XSQA

Fashion and Textile Technology: Fashion/Textile Item Development

SCQF: level 6 (6 SCQF credit points)

Unit code: J26A 76

Unit outline

In this Unit, learners will analyse the fashion item development process. They will develop knowledge and understanding of how industry creates and develops fashion. They will develop fashion items to meet the needs of briefs and evaluate these items.

Learners who complete this Unit will be able to:

1. Explain the item development process in the fashion/textile industry
2. Make a complex fashion/textile item developed to meet a brief, taking 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 5 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.   Explain the item development process in the fashion/textile industry by:

1.1   Explaining how a fashion/textile trend originates
1.2   Explaining how industry applies these trends when developing fashion/textile items

Outcome 2

The learner will:

2.   Make a complex fashion/textile item developed to meet a brief, taking into account fashion/textile trends by:

2.1   Explaining the key issues of a brief
2.2   Developing a comprehensive solution for a fashion/textile item, based on a fashion/textile trend, to address the key issues
2.3   Producing a work plan with a timed and logical work sequence and an accurate requisition for appropriate materials, equipment and tools
2.4   Making the complex fashion/textile item, according to the solution and the work plan, to an appropriate standard of quality
2.5   Carrying out an investigation to evaluate how well the fashion/textile item addresses the key issues of the brief

Evidence Requirements for the Unit

For this Unit, learners will be required to provide evidence of an explanation of the fashion development process in industry. Learners will also develop a fashion/textile item to meet the requirements of a brief.

Learners must produce a plan to develop the item which includes a logical sequence of work and an accurate requisition for textile and components.

The evaluation of the item must include comment on how it addresses the identified key issues and therefore meets the requirements of the brief.

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

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

♦ for Assessment Standard 2.1, evidence is not required if a candidate is being re-assessed.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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

5.4   Analysing and evaluating

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.*

Approaches to learning, teaching and assessment

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

Sequencing and timing
This Unit consists of two Outcomes, which can be delivered and assessed in a variety of ways. The Outcomes are, however, designed to be delivered sequentially. There is no specific amount of time set aside for the delivery and assessment of each Outcome. The amount of time spent on each Outcome will depend entirely on the needs of learners and their prior knowledge and understanding.

Possible approaches to learning, teaching and assessment
This Unit is designed to provide flexibility and choice for both the learner and delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study situation.

It is good practice to use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are promoted. When delivering the Unit content, account should be taken of the prior knowledge that learners may have.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support. Discussion groups or personal investigation and research are excellent ways of promoting some independence in learning. Visits and guest speakers bring commerce and employment experiences to the Unit delivery.

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

- teacher/lecturer exposition of contemporary and historical fashion/textile trends
- using the internet or visits to museums and art galleries to research contemporary and historical fashion/textile trends
- using fashion retailers' websites and current fashion magazines to identify contemporary fashion trends and their influence on high street fashion
- reporting on current fashion trends through the analysis of trends evident at fashion weeks/in retail outlets/in the media
- visits to textile manufacturers, or design houses to see the design, development and manufacturing processes
- using websites of fashion designers and fashion houses for information about the design process and for live fashion show streaming
- visiting designers, exhibitions, manufacturers and retailers to observe how fashion/textile items are influenced by trends, designed, made and marketed
- surveys and questionnaires to find out about the fashion/textile choices of others
- visits from designers, factory managers or textile manufacturing workers to the centre to give learners an account of what happens in their place of work
- inviting specialists to demonstrate skills such as ideas generation, decorative work and finishing skills

- working collaboratively with other learners, including peer teaching and support or peer evaluation
- undertaking practical activities to develop an increasing range and textile construction techniques
- managing time and resources during the planning and making process
- development of evaluation skills to enable the success of item(s) to be measured against a given brief
- deconstruction of a range of garments could help learners understand the manufacturing process in relation to the importance of each stage and the correct order of stages in the process

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 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 Assessment Standards are combined so 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 during assessment.

Assessors may give learners advice on the practicability of their choice of research technique and method of presentation of findings.

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 the Assessment Standards they have not achieved.

Exemplification of assessment is provided in the relevant Unit Assessment Support Packs.

Authenticity

There are a number of techniques and strategies for ensuring that learners present work which is their own. For more information, please refer to SQA's 'Guide to Assessment'.

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

Table 1

Outcome	Possible learning and teaching approaches	Possible approaches to assessment
Explain the item development process in the fashion/textile industry	For this Outcome, learners could explore designers' websites, fashion magazines and periodicals, and retailers' websites or watch podcasts of fashion weeks and fashion events to identify fashion trends. Possible sources of inspiration for fashion trends could include: ♦ films/TV productions ♦ art influences, eg pattern/shape/colour ♦ photographs ♦ nature/animals/plants ♦ architecture/buildings ♦ street fashion ♦ new bands/role models ♦ travel/cultures/customs/places around the world ♦ reviewing styles from different decades ♦ environmental issues Visits to or communication with designers, fashion companies, retailers or textile manufacturers could allow learners to explore the development process in a real-life context on a commercial scale. This could include the stages for the production of fashion//textile items, including the use of CAD/CAM/CIM. Visiting speakers, such as designers, could be invited to discuss their career and how ideas are developed into final designs and items.	Learners could select fashion trends to explore such as punk rock, films, or another culture. Learners could present their findings as a narrative or a diagram, eg a spider gram or a flow chart, or present their findings to their peers, or another suitable audience. Learners could describe how these trends originate, what influenced these trends and any particular designers or fashion houses associated with these trends.

Outcome	Possible learning and teaching approaches	Possible approaches to assessment
	Learners could use a range of fashion/textile items to discuss the principles of design such as function, aesthetics, safety, hygiene, quality and durability linked to appropriate end use and target groups.	
Make fashion/textile items developed to meet a brief, that take into account fashion/textile trends	For this Outcome, learners could be provided with a choice of briefs and be given the opportunity to work through the item development process based on their chosen brief Suitable briefs could include: ♦ Plan and make a garment for a teenager based on a current fashion trend ♦ Plan and make a fashion/textile item for a High Street retailer based on previous era Plan and make a fashion/textile item based on a current fashion trend which incorporates recycled components. At Higher, 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 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 in the item being produced.	It is recommended that learners have appropriate knowledge of the following prior to assessment: ♦ preparing patterns and cutting out ♦ preparation and finishing of seams ♦ edge finishes ♦ hems ♦ fastenings ♦ disposal of fullness ♦ 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 Evidence could include, but is not limited to learner worksheets which could show: ♦ the key issues identified from the brief ♦ a description of the solution

Outcome	Possible learning and teaching approaches	Possible approaches to assessment
	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. 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 to achieve the required result. 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 top with back zip, with applique and beadwork design — could include: 1. ♦ Select all resources including textiles, pattern (if using), components, equipment and tools ♦ Prepare pattern and fabric. Pin and cut out ♦ Transfer pattern markings.	♦ fabric choices ♦ swatches of textile(s) to be used ♦ justification of the features, textiles and construction techniques 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 ♦ testing of the completed fashion/textile item ♦ evaluation of the item 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). The completed fashion/textile item should be kept for verification purposes.

Outcome	Possible learning and teaching approaches	Possible approaches to assessment
	2. ♦ Cut out pieces for applique design ♦ Machine apply applique pieces to front of top 3. ♦ Sew beads onto design 4. ♦ Join back seam. Zig-zag to finish edges. Press. ♦ Insert zip ♦ Make front darts. Press. ♦ Join shoulder and side seams. Zig-zag to finish edges. Press. 5. ♦ Make neck and armhole facings. ♦ Apply facing to neck and armhole edges. Press. ♦ Hem bottom edge. Press. Within the requisition for appropriate textiles, tools and equipment, the learners could be encouraged to quantify all textiles and/or components. Learners could be encouraged to use materials efficiently to avoid wastage. Learners could develop this skill by analysing the method of construction used on similar exiting fashion/textile items and to identify what specific equipment and components have been used. The learner could be given opportunities to practise their selected textile construction skills through sampling prior to	

Outcome	Possible learning and teaching approaches	Possible approaches to assessment
	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. Learners should be made aware that following their plan for their solution is integral to achieving this Unit. They could be encouraged to keep a 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: ♦ all construction skills carried out to an acceptable standard ♦ demonstrate a range of textile construction skills ♦ work carried out in a logical sequence, and though should be carried out in the overall time allocated, timings identified for carrying out processes can be flexible. ♦ finished item should meet the requirements of the brief ♦ safe working practices should be observed throughout ♦ learners should be encouraged to work independently as far as possible Whilst manufacturing, learners could be encouraged to adapt	

Outcome	Possible learning and teaching approaches	Possible approaches to assessment
	their plans where necessary. This could be done through discussion with other learners or the teacher/lecturer.	
	Learners may also benefit from a visit to a manufacturer to learn about how textile items are mass manufactured.	
	Learners could gather feedback about their item by interviewing an expert, surveying an appropriate target group, or carrying out sensory testing on the item.	
	Learners could provide feedback to others on how their items meet the needs of the brief. This peer-evaluation could provide learners with a wider range of items to consider and evaluate.	

Suggested resources

The table below gives suggestions of possible resources to support learning, teaching and assessment in this Course. The majority of these are web-based.

Name of Organisation/source	Possible resources available	Unit
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. These activities assist in the growth and economic impact of the designer fashion industry. Information about the London Fashion Week and the British Fashion Awards.	*Fashion and Textile Technology: Fashion/Textile Item Development* *Fashion and Textile Technology: Fashion and Textile Choices*
BurdaStyle	BurdaStyle is a community website for people who sew or who would like to learn how to sew. Their aim is to bring the traditional craft of sewing to a new generation of fashion designers, sewing hobbyists, DIYers and anyone looking to sew something. 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*

Name of Organisation/source	Possible resources available	Unit
Education Scotland	Education Scotland has published web based materials to support CfE Fashion and Textile Technology qualifications. The materials have been designed to help teachers and others with the delivery of programmes of learning within the CfE qualifications framework.	*All three Units*
Fashion and Textile Museum	The Fashion and Textile Museum is a cutting edge centre for contemporary fashion, textiles and jewellery in London. Founded by iconic British designer Zandra Rhodes, the centre showcases a programme of changing exhibitions exploring elements of fashion, textile and jewelry as well as the Academy which runs courses for creative students.	*Fashion and Textile Technology: Fashion and Textile Choices*
Knitting Patterns Central and Crochet Patterns Central	Provides numerous links to free knitting patterns and tutorials. Choose from over 50 categories, including clothing, hats, afghans, toys, interior design items.	*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 offers free patterns and projects for schools. The website contains information on a range of patterns available for fashion items, crafts, costumes, accessories, home decoration and many more. In addition it has information about basic sewing techniques and inspiration textile ideas.	*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, manufacturing and servicing. Skillset provides a wide range of resources that could be adapted for	*Fashion and Textile Technology: Textile Technologies* *Fashion and Textile Technology: Fashion/Textile Item Development*

Name of Organisation/source	Possible resources available	Unit
	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.	
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* *Fashion and Textile Technology: Fashion/Textile Item Development*
Victoria and Albert Museum	Provides a range of textiles learning resources, including information and resources related to the museum's historical dress collection.	*Fashion and Textile Technology: Fashion and Textile Choices* *Fashion and Textile Technology: Fashion/Textile Item Development*

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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 number of component parts. 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/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	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 body part but 3D ears and stomach, eg Scottie dog. ♦ Scarf knitted in two or more colours, hand-made fringing, pom-poms attached or additional surface detail, eg flower.	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 piece waistband, pockets. ♦ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves. ♦ Bag: back and front/panels,

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National 3	National 4	National 5	Higher
and back (eg cat with button eyes and embroidered whiskers). ♦ 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.	♦ 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.	♦ 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.	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, etc): multiple shaped panels, openings with zip/ties/buttons and loops, etc, surface decoration, eg complex applique, hand/machine embroidery.

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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. At Higher level, it is anticipated that learners may work with more challenging fabrics, and a 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, as construction techniques should be appropriate to the finished result required. 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
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

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Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
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
Embellishments	♦ Fabric painting	♦ Fabric painting ♦ Single colour tie-dye	♦ Detailed/multiple colour tie-dye	
	♦ Iron on Applique ♦ Machine stitched – basic shapes	♦ Iron-on appliqué with machined edge finish, eg satin stitch	♦ Machined appliqué / patchwork straightforward/ large shapes, eg squares/log cabin ♦ Simple hand stitched appliqué ♦ Applied ribbons/braids ♦ Simple quilting — straight lines	♦ Complex machine/hand appliqué ♦ 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	♦ Hand embroidery — simple design/one-two colours ♦ Multiple colour machine	♦ Hand embroidery — multiple colours/stitches

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Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
	♦ Single bead / sequin	♦ One/Two colour machine embroidery — pre-set pattern ♦ multiple beads/sequins ♦ Simple/single stitch knitting/crochet	embroidery motif(s) — pre-set pattern ♦ Multiple beads/sequins forming simple patterns ♦ Knitting/crochet with multiple stitches/shaping	♦ Multiple beads/sequins forming detailed patterns ♦ Complex/detailed multiple embellishment techniques ♦ Complex/detailed multiple technique knitting/crochet
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.

Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
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/ openings/fastenings
Seams	♦ Plain Seam ♦ Overlocked seam	♦ Plain seam with machined edge finish	♦ French seam ♦ Felled seam	♦ Lapped seam ♦ Welt seam ♦ Piped seam
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 ♦ Lined pocket	♦ Shaped patch pocket ♦ Extension side seam pocket
Waistbands and cuffs		♦ Hem with elastic ♦ Casing	♦ Two-piece waistband ♦ Petersham waistband	♦ Multiple piece/shaped

Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
		♦ Single piece waistband	♦ One/two piece cuff	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

Guidance on research techniques

This grid provides an indication of the type of research technique and the complexity of research appropriate for learners at Higher level. The list is for guidance only and is not definitive. Learners may choose to use other methods of research. It is anticipated that learners may choose to use these techniques for the purposes of investigation or testing.

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected:	Guidance on presenting results
Questionnaire	♦ include a minimum of 20 respondents ♦ choose respondents who are appropriate to the focus of the research ♦ ask **6**–**8** pertinent questions	♦ identify the target group of respondents ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ consider displaying results in table format as this can make the data easier to read
Survey	♦ use more than one source of information ♦ use sources of information that will provide data relevant to the focus of the research ♦ sources could include; designers' websites, books, fashion magazines/periodicals, trade publications, retailers, or a mixture of these	♦ identify the sources of information ♦ identify the information gathered from each source ♦ display the information gathered under appropriate headings
Interviews	♦ use an interviewee whose expertise is appropriate to the focus of the research ♦ ask **6**–**8** pertinent questions ♦ construct questions to allow the interviewee to provide extended answers	♦ identify the position/job title of the interviewee ♦ display all questions and the information gathered from the responses
Internet/ Literary search	♦ use more than one source of information ♦ use sources of information that will provide data relevant to the focus of the research ♦ information could be gathered from a mixture of literary/web-based sources ♦ select the relevant information from each source	♦ give details of the sources of information ♦ identify the information gathered from each source ♦ display the relevant information gathered under appropriate headings ♦ include graphics where relevant

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected:	Guidance on presenting results
Costing	♦ use current cost data ♦ include the cost of all textiles/components ♦ include 'like for like' data in comparative costing	♦ include sources of cost data ♦ include details of quantities and/or unit costs where appropriate ♦ display the information gathered under appropriate headings
Fabric Analysis	♦ use fabric tests that will provide data relevant to the focus of the research, above that what is readily available in textbooks/websites ♦ confine testing to fabrics that are under consideration for a potential solution	♦ include details of the method of testing ♦ include details of the fibre content and method of construction of the fabrics tested ♦ display the information gathered under appropriate headings
Sensory Testing	♦ use testers whose expertise is appropriate to the focus of the research ♦ use a minimum of five testers ♦ ask for **6**–**8** responses based on the item ♦ ask appropriate questions to elicit potential improvements/modifications to the item	♦ include details of all potential solutions ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ display the key used for the testing ♦ consider displaying results in table format as this can make the data easier to read

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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 4.0)

Superclass: JK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Unit title changed to include '/textile'. Unit outline altered to incorporate revised Outcomes. Amendments to Outcome 1 – 'analyse' changed to 'explain', 'fashion' changed to 'item' and 'the fashion/textile' added. Outcome 2 – changes to wording, to include 'taking account of fashion/textile trends'. Multiple changes to all Assessment Standards to reflect the changes in the Outcomes.	Qualifications Development Manager	April 2014
3.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018
4.0	Unit code updated	Qualifications Manager	July 2019