



SCQF level 6 Unit Specification

Fashion and Textile Technology: Textile Technologies

SCQF: level 6 (6 SCQF credit points)

Unit code: H24V 76

Unit outline

In this Unit, learners will develop and apply their knowledge and understanding of textile technologies and construction techniques. Learners will explore the characteristics and properties of a range of textiles and their uses in making fashion/textile items. They will develop and use a range of textile construction techniques and independently use tools and equipment to make fashion/textile items which are fit for purpose.

Learners who complete this Unit will be able to:

1. Analyse the properties and characteristics of a range of textiles and construction techniques and their uses
2. Make a complex fashion/textile item which is fit for a specified purpose

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 Analyse the properties and characteristics of a range of textiles and construction techniques and their uses by:**
 - 1.1 Describing the properties or characteristics of a range of textiles
 - 1.2 Describing a range of textile construction techniques and explaining when they would be used
 - 1.3 Analysing how these properties or characteristics of textiles and construction techniques are applied to produce fashion/textile items for specified purposes

Outcome 2

The learner will:

- 2 Make a complex fashion/textile item which is fit for a specified purpose by:**
 - 2.1 Justifying the choice of appropriate textile(s) for a fashion/textile item with a specified purpose
 - 2.2 Selecting appropriate textile construction techniques to make the fashion/textile item
 - 2.3 Making the complex fashion/textile item, to an appropriate degree of accuracy, which is fit for a specified purpose

Evidence Requirements for the Unit

For this Unit, learners will be required to provide evidence of an analysis of the properties and characteristics of a range of textiles and construction techniques. They will also apply their skills, knowledge and understanding by making a completed fashion/textile item.

When making the item, learners must set up, adjust and independently use tools and equipment in line with health and safety considerations.

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*.

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

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*.

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:

- ◆ undertaking practical activities to develop knowledge and understanding of a range of textile construction techniques and their end uses
- ◆ use of the internet, textile books and journals to research textile properties and characteristics
- ◆ visits to textile manufacturers and retailers to explore the range of textiles available
- ◆ developing an ongoing portfolio of evidence of a range of different textiles, their properties and characteristics, and identifying appropriate end uses
- ◆ group discussion to analyse the suitability of the textiles and construction techniques used in a range of items
- ◆ creation of a story board to illustrate possible designs, textile swatches, and construction techniques which capture the key features of the proposed item for manufacture
- ◆ deconstruction of a range of fashion/textile items could help learners identify the textiles, components and textile construction techniques used, and their importance to the end use of the item

- ◆ production of a range of alternative samples such as seam types, pocket styles, types of fastenings to illustrate possible construction techniques and support decisions on the technique to be used in the proposed item
- ◆ collaborative work which provides the opportunity for peer teaching or support whilst setting up and using tools and equipment, development of evaluation skills and reflective practice
- ◆ discussion and debate around new skills and concepts and how they can be applied

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 properties and characteristics of textiles
- ◆ online research into sources of ideas for potential fashion/textile items
- ◆ 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 suitability and practicability of their proposed fashion/textile items.

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'.

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

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 |
|---|---|--|
| <p>Analyse the properties and characteristics of a range of textiles and construction techniques and their uses</p> | <p>For this Outcome, learners could be encouraged to research the properties and characteristics of a range of textiles by using textbooks, internet research, testing of textiles and user/wearer trials. Learners could create an information booklet or textile ‘dictionary’.</p> <p>Learners could participate in practical activities such as spinning, carding, knitting, weaving or felting to develop understanding of the properties and characteristics of textiles constructed by methods. Visits to textile designers or textile manufacturers would allow learners to see these processes on a large scale.</p> <p>Learners could deconstruct a variety of fashion/textile items to research the textile construction techniques used in the manufacture of the item.</p> <p>Learners should be encouraged to explore and investigate the effects of textile properties and characteristics and construction techniques to make informed choices.</p> <p>Learners could explore a range of technological developments related to textiles such as breathable membranes, microfiber fabrics, stretch fabrics and performance/technical fabrics. Learners might also consider developments such as micro encapsulation, photo chromatic and thermo chromatic textiles, interactive textiles that incorporate electronic devices and sun protective textiles.</p> | <p>Learners could select fashion/textile items from a given range to investigate and analyse. The items could be sportswear, children’s wear, uniforms, and futuristic textiles for specialist clothing, work wear, eco-friendly home furnishings, clothing for specific needs or any other appropriate item. The items selected should allow learners to describe and analyse a range of different textiles, construction techniques in relation to the specified purposes for the items.</p> <p>Learners could explore the textiles used in these items, describe their properties and characteristics and describe the construction techniques used to make the items. After analysing, conclusions could then be made about the suitability of the textiles and construction techniques used for the specified purposes of the items.</p> <p>Learners could suggest alternatives to the textiles and construction techniques used, referring to the purposes of the items.</p> <p>To generate the necessary evidence for this Outcome, learners could give a presentation, produce a mindmap, or leaflet, or undertake a short question paper.</p> |

| Outcome | Possible learning and teaching approaches | Possible approaches to assessment |
|---------|---|-----------------------------------|
| | <p>Textile samples could be available for reference and learners could be encouraged to collect their own samples and findings to develop a working reference document. Learners could be encouraged to compile a portfolio of reference sources which includes information on the production, identification and properties of textiles and appropriate textile construction techniques.</p> <p>Learners could develop understanding of terms such as weight, texture, aesthetic aspects, drape, durability, strength, softness, ease of care, crease resistance, water resistance, absorbency, stiffness, elasticity, and then be able to apply these terms to fibres and fabrics.</p> <p>When considering the selection and use of textiles for items with specified purposes, examples of alternative solutions could also be included. An analysis of why these were rejected would reinforce the reason why the final selection was chosen.</p> <p>Learners could explore the health and safety requirements of fashion/textile items used by specific individuals and required by household textile items. Activities related to labelling requirements of fashion/textile items, such as care labels, nightwear safety labelling, flammability labels and furniture safety labels, might be undertaken.</p> | |

| Outcome | Possible learning and teaching approaches | Possible approaches to assessment |
|---|--|---|
| <p>Make a complex fashion/textile item which is fit for a specified purpose</p> | <p>Learners could investigate sources of suitable ideas for the item, and patterns for the item if required. Learners could identify the processes and stages that will be required to make the item.</p> <p>Learners could to be encouraged to analyse the complexity of the task by understanding the processes or stages involved in making the item. This could be done by an activity examining ready-made items to look at the number of component parts and number and order of steps used in the assembly. A variety of fashion/textile items should be analysed to illustrate a selection of construction processes and techniques. Learners could produce work sequences to produce their own items, and specifying the textiles required, any specialist tools and equipment needed and construction techniques to be used.</p> <p>Opportunities for deconstructing ready-made items may enable a learner to identify appropriate textile construction skills.</p> <p>Learners could be encouraged to experiment with a range of textiles and construction techniques to make samples or trial of a range of techniques or component parts of the item. For example, the learner may explore different seams and seam finishes for a garment. They could produce a range of seams and evaluate their suitability for the particular item. In their final selection for the item learners could be encouraged to reflect on how the choice of textiles and construction techniques affect the suitability of the item for specified purposes.</p> <p>Textile construction skills could include, but is not limited to: tailor tacking, seams and seam finishes, knitting, crochet,</p> | <p>For assessment in this Outcome, it could be useful for learners to produce an item specification sheet including:</p> <ul style="list-style-type: none"> ◆ a description of the item ◆ an annotated sketch of the item ◆ identification of the wearer/user and their requirements ◆ where the item will be worn or used ◆ which fabrics best suit their needs and why ◆ any special finishes required ◆ whether the item requires to be washed or dry cleaned ◆ how much the item will cost to produce ◆ what textile construction techniques are required and why ◆ what tools and equipment are required for production of the final item <p>An item specification sheet may help the learner and the teacher/lecturer to judge how appropriate the finished item is compared to the proposed item.</p> <p>Alternatively, to track evidence in this Unit, teachers/lecturers could make use of a checklist or a pro-forma detailing:</p> <ul style="list-style-type: none"> ◆ textile choices for the item ◆ justifications for the choices made, with |

| Outcome | Possible learning and teaching approaches | Possible approaches to assessment |
|---------|---|---|
| | <p>decorative stitches, making hems, pressing, hand-stitching, insertion of linings, insertion of zips, application of trims, buttons, buttonholes, application of pockets, cuffs or collars, bias binding and linings.</p> <p>Surface decoration can also be considered as a construction technique. Suitable surface decoration techniques could include:</p> <p>applique; embroidery; ribbons/braids; beading and sequins, or any other relevant surface decoration techniques.</p> <p>Teachers/lecturers may wish to consider co-operative learning techniques such as 'expert groups' to demonstrate construction techniques.</p> <p>Learners could be provided with practical opportunities to develop and practise a range of textile construction skills prior to application on their chosen item.</p> <p>Learners could be encouraged to keep a record of the stages of construction and the time spent on each, in order to assist with ongoing learning.</p> <p>Textile construction techniques could be taught by teacher/lecturer demonstration or by watching media clips before applying them to their textile item. Learners could create a folio of instructions which could include samples of each technique.</p> <p>Teachers/lecturers should provide opportunities for learners to examine a range fashion/textile items at all stages of</p> | <p>reference to the specified purpose of the item</p> <ul style="list-style-type: none"> ◆ textile construction technique selection and the appropriateness of these techniques for the specified purpose ◆ the degree of accuracy to which the item is made and whether the item is suitable for the specified purpose <p>Learners could provide justifications and reasons for their choices in written format, or provide the information orally to the teacher who may use a checklist to track the evidence.</p> |

| Outcome | Possible learning and teaching approaches | Possible approaches to assessment |
|---------|--|-----------------------------------|
| | <p>construction and deconstruction in order to understand the appropriate standard of quality required when making their own fashion/textile item.</p> <p>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.</p> <p>They should consider features of the item such as accurate and even stitching; even and correct depth hems; even and correct width of seam allowances; accurate application of seam finish; evenly spaced and 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/ pile correctly; patterns/stripes matched accurately; accurately applied trimmings; linings inserted correctly.</p> | |

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. | <i>All 3 Units</i> |
| British Fashion Council | <p>Promotes leading British fashion designers in a global market.</p> <p>The events support and strengthen the UK's reputation for developing design excellence.</p> <p>These activities assist in the growth and economic impact of the designer fashion industry.</p> <p>Information about the London Fashion Week and the British Fashion Awards.</p> | <p><i>Fashion and Textile Technology: Fashion/Textile Item Development</i></p> <p><i>Fashion and Textile Technology: Fashion and Textile Choices</i></p> |
| BurdaStyle | <p>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.</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> |
| 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 | <i>All three Units</i> |

| Name of Organisation/source | Possible resources available | Unit |
|--|---|---|
| | 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. | |
| 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. | <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. Choose from over 50 categories, including clothing, hats, afghans, toys, interior design items. | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| Simplicity | <p>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.</p> <p>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.</p> | <p><i>Fashion and Textile Technology: Textile Technologies</i></p> <p><i>Fashion and Textile Technology: Fashion/Textile Item Development</i></p> |
| Skillset: Fashion and Textiles | <p>Skillset Fashion and Textiles represents the fashion and textile Sector which is split into three broad areas: design, manufacturing and servicing.</p> <p>Skillset provides a wide range of resources that could be adapted for use in schools and colleges.</p> | <p><i>Fashion and Textile Technology: Textile Technologies</i></p> <p><i>Fashion and Textile Technology: Fashion/Textile Item Development</i></p> |

| Name of Organisation/source | Possible resources available | Unit |
|-----------------------------------|---|---|
| | 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. | <i>All 3 Units</i> |
| 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: Fashion and Textile Choices</i> <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| Victoria and Albert Museum | Provides a range of textiles learning resources, including information and resources related to the museum's historical dress collection. | <i>Fashion and Textile Technology: Fashion and Textile Choices</i> <i>Fashion and Textile Technology: Fashion/Textile Item Development</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 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 |
|---|---|--|---|
| <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. | <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 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. | <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 piece waistband, pockets. ◆ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves. |

| National 3 | National 4 | National 5 | Higher |
|---|---|--|--|
| <ul style="list-style-type: none"> ◆ Stuffed toy with front 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. | <ul style="list-style-type: none"> ◆ 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. | <ul style="list-style-type: none"> ◆ 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, etc): multiple shaped panels, openings with zip/ties/buttons and loops, etc, surface decoration, eg complex applique, 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. 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 | <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 |
| 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 |

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

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|---|--|--|--|--|
| | <ul style="list-style-type: none"> ◆ Single bead / sequin | <ul style="list-style-type: none"> ◆ One/Two colour machine embroidery — pre-set pattern ◆ multiple beads/sequins ◆ Simple/single stitch knitting/crochet | <ul style="list-style-type: none"> pre-set pattern ◆ Multiple beads/sequins forming simple patterns ◆ Knitting/crochet with multiple stitches/shaping | <ul style="list-style-type: none"> ◆ Multiple beads/sequins forming detailed patterns ◆ Complex/detailed multiple embellishment techniques ◆ Complex/detailed multiple technique knitting/crochet |
| Felting | <ul style="list-style-type: none"> ◆ Simple wet felting – one colour. | <ul style="list-style-type: none"> ◆ Felting — fabric piece/one colour | <ul style="list-style-type: none"> ◆ Felting — simple shaping/one or two colours | <ul style="list-style-type: none"> ◆ Felting — free hand shaping/multiple colours |
| Facings | | <ul style="list-style-type: none"> ◆ Simple facing, eg round neck/ armhole/waist | <ul style="list-style-type: none"> ◆ Shaped facing, eg v-neck/notched neckline | <ul style="list-style-type: none"> ◆ Combined facing, eg neckline and armhole/neckline and front opening |
| Fastenings (other than buttons/zips) | <ul style="list-style-type: none"> ◆ Ties | <ul style="list-style-type: none"> ◆ Press studs ◆ Velcro | <ul style="list-style-type: none"> ◆ Metal hook & Eyes | <ul style="list-style-type: none"> ◆ Metal hook & Hand worked bar. |

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|--------------------------------------|---|--|--|--|
| Hand sewing | <ul style="list-style-type: none"> ◆ Tacking ◆ Running stitch | <ul style="list-style-type: none"> ◆ Basting ◆ Back Stitch ◆ Ladder Stitch | <ul style="list-style-type: none"> ◆ Hemming/slip hemming ◆ Blanket stitch | <ul style="list-style-type: none"> ◆ Herringbone ◆ Buttonhole stitch |
| Hems | <ul style="list-style-type: none"> ◆ Plain single machined hem | <ul style="list-style-type: none"> ◆ Machined hem with lay or finished edge | <ul style="list-style-type: none"> ◆ Hand stitched hem ◆ Machine blind-stitched hem | <ul style="list-style-type: none"> ◆ Bound hem, hand stitched |
| Insertions and openings | | | <ul style="list-style-type: none"> ◆ Slit with hemmed edges ◆ Faced slits | <ul style="list-style-type: none"> ◆ Vents ◆ Backed pleat ◆ Godets |
| Linings | | <ul style="list-style-type: none"> ◆ Simple, loose lining, eg simple skirt | <ul style="list-style-type: none"> ◆ Fitted lining, eg straight edged bag/fitted skirt | <ul style="list-style-type: none"> ◆ Complex/shaped linings, eg including darts/tucks/openings/fastenings |
| Seams | <ul style="list-style-type: none"> ◆ Plain Seam ◆ Overlocked seam | <ul style="list-style-type: none"> ◆ Plain seam with machined edge finish | <ul style="list-style-type: none"> ◆ French seam ◆ Felled seam | <ul style="list-style-type: none"> ◆ Lapped seam ◆ Welt seam ◆ Piped seam |
| 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 ◆ Lined pocket | <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 | <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 |

| Technique | National 3 techniques | National 4 techniques | National 5 techniques | Higher techniques |
|------------------------------|-----------------------------------|---|---|---|
| | | 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 | <ul style="list-style-type: none"> ◆ include a minimum of 20 respondents ◆ choose respondents who are appropriate to the focus of the research ◆ ask 6–8 pertinent questions | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ identify the sources of information ◆ identify the information gathered from each source ◆ display the information gathered under appropriate headings |
| Interviews | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ identify the position/job title of the interviewee ◆ display all questions and the information gathered from the responses |
| Internet/ Literary search | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ use current cost data ◆ include the cost of all textiles/components ◆ include 'like for like' data in comparative costing | <ul style="list-style-type: none"> ◆ include sources of cost data ◆ include details of quantities and/or unit costs where appropriate ◆ display the information gathered under appropriate headings |
| Fabric Analysis | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ 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 | <ul style="list-style-type: none"> ◆ 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 |

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: September 2018 (version 1.0)

Superclass: JK

History of changes to National Unit Specification

| Version | Description of change | Authorised by | Date |
|---------|--|------------------------------------|----------------|
| 2.0 | Unit outline amended to reflect changes to Outcome 2. Wording changed in AS 1.1 and AS 1.3 — ‘and’ changed to ‘or’ — to reduced amount of evidence required. Amendment to Outcome 2 – ‘complex’ added. AS 2.1, AS 2.2 and AS 2.3 amended to include ‘fashion/textile’ to improve clarity. | Qualifications Development Manager | April 2014 |
| 3.0 | Level changed from Higher to SCQF level 6. Unit support notes added. | Qualifications Manager | September 2018 |
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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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