



National Unit Specification: general information

UNIT Harris Tweed: An Introduction to Product Design and Make (SCQF level 5)

CODE F8XW 11

SUMMARY

This Unit aims to provide candidates with the opportunity to use Harris Tweed to design and make products. Candidates will learn some of the key techniques involved in making simple products using Harris Tweed to meet a given brief. Candidates will also have the opportunity to design their own unique product. Candidates will develop research, planning and evaluation skills in the completion of this Unit.

This Unit forms part of the National Progression Award (NPA) in Harris Tweed but can also be delivered as a free-standing Unit.

OUTCOMES

- 1 Make a product using Harris Tweed to a given brief.
- 2 Design a product which demonstrates a creative use of Harris Tweed.
- 3 Investigate the factors which contribute to the selling price of Harris Tweed products.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a course or its component Units at Intermediate 1 (SCQF level 4) or Standard Grade at General level in a relevant subject area such as fashion and textiles, product design, art and design and/or technologies.

‘New start’ candidates and adult returners should have appropriate prior experience.

Administrative Information

Superclass: JK

Publication date: June 2010

Source: Scottish Qualifications Authority

Version: 01

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CREDIT VALUE

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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

Make a product using Harris Tweed to a given brief.

Performance Criteria

- (a) Prepare a specification which correctly identifies the processes, components parts and equipment required to meet the given brief.
- (b) Make the product using correct techniques.
- (c) Finish the product to the required standard.
- (d) Evaluate the product against the specification and the brief.
- (e) Comply with appropriate Health and Safety requirements.

OUTCOME 2

Design a product which demonstrates a creative use of Harris Tweed.

Performance Criteria

- (a) Produce a specification for a product which identifies a target market and design idea.
- (b) Create a product design which meets the specification and demonstrates a creative use of Harris Tweed.
- (c) Present the design in an appropriate format.
- (d) Evaluate the design against the specification.

OUTCOME 3

Investigate the factors which contribute to the selling price of Harris Tweed products.

Performance Criteria

- (a) Identify the cost factors that need to be considered when manufacturing Harris Tweed and Harris Tweed products.
- (b) Identify other business costs and factors that need to be considered when determining the selling price of Harris Tweed products.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

◆ Outcome 1 — Harris Tweed Product

Candidates will make a product using Harris Tweed. The product will be in accordance with a given brief, and will be fit for purpose. A minimum of four component parts and at least six processes should be used in making the product. The time devoted to making the product should be between 5 and 10 hours. The product should be finished to a standard which would enable it to be sold.

Candidates will be required to create a specification and a plan for the production of the product which demonstrates a sound knowledge of the relevant processes, components parts and equipment.

Candidates should complete an evaluation of their product against the specification and also the original brief to ensure that they demonstrate an understanding of the importance of following the requirements of a brief.

◆ Outcome 2 — Harris Tweed Design

Candidates must create a design which demonstrates a creative or innovative use of Harris Tweed. Harris Tweed must constitute at least 50% of the product which is designed.

The specification for the product must clearly identify a target market for the product and a justification their design. It should also include consideration of design constraints of Harris Tweed and issues relating to the use of the Harris Tweed Orb trademark and how the design could be realised.

Candidates will be required to present the design in an appropriate format. This could be written, spoken or in a multi-media format. The presentation should be structured and presented in a logical way with the most relevant facts presented.

Candidates must also complete an evaluation of the design against the specification.

◆ Outcome 3 — Harris Tweed Costing Factors

Candidate must identify relevant factors that need to be considered when calculating the selling price of three types of product which use Harris Tweed. This should include consideration of factors such as the cost of material, manufacturing time for the Harris Tweed and the product, design, packaging, promotion and distribution.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit could be studied on its own as a freestanding Unit or it could be studied in conjunction with other Harris Tweed Units as part of the National Progression Award for Harris Tweed.

This Unit will introduce candidates to some of the key techniques involved in the design and manufacture of Harris Tweed products. This should prepare candidates to undertake further study/training in a related area which could then lead to employment opportunities within the sector.

This Unit will enable candidates to investigate aspects of product design and manufacture which relate directly to Harris Tweed. They will investigate why Harris Tweed is particularly appropriate for particular products and uses — this will include considerations of the qualities/properties of Harris Tweed, for example:

- ◆ it is hard-wearing
- ◆ it is versatile
- ◆ it is warm and comfortable to wear
- ◆ it is easy to work with
- ◆ it is available in a variety of weights
- ◆ it is available in a wide range of colours
- ◆ it holds its shape well
- ◆ it has low flammability

Outcome 1

Candidates will learn about the components and processes that would be involved in making products and develop the relevant skills, eg measuring, pattern marking, cutting, hemming, ironing, machining, pinning, tacking, trimming, finishing, labelling, attaching (eg appliqué, embroidery, ribbon, buttons). Candidates may also need to use a sewing machine, iron and overlocker. They will also learn about safe and hygienic working practices when working with tools and equipment.

Studying this Unit should have significant vocational relevance for candidates. There are many opportunities for the production of marketable products using Harris Tweed. This Unit will give candidates practical experience in making one particular product, but it should also enable them to develop skills which could be used in the making of other products.

National Unit Specification: support notes (cont)

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Outcome 2

Before starting their unique design, candidates will need to understand the design principles involved in creating a design. Candidates will be able to apply these processes to designing their own product by:

- ◆ identifying a design idea or opportunity
- ◆ investigating the requirements of a design in relation to a target market
- ◆ considering design constraints of Harris Tweed and issues relating to the use of the Harris Tweed Orb trademark
- ◆ developing and considering approaches and possible solutions

Candidates will also be able to explore the design process for creating new products and should develop designs through the study of one or more contexts and media process(es).

Candidates will be encouraged to be creative in their design but also be aware of considering practical applications of their design and ensuring that the design could be realised. Candidates should consider whether their designs could be capable of being made and sold on a commercial basis as a manufactured product or a bespoke product.

Outcome 3

Candidates should develop an awareness of the factors that need to be included when manufacturing and selling Harris Tweed and Harris Tweed products. The focus is on the awareness of cost factors rather than the actual cost themselves. Costs factors would include the cost of material, time, equipment, packaging, promotion, distribution. Candidates should consider all the processes involved in the production of Harris Tweed from the costs for buying wool, processing wool, weaving process and finishing process. Candidates could be asked to consider manufacturing costs for different types of products, including bespoke products — it is important that costing for time inputs should be recognised. Other business costs that need to be considered in getting the product to the market would include design, packaging, promotion and distribution.

There may also be an opportunity to consider market forces and factors that affect the final selling price of a product.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Opportunities for integration

An integrated approach could be adopted for the delivery of this Unit, for example, candidates could make the product that they have designed thereby integrating Outcomes 1 and 2. It is anticipated, however, that many candidates may have limited experience or skills in making products and this could limit the scope of their designs in Outcome 2. A key aim of Outcome 2 is to encourage creativity and innovative thinking and it may be more appropriate to consider the 2 Outcomes as separate activities and allow candidates a wider scope of options for their design for Outcome 2. Identification of cost factors in Outcome 3 could be applied to products made or designed in Outcomes 1 and/or 2.

National Unit Specification: support notes (cont)

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There are also opportunities to deliver and assess the Unit in an integrated way with other Units within the National Progression Award for Harris Tweed. For example, candidates who are undertaking all four Units in the NPA could develop one Portfolio to store and present all their research — this would be appropriate for Outcome 3. In *Harris Tweed: An Introduction to Weaving and Production Techniques* candidates have to produce a piece of woven tweed — it could be possible to use the tweed they have woven themselves to make the product in Outcome 1, although this may limit the scope and type of product that could be made, not least as the woven tweed may not be ‘finished’. In *Harris Tweed: An Introduction to Markets and Promotional Methods* candidates have to create a promotional strategy for a Harris Tweed product — it would be possible to base these activities on products made and/or designed in Outcomes 1 and 2.

A cross-curricular approach to the delivery of this Unit could also be used. For example, it may be appropriate within schools to include input from home economics, product design, graphic design, technology and/or Gaelic.

Completion of this Unit and the NPA for Harris Tweed could contribute to the 4 capacities in Curriculum for Excellence.

Learning and teaching approaches

Outcome 1

There are a number of key skills that candidates will need to learn and apply to complete this Outcome — these include:

- ◆ product manufacturing skills
- ◆ interpreting a brief to create a valid specification
- ◆ planning skills
- ◆ evaluation skills

Firstly candidates need to understand the potential applications for Harris Tweed and what features of Harris Tweed make it suitable for some products and not others. Candidates should investigate why Harris Tweed is particularly appropriate for the range of products which are currently made from Harris Tweed. This research could be completed in conjunction with the achievement of other Harris Tweed Units.

Candidate need to gain an understanding of the processes involved in making an item and develop the relevant sewing/finishing skills. Candidates may also need to develop the skills to use a sewing machine, iron and overlocker. They should also learn about safe and hygienic working practices when working with tools and equipment.

The next skill area is being able to work to a given brief. The learning centre may wish to compile a bank of briefs from which the candidates could select a product to make. The brief could allow them to have some options in terms of colours and patterns used. Other approaches could involve all candidates making the same product to the one brief. This could involve a competitive element, with a prize for the best product. It could be valuable to ask local businesses to provide briefs or to commission products, eg corporate gifts, prizes. The employers could be involved in evaluating the

final products.

National Unit Specification: support notes (cont)

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Candidates need to learn about the importance of planning and structuring their work. As a learning experience, candidates should investigate different options for producing their product and they should investigate different solutions. Planning should take account of resources and equipment required, sequencing of stages and estimates of time required. Candidates should prepare a specification which correctly identifies the processes, components parts and equipment required to meet the given brief.

There may be opportunities for candidates to sell their products through local businesses, craft fairs, etc, and this could encourage consideration of quality standards, labelling and ensuring the product is fit for purpose.

Candidates should carry out a realistic evaluation of their product against the brief, specification and their plan. Self evaluation should be carried out but it may also be appropriate to involve group evaluation and invite feedback from local experts/businesses. Finished products could also be compared against similar products which are being commercially produced.

Outcome 2

The design process is conceptual with the aim of encouraging the candidates to be as creative and innovative as possible.

Candidates should be encouraged to identify new potential market opportunities for using Harris Tweed. Candidates should produce a specification for a product which identifies a target market and design idea. They will also need to consider the constraints of using Harris Tweed. Candidates should be encouraged to develop several design options/solutions to explore different ways to meet the design idea. The specification must include consideration of how the design could be realised, ie is it capable of being made and sold on a commercial basis as a manufactured product or a bespoke product.

Candidates should carry out a realistic evaluation of their design against the design specification. Self evaluation should be carried out but it may also be appropriate to involve group evaluation and invite feedback from local experts/businesses. It may also be appropriate to include a competitive element with a prize for the best design. This could be judged by local employers.

Outcome 3

The costing process should involve candidates identifying all costs areas including material, time, equipment, packaging, promotion, distribution. It would be helpful if candidates could have input from local retailers to assist them to investigate how selling prices are reached. Consideration of costs should include different types of products, including bespoke products. The actual costs do not need to be calculated — the focus is on awareness of the relevant factors to be considered.

The product costing could be linked to the products made or designed in Outcomes 1 and 2.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

During the delivery of this Unit candidates will be involved a range of practical based tasks and will have to develop and use research, planning and evaluation skills. The approach to this Unit could offer good opportunities for developing aspects of:

- ◆ *Communication*
- ◆ *Problem Solving*
- ◆ *Numeracy*

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

Communication (Research Portfolio, Specifications, Presentation): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words, preparing specifications which correctly interpret given brief, preparing a presentation to highlight relevant facts; delivering a presentation in a clear and logical way.

Problem Solving (Research Portfolio, Product, Design): planning personal research: determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning design task and considering different options for completing the task; planning implementation of making task over a period of time; evaluating practical tasks.

Numeracy (Costing): identifying relevant costs factors, including selling price.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Suitable instruments of assessment for Outcomes 1 and 2 would be practical exercises. This would involve:

- ◆ a practical task to make a product using Harris Tweed — examples of products which would be suitable include a cushion, a laptop bag, cafetière cover, i-pod cover but other similar products could be made — the time taken to create the product may vary but it should be between 5 and 10 hours.
- ◆ a practical task to create a design for a Harris Tweed product — this will be a design idea and the candidates would not be expected to make the product. It may be possible, however, for some candidates to make the product that they have designed and have an integrated assessment with Outcome 1. The design could be created in a number of way, eg as a mock up/prototype or using a design package or simply presented in a paper based format.

A suitable instrument of assessment for Outcome 3 would be a Portfolio where candidates record relevant factors that need to be considered when calculating the selling price of three types of product which use Harris Tweed, for example, a tailored jacket, a cushion cover and a bespoke designed product. The actual costs do not need to be calculated — the focus is on awareness of the relevant factors to be considered.

National Unit Specification: support notes (cont)

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Candidates must also demonstrate research, planning, evaluation skills to achieve this Unit and the instruments of assessment must ensure that a specification and production plan (Outcome 1), a design specification (Outcome 2) and evaluations (Outcomes 1 and 2) are included in the assessments.

Candidates are required to present their designs in an appropriate format. If a spoken or multi-media format is used it should be a maximum of 5 minutes.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements