

Unit title: Textile Manufacturing Industry: An Introduction
(National 5)

Unit code: HJ3V 75

Superclass: WH

Publication date: March 2017

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is intended to introduce learners to the Textile Manufacturing Industry. It will give learners an overview of the industry as a whole and the job roles within the various areas of the industry. Learners will consider the skills required for a variety of manufacturing processes within different areas of textile manufacture.

Outcomes

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

- 1 Identify a range of production processes within the Textile Manufacturing Industry
- 2 Identify a range of job roles and corresponding skills within a chosen area of the Textile Manufacturing Industry.
- 3

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

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

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

Identify a range of production processes within the Textile Manufacturing Industry.

Performance criteria

- (a) Identify three production processes of the Textile Manufacturing Industry.
- (b) Identify the raw material(s) and finished product(s) for each process.
- (c) Identify two stages involved in each manufacturing process.

Outcome 2

Identify a range of job roles and corresponding skills within a chosen production process of the Textile Manufacturing Industry.

Performance criteria

- (a) Identify three job roles involved in a stated process of the Textile Manufacturing Industry.
- (b) For each job role, identify the skills required.

National unit specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

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.

This assessment should take place in open-book controlled conditions. Where the learner answers orally, the assessor must complete an assessment checklist.

Outcomes 1 and 2

Learners are required to provide written or oral evidence on a single assessment occasion. The evidence must include:

- ◆ A description of **three** production processes of the Textile Manufacturing Industry
- ◆ An explanation of the raw materials used in each process and the finished products
- ◆ A description of at least **two** processes involved in each manufacturing area
- ◆ A description of at least **three** job roles related to a particular, stated, process of the Textile Manufacturing Industry
- ◆ A description of the skills required for each job role

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.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.4 Physical for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others

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.

Guidance on the content and context for this unit

This unit is intended to introduce learners to the diversity of the Textile Manufacturing Industry, and could cover areas including spinning, weaving, knitting, lace-making, carpet-making and non-woven fabric production. The processes of dyeing and finishing might also be included. However, it is anticipated that the main focus would be on contexts which are relevant to the industry in the learners' local area although reference should be made to the whole spectrum of textile manufacturing.

Outcome 1 covers a range of production processes of textile manufacturing and learners should be aware of the main processes involved from the raw material to the finished product.

Outcome 2 is intended to allow learners to explore a range of job roles (such as machine operatives, make-up and finishing, inspection and quality control, design) involved in a particular process of textile manufacturing and the skills required for these roles.

Guidance on approaches to delivery of this unit

It is important to make the content relevant to the local context with regard to textile manufacturing. Learners should be encouraged to draw on knowledge and experience they may have of local textile manufacturing operations. Group discussion can be used to identify learners' knowledge both of the industry and as end-users of textile products.

It is important that learners are exposed to real experiences of textile manufacturing through visits to manufacturing units, exhibitions, demonstrations, video and speaking to people employed in the industry.

National unit support notes (cont)

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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.

Outcomes 1 and 2 may be assessed through restricted response questions. The questions should cover all performance criteria in the outcome. The assessment should take place in open-book controlled conditions on a single occasion.

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 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Oral Communication at SCQF level 4 involves showing skill in conveying appropriate information, opinions and/or ideas. This can be demonstrated in all outcomes.

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 3, as learners investigate a particular job role within the Textile Manufacturing Industry.

National unit support notes (cont)

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Written Communication (Writing) at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Written Communication (Writing) at SCQF level 4 involves presenting all essential ideas/information with some supporting detail in a logical order. This can be demonstrated in all outcomes.

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 3, as learners investigate a particular job role within the Textile Manufacturing Industry.

Providing/Creating Information at SCQF level 4

The delivery and assessment of this unit may offer opportunities to develop this Core Skill. Providing/Creating Information at SCQF level 4 involves presenting information in a straightforward and appropriate format. This can be demonstrated in Outcome 3, as learners present evidence of their investigation into a particular job role within the Textile Manufacturing Industry.

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 designed to give you an overview of the diversity of the Textile Manufacturing Industry as a whole, with particular emphasis on the industry within your local area. It will also give you an insight into jobs within the industry, training available and employment opportunities.

You will have some knowledge as end-users of textile products and may also already have some familiarity with the industry in your locality. You should also have investigative skills to enable you to carry out research into training and career opportunities.

You will learn about the different production processes of the textile industry. You will also look at the variety of jobs involved. As far as possible, you will be given the opportunity to visit real manufacturing facilities and to speak to people working in the industry.

Administrative information

Published: March 2017 (version 01)

Superclass: WH

History of changes to National unit specification

Version	Description of change	Authorised by	Date

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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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