

Unit title: Skills for Work Textile Products and Processes
(National 5)

Unit code: HJ3W 75

Superclass: WH

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Unit purpose

The general aim of this unit is to allow learners the opportunity to develop their knowledge of textiles. Learners who complete this unit will be able to carry out an investigation into a product and/or process within the textile industry.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Investigate an aspect of textile production.
- 2 Explore and develop ideas around an aspect of textile production.
- 3 Present a summary of the project undertaken.

Credit points and level

1 National unit credit at National 5: (6 SCQF credit points at National 5)

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Recommended entry to the unit

Entry to this unit is at the discretion of the centre.

Core Skills

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

Complete Core Skill	None
Core Skill components	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Further advice can be found on our website
www.sqa.org.uk/assessmentarrangements.

National unit specification: Statement of standards

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

Outcome 1

Investigate an aspect of textile production.

Performance criteria

- (a) Select an area of textile processing.
- (b) Investigate the area of textile processing.
- (c) Identify an area for exploration.

Outcome 2

Explore and develop ideas around an aspect of textile production.

Performance criteria

- (a) Explore the area identified.
- (b) Develop an aspect of the production process.
- (c) Comply with relevant health and safety guidelines.

Outcome 3

Present a summary of the project undertaken.

Performance criteria

- (a) Evaluate the project.
- (b) Present your project.

National unit specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence should be written and/or illustrated, clearly showing the three stages of the project, demonstrating that learners have achieved all outcomes and performance criteria.

Outcome 1 — Written evidence of the reason for the selection made and how it is going to be explored.

Outcome 2 — Written and practical evidence of the experimentation, and developments made to the textiles and the processes undertaken.

Outcome 3 — Written evaluation of the results of the experimentation, what has been learnt, and what recommendations might be made.

All outcomes may be presented holistically in the form of a project book or folder suitable for presentation, clearly showing the results of each stage, the research undertaken, the development of the ideas and solutions and the evaluation of any trials, products or solutions arrived at.

National unit specification: Statement of standards (cont)

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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. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

Literacy

Researching and investigating
Writing summary of findings
Presentation of ideas and work.

Numeracy (possibility of incorporating)

Calculations
Time and measurement in Planning

Health and wellbeing

Planning and evaluating the project
Health and safety aspects of project

Employability, enterprise and citizenship

Positive attitude to work
Use of ICT to present project and research aspects of the project
Working with others?
Understanding when and how to use initiative and use decision making skills
Project may include aspects of environmental issues relating to textile production

Thinking Skills

Understanding the processes being worked with and the order of the processes involved
Planning, organising and completing a task
Evaluating the project for presentation to the tutor and class

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 as 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 *National unit support notes*.

National unit support notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

The project could be the production of an item relevant to the student's interest in textiles, should clearly cover the textile technologies used to produce the product and its components, and incorporate research into the product, its production and component parts.

Present the findings and any samples as a finished project.

Guidance on the content and context for this unit

This unit is a mandatory unit within the Skills for Work in Textiles (SCQF level 5) but can also be taken as a free-standing unit.

Outcome 1

Considering the areas of textile production that are of interest, Identify and define the area to be investigated. Collect research material that clearly defines what the project is going to explore, presenting the information in a clear and coherent manner. This should reflect the research undertaken.

Outcome 2

Through practical exercises, explore the area of study and experiment and develop ideas. This might involve developing ideas through creating, textiles, trialling processes or making products. This should be documented for reference and to help explain what the project has covered and what conclusions you have made from those experiments. Samples, illustrations and trials should be annotated.

Outcome 3

This is an exercise in presentation of the information, and an evaluation of what has been learnt. This outcome draws on all the research, practical exercises and presents them in a clear and coherent manner. This will be the presentation for a complete project in the form of a book, electronic format, a folder or similar, containing all the aspects covered within the unit plus an evaluation of the results and findings made.

National unit support notes (cont)

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General guidance:

The focus of this unit is primarily on practical activity and it is anticipated that the majority of delivery time will be dedicated to Outcome 2.

The unit is ideally suited to a wide range of textile contexts, eg:

Processes including:

- ◆ Dyeing
- ◆ Finishing
- ◆ Yarn production
- ◆ Fabric construction
- ◆ Fabric design
- ◆ Products from textiles

A student interested in dyeing might select to research dyestuffs or a particular dying method, experiment with dying techniques or materials. Evaluate the research and development undertaken'

A student interested in textile finishing might research different types of finish for a particular fabric, experiment with methods and results, present findings and finishes created.

A student interested in Yarn production might explore spinning and twisting of fibres to produce yarns for production, research production techniques and present their trials and ideas for evaluation.

A student interested in fabric production(weaving ,knitting, felting, etc) might learn to set up a loom, research different methods and techniques used, or experiment with fabric structures, develop fabrics or develop relevant skills and present findings, finished work for evaluation.

A student might look at designing and producing samples of textiles, exploring design, experimenting with production and presenting the design and evaluating the finished samples.

It is anticipated that the unit will be delivered towards the end of a programme of study when learners are in a position to demonstrate the knowledge and skills they have accumulated.

National unit support notes (cont)

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Guidance on approaches to delivery of this unit

Centres should ensure that a brief induction to the unit is given, which will enable learners to understand fully what is required and the approaches to be adopted. It is important that those responsible for the delivery of the unit specify where opportunities arise to develop employability skills and practical skills.

It is important that learners understand that the planning and adhering to plans are very important employability skills.

The unit is designed to give the students the opportunity to use acquired skills in a creative way.

Learners may find it helpful in understanding how to approach this unit if they are given a realistic example of acceptable and achievable textile projects. Centres should provide an unambiguous brief which must be sufficiently open for the learners to respond to.

The brief should offer sufficient breadth and scope to allow learners to be experimental and imaginative in the development of their ideas. The project will be carried out by the individual, and presented to the class group on completion.

Throughout this unit learners should be encouraged to engage with the textile industry and textile practitioners. Centres must ensure that the relevant Health and safety guidelines are followed at all times when learners are undertaking activities both in and outwith the centre.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Performance evidence is required for Outcome 1 in the form of research notes and images that inform the planning of the project and the exploration and development to follow. It is recommended that assessment of this outcome is successfully completed before progressing to Outcome 2. The use of a pro-forma may help learners focus their ideas and encourage efficiency.

National unit support notes (cont)

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Outcome 2 will be a practical assignment where learners explore their process or product and produce a log book of their work, including trial samples and photographs. This will be supported by an assessor checklist.

Outcome 3 can be assessed using a short evaluative summary (report). The evidence gathered for all outcomes may be in any appropriate format, and could include video, audio, photographic and/or written documentation, suitable for an audio or visual presentation,

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

Oral Communication at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Oral Communication at SCQF level 5 involves showing skill in sequencing and linking information, opinions and/or ideas. This can be demonstrated in Outcome 3, where learners have the opportunity to give a presentation on how the evaluation of the project undertaken.

Written Communication (Reading) at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Reading) at SCQF level 4 involves giving an accurate account of important ideas or significant information in a written communication of non-fiction. This can be demonstrated in Outcome 1, as learners identify and research the relevant areas of textile processing for their project.

Written Communication (Writing) at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Writing) at SCQF level 5 involves presenting all ideas/information and supporting detail in a logical and effective order. This can be demonstrated in Outcomes 2 and 3, where learners have an opportunity to write a report into how their project has developed and the results and commendations they would make.

National unit support notes (cont)

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Using Number at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Using Number at SCQF level 4 involves working confidently with basic numerical notation. This may be demonstrated in Outcome 2, where the chosen project is one of a more technical nature and experimentation is of a more scientific variety.

Accessing Information at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Accessing Information at SCQF level 4 involves carrying out straightforward searches, or one sustained search, for information using appropriate *ICT*. This can be demonstrated in Outcome 1, as learners investigate the area of textile processing chosen to study.

Providing/Creating Information level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Providing and Creating Information at SCQF level 5 involves; locating and arranging data from a range of sources, and evaluating information. This can be demonstrated in Outcomes 1–3, in the presentation of the evaluation of the research and development of the project.

Critical Thinking at SCQF level 5

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Critical Thinking at SCQF level 5 involves identifying the factors involved in a situation or issue, assessing the relevance of the factors and developing an approach to deal with them. This can be demonstrated in all outcomes as the project as a whole develops.

Reviewing and Evaluation level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Reviewing and Evaluating level 5 involves evaluating the effectiveness of all stages of the problem solving strategy and drawing conclusions from the evidence. This can be demonstrated in Outcome 3, where the project is evaluated.

This unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.

General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is part of the progression award skills for work in textiles.

The award includes three units of which this is the final project unit.

This unit builds on the knowledge gained in *textile technologies and textile production* and develops a project based on an aspect of textile production that you are interested in.

The project starts with an investigation into an aspect of textile processing identifying the stage of production and the production route.

The aspect chosen is then explored and developed, requiring practical trials and experiment producing samples.

Finally summarising the project and culminating with the presentation of the project.

This project allows the learner to explore an area of textile production and show their skills of applying prior knowledge and their ability to think for themselves and experiment within an area of interest and present their thoughts, trials and ideas in a presentation to the class.

This will be a piece of work an employer could see demonstrating not just the areas of interest but the determination to pursue a project and present its conclusions.

This unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.

Administrative information

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History of changes to National unit specification

Version	Description of change	Date
02	Core Skills components Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5 embedded.	01/06/17

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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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