
Fashion and Textile Technology: Fashion and Textile Choices

SCQF:level 5 (6 SCQF credit points)

Unit code: J26B 75

Unit outline

The general aim of this Unit is for learners to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will present and justify their solution for a detailed fashion/textile item, with a focus on factors that affect fashion and textile choice.

Learners who complete this Unit will be able to:

- 1 Develop a detailed fashion/textile item that takes into account factors that affect the fashion and textile choice of others

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

Recommended entry

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

- ◆ National 4 Fashion and Textile Technology Course

Equality and inclusion

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

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Develop a detailed fashion/textile item that takes into account factors that affect the fashion and textile choice of others, by:**
 - 1.1 Carrying out a detailed investigation into factors affecting fashion/textile choice for a chosen group of consumers
 - 1.2 Presenting and justifying a solution for a detailed fashion/textile item that will meet the fashion/textile choices of this group

Evidence Requirements for the Unit

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

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

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

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

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.3 Applying

5.4 Analysing and justifying

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

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

This section provides advice and guidance and some examples of approaches to learning, teaching and assessment that could be used to deliver this Unit.

Sequencing and timing

This Unit has one Outcome for which the learning and teaching and assessment can be approached in a variety of ways. There is no specific amount of time set aside for the learning and teaching and assessment of the Outcome. This will depend on the needs of the learners and their prior skills, knowledge and understanding.

Possible approaches to learning and teaching

An engaging and supportive learning environment should be provided to encourage active learner involvement. This could include, but is not limited to, learning and teaching approaches such as:

- ◆ discussing and debating factors affecting the fashion and textile choice of others and how this influences design
- ◆ using investigative techniques such as surveys and questionnaires to find out about the fashion/textile choices of others
- ◆ visiting exhibitions, designers and retailers to see how fashion/textile items are designed and marketed
- ◆ teacher/lecturer exposition and demonstration of skills
- ◆ examining methods of deconstructing, reconstructing and up-cycling fashion/textile items to explore the different ways in which items can be constructed or adapted
- ◆ developing problem-solving skills during item design
- ◆ working collaboratively with other learners, including peer teaching, support and evaluation
- ◆ using simulated contexts to reinforce health and safety practices

Learners could construct a plan to adapt existing items, make partial items or manufacture complete items. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include, but is not limited to:

- ◆ online interactive tasks to develop awareness of health and safety in respect of the design of fashion/textile items
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources for research, for example into fashion and textile choices
- ◆ online questionnaires to find information about the fashion/textile choices of others
- ◆ CAD software to design fashion/textile items

Assessment strategies and methods

Assessment should be carried out under supervision and it is recommended that the learner generates evidence for the Unit as a whole to minimise repetition and allow more time for learning.

Learners should have access to appropriate resources including manuals, patterns and the internet during learning, teaching and assessment.

Assessors may provide appropriate advice and guidance to learners to help them solve technical problems. Teachers and lecturers may give learners advice on suitability and practicability of their choice of item, fabrics, yarns and materials for developing solutions for fashion/textile items.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards within the Outcome only need to be re-assessed on the Assessment Standards they have not achieved.

The following table suggests some approaches to learning, teaching and assessment. Other approaches are also possible.

Outcome 1 — Develop a detailed fashion/textile item that takes into account factors that affect the fashion and textile choice of others

| Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
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| <p>Research, interacting with others, using textbooks and the internet should provide information regarding criteria that influences the fashion and textile choices of others. Specific investigative techniques that teachers/lecturers could explore with learners include, but is not limited to literary/internet research; conducting a survey and conducting interviews.</p> <p>Visits to fashion shows and retailers may also provide valuable information about the choices made by others.</p> <p>Learners should be given the opportunity to explore different ways of presenting the findings from their investigations such as a graph; a chart; a table; a mind-map; a short report; notes from an interview or any other relevant format.</p> <p>Learners may also benefit from conducting a survey or interviews with other people both in and out of school or college to gather opinions on what influences their choice of fashion/textile items.</p> <p>Learners could work in pairs or groups to explore influences on fashion and textile choices including: budget, advertising, celebrity endorsement, climate, culture, environmental sustainability (eg energy saving, eco-friendly products, cruelty free products), after-care, body image, body size, geographical location and accessibility to fashion/textile shops, physical ability, peer pressure, personal taste, technological innovations.</p> | <p>Learners could be assessed throughout the delivery of the Unit and it is recommended that all preparation work is completed prior to the manufacture of the fashion/textile item.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ worksheets ◆ a presentation/mood board ◆ annotated diagram |

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| <p>Before developing a solution for their chosen fashion/textile item, learners could be given the opportunity to analyse ready-made fashion/textile items of a similar nature to identify the components and textiles that have been used.</p> <p>Teachers/lecturers should encourage learners to look at a variety of solutions for fashion/textile items and discuss the respective merits of each format such as an annotated diagram, a sketch, a written report, a mood board etc.</p> <p>Learners could discuss which features of the fashion/textile items in the solutions are most useful. These features could include, but is not limited to: colour; shape; style features; fabric; use; purpose; safety; age; theme; quality; budget; size; durability or ease of care.</p> | <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ presentation/mood board ◆ annotated diagram ◆ a completed and/or annotated checklist |
| <p>Direct teaching of review skills followed by personal analysis and reflection could help learners to provide justification for their fashion/textile solution.</p> <p>Learners could explore a range of fashion critiques to see how solutions are justified on commercially produced items. Learners could practise their own critiques on fashion/textile items prior to justifying solutions they have planned.</p> <p>Learners could also benefit from:</p> <ul style="list-style-type: none"> ◆ personal investigation and research of fashion critiques ◆ seeing examples of fashion/textile items which have been evaluated against a given specification and brief ◆ reading critiques of fashion items in magazines or on the internet ◆ seeing examples of inappropriate solutions to given briefs | <p>In order to be able to justify the solution, learners should be able to compare their solution for the fashion/textile item against previously identified needs of the item.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ completion of a justification worksheet reflecting upon positive attributes of their fashion/textile item in relation to the requirements of the item |

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| <ul style="list-style-type: none">— learners could then be encouraged to identify and give reasoned explanations as to why solutions were inappropriate, eg expensive silk fabric used to make a tote bag for a student on a low income◆ exploring a range of open-ended questions designed to help them come to informed decisions regarding the suitability of their fashion/textile choice for meeting the previously identified influence, eg:<ul style="list-style-type: none">— In what ways does the completed fashion/textile item take into account the issue that has affected fashion/textile choice?— In what ways is the completed fashion/textile item appropriate for its end user?— In what ways is the fashion/textile choice fit for purpose?— What features of the fashion/textile item would make it commercially viable in the market place? | |
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Suggested resources

| Name of Organisation/source | Possible resources available | Unit title |
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| BBC.co.uk | A source of information about textiles, the impact of the fashion industry and sewing techniques. | <i>All 3 Units</i> |
| British Fashion Council | <p>Promotes leading British fashion designers in a global market. The events support and strengthen the UK's reputation for developing design excellence.</p> <p>Provides information about London Fashion Week and the British Fashion Awards.</p> | <i>Fashion and Textile Technology: Fashion and Textile Choices</i> |
| BurdaStyle | <p>BurdaStyle is a community website for people who sew or people who would like to learn how to sew.</p> <p>The website offers free and inexpensive sewing patterns (including many that are copyright-free), step-by step sewing tutorials, skill sharing, inspiration, project ideas and people passionate about sewing.</p> | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |

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| Creative Scotland | The national leader for Scotland's arts, screen and creative industries provides a range of resources relating to the textiles industry in Scotland. | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| Education Scotland | Education Scotland has published web based materials to support National 4 and National 5 qualifications. The materials have been designed to help teachers and others with the delivery of programmes of learning within the new qualifications framework. | <i>All three Units</i> |

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| Fashion and Textile Museum | The Fashion and Textile Museum is a centre for contemporary fashion, textiles and jewellery in London. The centre has a programme of exhibitions exploring elements of fashion, textile and jewellery as well as the Academy which runs courses for students and businesses. | <i>Fashion and Textile Technology: Fashion and Textile Choices</i> |
| Knitting patterns central and Crochet patterns central | Provides numerous links to free knitting patterns and tutorials. More than 50 categories are available, including clothing, hats, afghans, stuffed animals, toys, dishcloths. | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| Simplicity | Provides a rich resource for sewing accessories, trim, ribbon, appliqués, craft supplies, knitting needles, quilting tools, and more. Simplicity also offer free patterns and projects for schools. | <i>Fashion and Textile Technology: Textile Technologies Fashion and Textile Technology: Fashion/Textile Item Development</i> |

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| Skillset: Fashion and Textiles | <p>Skillset Fashion and Textiles represents the fashion and textile sector which is split into three broad areas: design, making and servicing.</p> <p>Skillset provides a wide range of resources that could be adapted for use in schools and colleges. There are links to events and opportunities and an overview of the occupational standards expected in the fashion and textiles industry.</p> | <p><i>Fashion and Textile Technology: Textile Technologies</i></p> <p><i>Fashion and Textile Technology: Fashion/Textile Item Development</i></p> |
| TES: Times Educational Supplement | TES magazine's website hosts a range of teaching resources for Textiles in the Art and Design section. | <i>All 3 Units</i> |

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| The Fashion Museum, Bath | The Museum is a centre for historical and contemporary fashion and textiles in Bath. The centre has a wide range of displays of costume, a programme of exhibitions and a study and research facility for schools and students. | <i>Fashion and Textile Technology:</i> <i>Fashion and Textile Choices</i> |
| Victoria and Albert Museum | Provides a range of materials and learning resources, including information and resources related to the museum's historical dress collection. | <i>Fashion and Textile Technology:</i> <i>Fashion and Textile Choices</i> |

Guidance on type of fashion/textile item suitable for National 3, National 4, National 5 and Higher

The grid below suggests the number of component parts and type of fashion/textile item that is likely to be suitable for each SCQF level. The list is for guidance only and is not definitive. Learners may choose to make any other suitable item with a similar skill level. Further guidance on standards for each SCQF level can be found in the Unit Assessment Support packages for National 3, National 4, National 5 and Higher and in the National 5 and Higher Coursework: General Assessment Information documents.

| National 3 | National 4 | National 5 | Higher |
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| <p>A basic fashion/textile item is likely to have 2 component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Tabard for child: front and back with decoration, eg initial or name. ◆ Skirt: front and back, elastic hemmed waist and machined hem. ◆ Cushion: front and back with commercial surface decoration. ◆ Bag: one piece of material, with handles ribbon/tape/webbing/drawstring casing. ◆ Stuffed toy with front and back (eg cat with button) | <p>A straightforward fashion/textile item is likely to have 3 component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: front and back; and either pocket or ties. ◆ Skirt: front and back, unlined, elastic waist, machined hem with pocket(s). ◆ Cushion: front and back with hand-made surface decoration and Velcro/studs/tie fastening. ◆ Bag: front and back with lining, a pocket and handles. ◆ Stuffed toy with one main | <p>A detailed fashion/textile item is likely to have 4 component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: back and front with neck finish and armhole finish or sleeves. ◆ Skirt: front/back (sections), lined, waistband/facing and press studs/hook and eye/zip. ◆ Cushion: front and back (sections) with hand-made surface decoration and zip/buttons fastening. ◆ Bag: base shaping, lining and fastenings; plastic /wooden handles attached with casings. ◆ Bag with separate pieces, eg made from recycled woollen textiles, felted; handles and fastening. | <p>A complex fashion/textile item is likely to have a minimum of 4 component parts. Examples include:</p> <ul style="list-style-type: none"> ◆ Top: back and front, opening, collar/neck finish, inserted sleeves. ◆ Jacket: front opening, buttons and buttonholes/zip, inserted sleeves, lined. ◆ Knitted jacket including decorative stitch, shaping, inserted sleeves, fastening. ◆ Skirt: front and back/panels, zip, lined, multiple piece waistband. ◆ Trousers: darts, zip, multiple |

| National 3 | National 4 | National 5 | Higher |
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| <p>eyes and embroidered whiskers).</p> <ul style="list-style-type: none"> ◆ Scarf knitted in one colour with hand-made fringing or pom-poms. ◆ Felt flower brooch with leaves and petals (eg with button middle and brooch pin). ◆ Waist apron: with ties and pocket. ◆ Mobile phone/laptop holder: front and back with Velcro closing. ◆ Christmas tree decoration: 2 part shape, ribbon tab to hang it up. | <p>body part but 3D ears and stomach, eg Scottie dog.</p> <ul style="list-style-type: none"> ◆ Scarf knitted in two or more colours, hand-made fringing, pom-poms attached or additional surface detail, eg flower. ◆ Quilt with machined patchwork pieces, square design, backed. ◆ Wall-hanging to keep things in: casing (for pole), multiple fabrics (bands/ patchwork), applied pockets, appliqué, fastenings, embellishments etc. ◆ Item to encourage children to count, for example table mat with pockets/flaps etc. ◆ Shorts/pyjama bottoms elasticated/drawstring waist. | <ul style="list-style-type: none"> ◆ Stuffed toy with separate 3D head and body parts (eg hippo), embroidered features. ◆ Shawl or wrap with detailed surface decoration, eg complex appliqué, hand/machine embroidery, beading, quilting, fringed. ◆ Quilt with machined patchwork (and appliqué); backed, edge bound with machine quilting. ◆ Knitted kimono style jacket with toggle fastening and pockets. ◆ Shorts/trousers with a waistband/zip. ◆ Dress, such as shift with front/back armhole edge/sleeves, neck finish/collar, fastening. | <p>piece waistband, pockets.</p> <ul style="list-style-type: none"> ◆ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves. ◆ Bag: back and front/panels, shaped base, multiple pockets/interior sections, textile handles, zip. ◆ Bag: created decorative fabric, eg knitted/ crocheted/felted, shaping, textile integrated/attached handles, fastening. ◆ Stuffed toy with separate 3D head and body parts (eg teddy bear/doll), embroidered features, clothes with edge finishes and fastenings. ◆ Toy play den to fit an existing frame (eg fort, wendy house): multiple shaped panels, openings with zip/ties/buttons and loops etc, surface decoration, eg complex appliqué, hand/machine embroidery. |

Guidance on construction techniques — differentiation between National 3, National 4, National 5 and Higher

This grid is for guidance only and provides an indication of the type of construction technique appropriate for learners at each SCQF level. Teachers/lecturers should use their discretion and take into account other factors such as the type of fabric the learner is working with. For example, a basic technique will be more challenging to demonstrate accurately if used on a knitted, satin, sheer or pile fabric, or a fabric which requires matching of complex designs or precision matching of stripes/checks. Learners should not be restricted to the use of construction techniques indicated at their SCQF level. However, to ensure a range of construction techniques of appropriate challenge, the majority of the techniques demonstrated in the item should be drawn from the learner's SCQF level.

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|--------------------------------|---|--|---|---|
| Buttons and buttonholes | <ul style="list-style-type: none"> ◆ Two hole button | <ul style="list-style-type: none"> ◆ Button ◆ Button with a stitched shank ◆ Reinforced unstitched buttonhole | <ul style="list-style-type: none"> ◆ Machined buttonhole | <ul style="list-style-type: none"> ◆ Shaped machined buttonhole ◆ Rouleau loops ◆ Fabric covered buttons |
| Collars | | <ul style="list-style-type: none"> ◆ Single piece | <ul style="list-style-type: none"> ◆ Multiple piece collar, eg Peter Pan | <ul style="list-style-type: none"> ◆ Collar with stand ◆ Collar with rever |

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|-----------------------------|---|--|--|---|
| Cutting out | <ul style="list-style-type: none"> ◆ Simple straight lines | <ul style="list-style-type: none"> ◆ Simple shapes with straight lines ◆ Curved shapes | <ul style="list-style-type: none"> ◆ Multiple shapes on folds/grain lines as appropriate ◆ Multiple complex shapes, eg applique/patchwork ◆ Cut bias strips | <ul style="list-style-type: none"> ◆ Appropriate direction of pile/raised fabrics ◆ Matching of stripes/checks/patterns |
| Disposal of fullness | <ul style="list-style-type: none"> ◆ Folds | <ul style="list-style-type: none"> ◆ Un-pressed pleats ◆ Tucks ◆ Single-ended darts | <ul style="list-style-type: none"> ◆ Gathers ◆ Pin tucks | <ul style="list-style-type: none"> ◆ Darts — shaped/double-pointed ◆ Pressed pleats/multiple pleats |
| Edge finishes | <ul style="list-style-type: none"> ◆ Pinking | <ul style="list-style-type: none"> ◆ Scissors/shears ◆ Zig-zag ◆ Overlocking | <ul style="list-style-type: none"> ◆ Straight seam binding ◆ Bias binding/bias cut strips on a straight edge | <ul style="list-style-type: none"> ◆ Bias binding/bias cut strips on a curved edge |

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|-----------------------|--|--|---|---|
| Embellishments | <ul style="list-style-type: none"> ◆ Fabric painting ◆ Iron on Applique ◆ Machine stitched – basic shapes ◆ Single coloured machine embroidery motif ◆ Single bead/sequin | <ul style="list-style-type: none"> ◆ Fabric painting ◆ Single colour tie- dye ◆ Iron-on applique with machined edge finish, eg satin stitch ◆ Basic embroidery stitches, eg features on a toy ◆ Couched lines of beads/yarn ◆ One/Two colour machine embroidery — pre- set pattern ◆ Multiple beads/sequins | <ul style="list-style-type: none"> ◆ Detailed/multiple colour tie-dye ◆ Machined applique/ patchwork straightforward/ large shapes, eg squares/log cabin ◆ Simple hand stitched applique ◆ Applied ribbons/braids ◆ Simple quilting — straight lines ◆ Hand embroidery — simple design/one-two colours ◆ Multiple colour machine embroidery motif(s) — pre-set pattern ◆ Multiple beads/sequins forming simple patterns | <ul style="list-style-type: none"> ◆ Complex machine/hand applique ◆ Complex/detailed patchwork patterns/curves ◆ Detailed quilting — curved lines/patterns ◆ Hand embroidery — multiple colours/stitches ◆ Multiple beads/sequins forming detailed patterns ◆ Complex/detailed |

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| | | <ul style="list-style-type: none"> ◆ Simple/single stitch knitting/crochet | <ul style="list-style-type: none"> ◆ Knitting/crochet with multiple stitches/shaping | <ul style="list-style-type: none"> ◆ Complex/detailed multiple technique knitting/crochet <p>multiple embellishment techniques</p> |
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| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|---|------------------------------------|---|---|---|
| Felting | ◆ Simple wet felting – one colour. | ◆ Felting — fabric piece/one | ◆ Felting — simple shaping/one or two colours | ◆ Felting — free hand shaping/multiple colours |
| Facings | | ◆ Simple facing, eg round neck/armhole/waist | ◆ Shaped facing, eg v-neck/notched neckline | ◆ Combined facing, eg neckline and armhole/neckline and front opening |
| Fastenings (other than buttons/zips) | ◆ Ties | ◆ Press studs ◆ Velcro | ◆ Metal hook & eyes | ◆ Metal hook & Hand worked bar. |
| Hand sewing | ◆ Tacking ◆ Running stitch | ◆ Basting ◆ Back Stitch ◆ Ladder Stitch | ◆ Hemming/slip hemming ◆ Blanket stitch | ◆ Herringbone ◆ Buttonhole stitch |
| Hems | ◆ Plain single machined hem | ◆ Machined hem with lay or finished edge | ◆ Hand stitched hem ◆ Machine blind-stitched hem | ◆ Bound hem, hand stitched |
| Insertions and openings | | | ◆ Slit with hemmed edges ◆ Faced slits | ◆ Vents ◆ Backed pleat ◆ Godets |
| Linings | | ◆ Simple, loose lining, eg simple skirt | ◆ Fitted lining, eg straight edged bag/fitted skirt | ◆ Complex/shaped linings, eg including darts/tucks/ |
| Seams | ◆ Plain seam ◆ Overlocked seam | ◆ Plain seam with machined edge finish | ◆ French seam ◆ Felled seam | ◆ Lapped seam ◆ Welt seam ◆ Piped seam |

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|--------------------------------------|---|--|---|---|
| Sleeves | | <ul style="list-style-type: none"> ◆ Cap sleeve | <ul style="list-style-type: none"> ◆ Raglan sleeve ◆ Drop head sleeve | <ul style="list-style-type: none"> ◆ Sleeve inserted into an armhole ◆ Multiple piece sleeve |
| Transferring pattern markings | <ul style="list-style-type: none"> ◆ Tailors Chalk | <ul style="list-style-type: none"> ◆ Tracing paper/wheel ◆ Tailor tacking | | |
| Pockets | | <ul style="list-style-type: none"> ◆ Side seam pocket | <ul style="list-style-type: none"> ◆ Patch pocket — simple shape, eg square/rounded corners | <ul style="list-style-type: none"> ◆ Shaped patch pocket ◆ Extension side seam pocket |
| Waistbands and cuffs | | <ul style="list-style-type: none"> ◆ Hem with elastic ◆ Casing ◆ Single piece waistband | <ul style="list-style-type: none"> ◆ Two-piece waistband ◆ Petersham waistband ◆ One/two piece cuff | <ul style="list-style-type: none"> ◆ Multiple piece/shaped waistband ◆ Cuff with button fastening |
| Working with patterns | <ul style="list-style-type: none"> ◆ Placing straightforward pattern | <ul style="list-style-type: none"> ◆ Placing straightforward pattern according to pattern markings | <ul style="list-style-type: none"> ◆ Placing multiple pattern pieces according to pattern markings ◆ Creating a simple pattern/adjusting/modifying a commercial pattern | |
| Yokes | | <ul style="list-style-type: none"> ◆ Single layer, straight edge | <ul style="list-style-type: none"> ◆ Single layer shaped edge | <ul style="list-style-type: none"> ◆ Detailed/composite shape ◆ Double layer straight edge |

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| Zips | | | <ul style="list-style-type: none"> ◆ Plain zip ◆ Exposed zip | <ul style="list-style-type: none"> ◆ Concealed zip ◆ Semi concealed zip |
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Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

Published: July 2019 (version 2.0)

Superclass: JK

History of changes to National Unit Specification

| Version | Description of change | Authorised by | Date |
|---------|--------------------------|------------------------|----------------|
| 1.1 | Unit Support Notes added | Qualifications Manager | September 2018 |
| 2.0 | Unit code updated | Qualifications Manager | July 2019 |
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