceptable standard, with due consideration to safety.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. A minimum of two methods should be demonstrated. Specific advice:

- (a) The methods chosen must reflect an appreciation of what the textile item is going to be used for. 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 (see support notes).

National Unit Specification: statement of standards (cont)

UNIT Developing Craft Skills in Textiles (Intermediate 1)

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 efficiently to an acceptable standard with due consideration to safety.

Evidence requirements

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

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

The proposed instrument of assessment for Outcomes 1-3 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 (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.

This unit has been devised so that it may be delivered along with *Developing Craft Skills in Textiles (Acc 3)*.

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).

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

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 item; 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.

Outcome 2

The quick methods used should facilitate a speedy result when manufacturing textile items, 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 item 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.

National Unit Specification: support notes (cont)

UNIT Developing Craft Skills in Textiles (Intermediate 1)

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

The learning and delivery approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. It is recommended that this unit be delivered concurrently with other units; for example, *Fashion and Textile Technology: Organisation of Practical Skills*, and *Practical Fabric Skills*. This will ensure a practicable and economic approach to delivery. Candidates should be encouraged to discuss problems (possibly through role-play), 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 Approaches to Learning and Teaching in the course details for Home Economics: Fashion and Textile Technology (Int 1).)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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:

- 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	Practical Fabric Skills (Intermediate 1)
NUMBER	D274 10
COURSE	Home Economics: Fashion and Textile Technology (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.

Administrative Information

Superclass:	JK
Publication date:	July 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 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 Practical Fabric Skills (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1.

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 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) 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) The comparison of the product made according to the pattern instructions with a professionally manufactured item is accurate and clearly explained.

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:

- (b) The comparison includes conclusions on cost, time, effort and end result, taking into account standards relating to materials used and quality of workmanship.

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 Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Fashion and Textile Technology: Design and Make – Home Economics (Intermediate 1)
NUMBER	D275 10
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 1)

SUMMARY

This unit requires candidates 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

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.

Administrative Information

Superclass:	JK
Publication date:	July 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 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 (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1

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 (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

Plan the manufacture of the product.

Performance criteria

- (a) An appropriate design specification is drawn up from the given brief.
- (b) The identification of the resources and technical information required is accurate.
- (c) Ideas generated are appropriate to the design brief.
- (d) The outline for the completion of the manufacture of the product is realistic and allows sufficient time for any required alterations to the plan.

Evidence requirements

Recorded evidence must be provided to show 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. Attainment should be recorded by the use of an observational checklist. Specific advice:

- (a) The specification should be stated in measurable terms.
- (b) Technical information should be defined as: operating instructions; recipes; patterns, sizing, other appropriate resources as required.
- (c) Ideas can be recorded in the form of sketches, diagrams, brainstorming maps and tabulated responses.
- (d) The outline would include the sequence of stages for the preparation and manufacture of the product.

OUTCOME 2

Manufacture the product.

Performance criteria

- (a) The manufacture of the product is carried out in accordance with the design specification.
- (b) The product is tested against the design specification.
- (c) Modifications to the design, if necessary, are appropriate in terms of the design specification.

Evidence requirements

Evidence must be provided to show that each of the performance criteria has been met on one occasion. Attainment should be recorded by the use of an observational checklist.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology: Design and Make – Home Economics (Intermediate 1)

OUTCOME 3

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

Performance criteria

- (a) All necessary safety clothing and equipment are used correctly.
- (b) The adoption of a manner appropriate to the working environment is evident.
- (c) Tools and equipment are used safely.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. Attainment could be recorded by the use of an observational checklist.

Outcomes 1-3

The proposed instrument of assessment is a practical activity which includes a record of the candidates planning, manufacturing and testing, of the item.

National Unit Specification: support notes

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

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; determine the factors influencing the design process; identify relevant technical information; and understand the purpose of a design brief.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The activities for this unit should be experienced in an environment appropriate to the outcomes. Candidates should be encouraged to discuss problems (possibly through role-play), exchange ideas, assist each other and make decisions. 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 advice in the course details.)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcomes 1-3

Evidence for this unit can be generated through the candidate providing written evidence showing:

- (a) Planning
 - a specification for the product
 - ideas for the product and final choice
 - a planning sheet outlining stages for the preparation and manufacture of the product/article

- (b) Manufacture and testing
 - evidence of the finished product eg photographs
 - an outline of testing the product against the specification
 - suggestions of modification(s) to the product (if appropriate)

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

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Design and Make – Home Economics (Intermediate 1)

Possible design briefs could include:

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

Further guidance and exemplification of 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:

- an increase in 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	Fashion and Textile Technology: Technology in Home Economics (Intermediate 1)
NUMBER	D04Y 10
COURSE	Home Economics: Fashion and Textile Technology (Intermediate 1)

SUMMARY

This unit provides opportunities to identify through practical activities the impact on lifestyles of current technological developments in textiles.

OUTCOMES

- 1 Give an explanation of recent technological developments relating to textiles and their impact on lifestyle.
- 2 Create a product to meet the needs of a given design brief.

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.

Administrative Information

Superclass:	JK
Publication date:	July 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 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:
Technology in Home Economics (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1

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 *National of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Fashion and Textile Technology: Technology in Home Economics (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

Give an explanation of recent technological developments relating to textiles and their impact on lifestyle.

Performance criteria

- (a) An accurate explanation of the technological development is given.
- (b) The effects the technological development have on lifestyle are explained

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a folio of work. Attainment could be assessed by the use of a marking scheme. Specific advice:

- (a) four technological developments:
 - **two** from textiles for clothing: stretch fibres; fleece; breathable membrane; waterproof finish; microfibre
 - **two** from manufacture or care of clothing: sewing machine; knitting machine; computerised embroidery system; computer-aided design system; computer-aided manufacture system, overlocker, washing machine, tumble drier; washer/drier; iron
- (b) three effects from
 - time/labour saving
 - environmentally-aware features
 - computerised/electronic features
 - comfort in use
 - ease of care
 - increase in leisure time
 - time/energy-saving features
 - increase in use for leisure type clothing
 - ease of use

OUTCOME 2

Create a product to meet the needs of a given design brief.

Performance criteria

- (a) A specification is proposed in measurable terms.
- (b) A logical strategy is proposed for manufacturing the product.
- (c) Manufacturing is carried out using the resources efficiently.
- (d) The evaluation of the process and the product is relevant and accurate.

National Unit Specification: statement of standards (cont)

UNIT Fashion and Textile Technology:
Technology in Home Economics (Intermediate 1)

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a design activity. Attainment should be recorded by the use of an observational checklist. Specific advice:

- (a) At least two criteria for the specification are identified.
- (b) Evidence of planning the strategy shows consideration of: time, skills, choice of materials and equipment.
- (c) The product is prepared according to instruction, taking account of correct techniques and procedures for manufacture, including: the use of process skills; the use of equipment; safe, hygienic practices.
- (d) The process is evaluated against the criteria listed in (b). The product is evaluated against the specification.

National Unit Specification: support notes

UNIT Fashion and Textile Technology: Technology in Home Economics (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).

Outcome 1

Through practical activities, candidates should examine the impact on lifestyles of a range of current technological developments:

developments in textiles for clothing:

- stretch
- fleece
- breathable membrane
- waterproof finishes
- microfibre

developments in equipment for manufacture or care of clothing:

- sewing/knitting machine
- computerised embroidery system
- computer-aided design system
- computer-aided manufacture system
- overlocker
- washing machine
- tumble drier
- washer drier
- iron

(developments will be updated as appropriate).

Candidates should be given opportunities to determine and understand the possible impacts of technological developments, namely:

- time/labour/saving features
- environmentally-aware features
- computerised/electronic features
- increased use of leisure-type clothing
- comfort in use
- ease of care
- increase in leisure time.
- ease of use
- time/energy-saving features

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Technology in Home Economics (Intermediate 1)

Outcome 2

Candidates should be given opportunities to acquire and demonstrate technological perspective, confidence, sensitivity and creativity through practical activities; and to make effective use of specialist skills, knowledge and experience gathered whilst undertaking activities relating to Outcome 1.

Candidates should examine the needs of individuals or groups of people with a specified need to determine appropriate criteria for artefacts or systems to meet these needs. Individuals or groups that may have specified needs could be:

- single parent families
- the elderly
- single people living alone
- people with disabilities
- low income families
- professionals
- couples with demanding careers, two incomes and no children etc.

The criteria for the artefact or system will depend on the lifestyle and need/s of the identified individual or group of people, eg available resources including money, cost effectiveness, type of disability, labour saving, time saving, energy conservation and use, cost of fuel, environmental implications, principles of design.

GUIDANCE ON TEACHING AND LEARNING APPROACHES FOR THIS UNIT

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 given time to reflect on past, present and possible future technological developments and the effects of human interaction on the environment.

Opportunities should be offered for candidates to:

- develop imaginative approaches and creative ways of doing things that benefit the environment
- develop an understanding of factors which contribute to the success of a well-designed product
- develop an appreciation of the relationship between technology and the world of work.

All of the above opportunities should be offered through practical activities which could include: comparative testing; fabric testing; practical investigations; interviews; outside visits; workshops; sensory evaluations.

National Unit Specification: support notes (cont)

UNIT Fashion and Textile Technology: Technology in Home Economics (Intermediate 1)

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. Candidates should be encouraged to discuss problems, exchange ideas, assist each other and make decisions. 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.)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

For Outcome 1, candidates should keep a record of their investigations in relation to technological developments. Explanations of the impact of technological developments on lifestyle should be supported by evidence which might include argument.

Evidence for Outcome 2 can be generated through the production of a folio of work. The folio should include:

Planning:

- a specification for a product
- a planning sheet outlining stages for the preparation and manufacture of the product

Manufacture and evaluation

- evidence of effective selection and use of materials, equipment and resources
- evidence of evaluation of the product against the specification

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

The delivery and assessment of this unit provides 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).