Fashion and Textile Technology: Fashion/Textile Item Development

SCQF: level 5 (6 SCQF credit points)

Unit code: J269 75

Unit outline

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

Learners who complete this Unit will be able to:

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

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

Recommended entry

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

♦ National 4 Fashion and Textile Technology Course

Equality and inclusion

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

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

1 Plan the making of detailed fashion/textile items that take into account fashion/textile trends, by:

1.1 Explaining how a fashion/textile trend originates
1.2 Developing a solution for a detailed fashion/textile item, based on the trend, in response to a given brief
1.3 Producing a detailed work plan with a timed and logical work sequence and an accurate requisition for appropriate textiles, components, equipment and tools

Outcome 2

The learner will:

2 Make detailed fashion/textile items that take into account fashion/textile trends by:

2.1 Selecting appropriate equipment and tools to make the chosen item
2.2 Setting up and adjusting equipment according to safety guidelines
2.3 Using equipment and tools according to safety guidelines
2.4 Making a detailed fashion/textile item, according to the solution and the plan, to an appropriate standard of quality

Evidence Requirements for the Unit

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

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

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

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

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

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

2   Numeracy

2.2   Money, time and measurement

3   Health and wellbeing

3.1   Personal learning

5   Thinking skills

5.3   Applying

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

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 consists of two Outcomes for which the learning and teaching and assessment could be approached in a variety of ways. The Outcomes are, however, designed to be assessed sequentially. There is no specific amount of time set aside for the learning and teaching and assessment of each 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:

♦ teacher/lecturer exposition of contemporary and historical fashion/textile trends
♦ using the internet to research contemporary and historical fashion/textile trends
♦ using current fashion magazines to identify contemporary fashion trends and their influence on high street fashion
♦ visiting designers, exhibitions, manufacturers and retailers to observe how fashion/textile items are influenced by trends, designed, made and marketed
♦ inviting specialists to demonstrate skills such as ideas generation, decorative work and finishing skills
♦ developing problem-solving skills during item design and make
♦ working collaboratively with other learners, including peer teaching and support or peer evaluation
♦ discussing trends ideas, skills and concepts and debating how they can be applied
♦ managing time and resources during the planning and making process
♦ teacher/lecturer demonstration of practical skills
♦ undertaking practical activities to develop an increasing range and textile construction techniques
♦ using simulated exercises to reinforce health and safety practices

Learners could 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
♦ e-portfolios to collect and store evidence
♦ web-based resources for research, for example into fashion trends and technological development in textiles
♦ CAD software to design fashion/textile items
♦ computer-aided making equipment such as programmed knitting machines
♦ interactive tasks which demonstrate the use of textile tools, equipment and construction techniques

Further information about suitable resources and materials appropriate to this Unit can be found in *Course Support Notes*.

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, fashion/textile magazines, instruction leaflets 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, textiles, yarns and materials.

Outcomes and Assessment Standards cannot be sampled.

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

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

Outcome 1 — Plan the making of detailed fashion/textile items that take into account fashion/textile trends

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence
Briefs at National 5 should have two themes and be open to personalisation and choice. For this Unit, briefs should be able to be interpreted using a fashion/textile trend, for example: ♦ Plan and make a fashion/textile item for an adult concerned about the environment. ♦ Plan and make a fashion/textile item suitable for a teenager who enjoys playing sports. ♦ Plan and make a fashion/textile item suitable for a young person influenced by street fashion. ♦ Plan and make a fashion/textile item for a primary school child to include recycled components. At National 5, learners could learn how to identify the key features required in a solution by examining different textile items in groups and discussing what the purpose of the item is and its fitness for purpose. Learners could discuss a variety of briefs in groups and work collaboratively to identify the key features. Learners could be taught how to interpret a brief and develop a solution to meet the brief. Features of a solution they might want to consider include, but is not limited to: use; purpose; safety; age; theme; quality; budget; size; durability; easy care; colour; shape. The key features in any solution will depend on the brief and should reflect the item being produced. For example:	It is recommended that learners have knowledge of the following prior to assessment: ♦ preparation and finishing of seams ♦ edge finishes ♦ hems ♦ fastenings ♦ order of construction ♦ craft skills and their suitability for application to textile items Evidence could include, but is not limited to: ♦ worksheets ♦ a folio of work ♦ a presentation board ♦ an observational checklist

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence
Brief: Make a fashion/textile item(s) suitable for a birthday party**. Specification Points**: safety, ease of care, size, theme and age **Choice of item:** taking into account brief and specification points — could be a gift or fashion accessory. Learners could carry out a personal investigation to identify a suitable contemporary or historical fashion/textile trend that can be used in the solution by using text books, pattern books, fashion catalogues and magazines, and the internet. Learners could also discuss a variety of ready-made fashion/textile items and how these items might help to meet the brief. Visits can be made to local colleges (where there is a fashion/textile department) or an expert from the fashion/textile industry or college department could be asked to come and speak to the learners. Local retailers and manufacturers can also be visited where possible. This Unit could also incorporate learning about the design process in the textile industry. Learners could study fashion houses and fashion weeks, interpretation of fashion/textile trends by high street retailers, designer labels, history of fashion and fashion designers. The choice of textile construction skills would depend on the item to be made. To assist with this, learners could examine ready-made items and identify what skills have been used. They may also wish to take into account their own strengths, weaknesses and preferences when deciding what skills to employ. For example they may prefer hand-sewing to machining.	

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence
Timings could be itemised on a period by period basis and the length of each period would normally be stated. Learners could be encouraged to make efficient use of their time while working for example, carrying out tasks whilst waiting for equipment to become available. A logical work sequence for making items – in this example, a shell top - could include: 1 Select all resources including textiles, pattern (if used), components, equipment and tools 2 Prepare pattern and fabric. Pin on and cut out. 3 Transfer pattern markings using an appropriate method and remove pattern. 4 Make up and apply pocket to front of top. 5 Cross pin and machine side and shoulder seams together. Zig-zag to finish raw edges. Press. 6 Finish neck edge with bias binding. 7 Hem armhole and bottom edges. Press. Within the requisition for appropriate textiles, tools and equipment, the learners could be encouraged to quantify the main textiles and/or components. Learners could be encouraged to quantify and use materials efficiently to avoid wastage. Learners could develop this skill by examining the method of construction used on existing fashion/textile items and to identify what specific equipment and components have been used. Learners could also be given the opportunity to analyse ready-made fashion/textile items of a similar nature to identify what components,	Evidence could include, but is not limited to learner worksheets which could show: ♦ fabric choices ♦ swatches of textile(s) to be used ♦ logical work sequence divided into days/periods, showing an awareness of time ♦ requisition list of textiles, components, equipment and tools required ♦ photographs An observational checklist could also be used as evidence.

textiles and equipment have been used.	
Learners may also benefit from a visit to a manufacturer to learn about how textile items are mass manufactured and the various roles people have in the fashion/textile industry.	

Outcome 2 — Make detailed fashion/textile items that take into account fashion/textile trends

Suggested approaches to learning and teaching	Suggested approaches to assessment gathering evidence
The learner could be given opportunities to practise their selected textile construction skills through sampling prior to using them on their chosen fashion/textile item. Learners may be given the opportunity to refer to previous knowledge to help with this task or seek practical advice from their peers. Revision of previously learned skills could also be carried out for example: ♦ Gather learners together in small groups and demonstrate threading and safe use of the sewing machine. ♦ Learners could then work in pairs to practice and consolidate skills. Health and safety could be taught to learners by teacher demonstration, peer group demonstration and class discussion. Learners could identify possible accidents that may occur if safety guidelines are not adhered to. If any learner is having difficulty, peer teaching/learning can be employed. This method reinforces knowledge/skills for both learners.	Learners could be assessed throughout the manufacture of the chosen item. Learners at this level are expected to work more independently. Evidence could include, but is not limited to: ♦ teacher/lecturer observation checklist ♦ photographic evidence ♦ completed worksheet or log
Learners should be made aware that following their own solution and plan is integral to achieving this Unit. They could be encouraged to keep a daily log of work carried out each day. Making the fashion/textile item according to the solution and plan could include, but is not limited to, for example:	Processes carried out by learners could be assessed by observation and recorded on a checklist. Videos or photographs of the item being made and the completed item could also be used as evidence. Photographic evidence could be inserted into worksheets, which could be kept as evidence along with observational checklist(s).

♦ all construction skills carried out to an acceptable standard	The completed fashion/textile item should be kept for verification purposes.
♦ demonstrate a range of textile construction skills	
♦ work carried out in a logical sequence, but not necessarily to time but should be carried out in the overall time allocated	
♦ finished item should meet the requirements of the brief	
♦ product should satisfy the key features of the solution	
♦ safe working practices should be observed throughout	
♦ learners should be able to work independently as far as possible	
Learners should be encouraged to do as much as possible for themselves. However, some learners may require additional help to overcome technical problems.	
Learners could also be given the opportunity to either watch a demonstration of item manufacture or visit a local manufacturer to see how items are created from patterns to finished articles. Whilst manufacturing, learners could be encouraged to adapt their plans where necessary. This could be done through discussion with other learners or the teacher/lecturer.	
Teachers/lecturers should provide opportunities for learners to examine a range fashion/textile items at all stages of construction and deconstruction in order to understand the appropriate standard of quality required when making their own fashion/textile item. They should consider features of the item such as accurate stitching; even stitching; even depth hems; correct depth hems; even width of seam allowances; correct width of seam allowances; evenly spaced buttons/fastenings/closings; accurately applied buttons/fastenings/closings; pressing to set seams/darts/hems; ironing to remove all unwanted creases; accurate fit/shape/drape; accurate positioning of zip/fastening; accurately applied zip/fastening; accurate	

cutting of fabric pieces; fabric pieces cut on grain correctly; accurately applied trimmings; interlining used/attached correctly.	

Suggested resources

Name of Organisation/source	Possible resources available	Unit title
BBC.co.uk	A source of information about textiles, the impact of the fashion industry and sewing techniques.	*All 3 Units*
British Fashion Council	Promotes leading British fashion designers in a global market. The events support and strengthen the UK's reputation for developing design excellence. Provides information about London Fashion Week and the British Fashion Awards.	*Fashion and Textile Technology: Fashion and Textile Choices*
BurdaStyle	BurdaStyle is a community website for people who sew or people who would like to learn how to sew. 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.	*Fashion and Textile Technology: Fashion/Textile Item Development*

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.	*Fashion and Textile Technology: Fashion/Textile Item Development*
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.	*All three Units*

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.	*Fashion and Textile Technology: Fashion and Textile Choices*
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.	*Fashion and Textile Technology: Fashion/Textile Item Development*
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.	*Fashion and Textile Technology: Textile Technologies* *Fashion and Textile Technology: Fashion/Textile Item Development*

Skillset: Fashion and Textiles	Skillset Fashion and Textiles represents the fashion and textile sector which is split into three broad areas: design, making and servicing. 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.	*Fashion and Textile Technology: Textile Technologies* *Fashion and Textile Technology: Fashion/Textile Item Development*
TES: Times Educational Supplement	TES magazine's website hosts a range of teaching resources for Textiles in the Art and Design section.	*All 3 Units*

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.	*Fashion and Textile Technology: Fashion and Textile Choices*
Victoria and Albert Museum	Provides a range of materials and learning resources, including information and resources related to the museum's historical dress collection.	*Fashion and Textile Technology: Fashion and Textile Choices*

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
A **basic** fashion/textile item is likely to have 2 component parts. Examples include: ♦ 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	A **straightforward** fashion/textile item is likely to have 3 component parts. Examples include: ♦ 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	A **detailed** fashion/textile item is likely to have 4 component parts. Examples include: ♦ 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.	A **complex** fashion/textile item is likely to have a minimum of 4 component parts. Examples include: ♦ 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

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National 3	National 4	National 5	Higher
eyes and embroidered whiskers).	body part but 3D ears and stomach, eg Scottie dog.	♦ Stuffed toy with separate 3D head and body parts (eg hippo), embroidered features.	piece waistband, pockets.
♦ Scarf knitted in one colour with hand-made fringing or pom-poms.	♦ Scarf knitted in two or more colours, hand-made fringing, pom-poms attached or additional surface detail, eg flower.	♦ Shawl or wrap with detailed surface decoration, eg complex appliqué, hand/machine embroidery, beading, quilting, fringed.	♦ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves.
♦ Felt flower brooch with leaves and petals (eg with button middle and brooch pin).	♦ Quilt with machined patchwork pieces, square design, backed.	♦ Quilt with machined patchwork (and appliqué); backed, edge bound with machine quilting.	♦ Bag: back and front/panels, shaped base, multiple pockets/interior sections, textile handles, zip.
♦ Waist apron: with ties and pocket.	♦ Wall-hanging to keep things in: casing (for pole), multiple fabrics (bands/ patchwork), applied pockets, appliqué, fastenings, embellishments etc.	♦ Knitted kimono style jacket with toggle fastening and pockets.	♦ Bag: created decorative fabric, eg knitted/ crocheted/felted, shaping, textile integrated/attached handles, fastening.
♦ Mobile phone/laptop holder: front and back with Velcro closing.		♦ Shorts/trousers with a waistband/zip.	
♦ Christmas tree decoration: 2 part shape, ribbon tab to hang it up.	♦ Item to encourage children to count, for example table mat with pockets/flaps etc.	♦ Dress, such as shift with front/back armhole edge/sleeves, neck finish/collar, fastening.	♦ Stuffed toy with separate 3D head and body parts (eg teddy bear/doll), embroidered features, clothes with edge finishes and fastenings.
	♦ Shorts/pyjama bottoms elasticated/drawstring waist.		♦ 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	♦ Two hole button	♦ Button ♦ Button with a stitched shank ♦ Reinforced unstitched buttonhole	♦ Machined buttonhole	♦ Shaped machined buttonhole ♦ Rouleau loops ♦ Fabric covered buttons
Collars		♦ Single piece	♦ Multiple piece collar, eg Peter Pan	♦ Collar with stand ♦ Collar with rever

Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
Cutting out	♦ Simple straight lines	♦ Simple shapes with straight lines ♦ Curved shapes	♦ Multiple shapes on folds/grain lines as appropriate ♦ Multiple complex shapes, eg applique/patchwork ♦ Cut bias strips	♦ Appropriate direction of pile/raised fabrics ♦ Matching of stripes/checks/patterns
Disposal of fullness	♦ Folds	♦ Un-pressed pleats ♦ Tucks ♦ Single-ended darts	♦ Gathers ♦ Pin tucks	♦ Darts — shaped/double-pointed ♦ Pressed pleats/multiple pleats
Edge finishes	♦ Pinking	♦ scissors/shears ♦ Zig-zag ♦ Overlocking	♦ Straight seam binding ♦ Bias binding/bias cut strips on a straight edge ♦ Rolled edges	♦ Bias binding/bias cut strips on a curved edge

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Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
Embellishments	♦ Fabric painting	♦ Fabric painting ♦ Single colour tie- dye	♦ Detailed/multiple colour tie-dye	
	♦ Iron on Applique ♦ Machine stitched – basic shapes	♦ Iron-on applique with machined edge finish, eg satin stitch	♦ Machined applique/ patchwork straightforward/ large shapes, eg squares/log cabin ♦ Simple hand stitched applique ♦ Applied ribbons/braids ♦ Simple quilting — straight lines	♦ Complex machine/hand applique ♦ Complex/detailed patchwork patterns/curves ♦ Detailed quilting — curved lines/patterns
	♦ Single coloured machine embroidery motif	♦ Basic embroidery stitches, eg features on a toy ♦ Couched lines of beads/yarn ♦ One/Two colour machine embroidery — pre- set pattern	♦ Hand embroidery — simple design/one-two colours ♦ Multiple colour machine embroidery motif(s) — pre-set pattern	♦ Hand embroidery — multiple colours/stitches
	♦ Single bead/sequin	♦ Multiple beads/sequins	♦ Multiple beads/sequins forming simple patterns	♦ Multiple beads/sequins forming detailed patterns

			♦ Complex/detailed multiple embellishment techniques
		♦ Simple/single stitch knitting/crochet	♦ Knitting/crochet with multiple stitches/shaping	♦ Complex/detailed multiple technique knitting/crochet

Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
Felting	♦ Simple wet felting – one colour.	♦ Felting — fabric piece/one colour	♦ 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		♦ Cap sleeve	♦ Raglan sleeve ♦ Drop head sleeve	♦ Sleeve inserted into an armhole ♦ Multiple piece sleeve
Transferring pattern markings	♦ Tailors Chalk	♦ Tracing paper/wheel ♦ Tailor tacking		
Pockets		♦ Side seam pocket	♦ Patch pocket — simple shape, eg square/rounded corners	♦ Shaped patch pocket ♦ Extension side seam pocket
Waistbands and cuffs		♦ Hem with elastic ♦ Casing ♦ Single piece waistband	♦ Two-piece waistband ♦ Petersham waistband ♦ One/two piece cuff	♦ Multiple piece/shaped waistband ♦ Cuff with button fastening
Working with patterns	♦ Placing straightforward pattern	♦ Placing straightforward pattern according to pattern markings	♦ Placing multiple pattern pieces according to pattern markings ♦ Creating a simple pattern/adjusting/ modifying a commercial pattern	
Yokes		♦ Single layer, straight edge	♦ Single layer shaped edge	♦ Detailed/composite shape ♦ Double layer straight edge

Zips			♦ Plain zip ♦ Exposed zip	♦ Concealed zip ♦ Semi concealed zip

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