
Fashion and Textile Technology: Textile Technologies

SCQF: level 5 (6 SCQF credit points)

Unit code: H24V 75

Unit outline

The general aim of this Unit is for learners to develop detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. Learners will have the opportunity to make fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Learners who complete this Unit will be able to:

- 1 Prepare to make detailed fashion/textile items using a pattern
- 2 Make detailed fashion/textile items using a pattern

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

Recommended entry

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

- ◆ National 4 Fashion and Textile Technology Course

Equality and inclusion

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

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Prepare to make detailed fashion/textile items using a pattern by:**
 - 1.1 Identifying an appropriate pattern for a detailed fashion/textile item
 - 1.2 Explaining choice of textile(s) for the chosen item, taking into account properties and characteristics
 - 1.3 Identifying a detailed range of appropriate textile construction techniques for the chosen item

Outcome 2

The learner will:

- 2 Make detailed fashion/textile items using a pattern by:**
 - 2.1 Selecting appropriate equipment and tools to make the chosen item
 - 2.2 Setting up and adjusting equipment correctly and according to safety guidelines
 - 2.3 Using equipment and tools correctly and according to safety guidelines
 - 2.4 Making a detailed fashion/textile item using the pattern and appropriate textile construction techniques, to an appropriate standard of quality

Evidence Requirements for the Unit

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

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

The textile(s) selected for the chosen item must be suitable for the purpose of the item, suitable in weight and texture and suitable for the aesthetic aspects of the item. For Outcome 2 learners will be required to make a complete fashion/textile item using a pattern.

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

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

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

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.3 Applying

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*.

Appendix: Unit support notes

Introduction

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

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

Developing skills, knowledge and understanding

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

Approaches to learning, teaching and assessment

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

Sequencing and timing

This Unit has 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. This will depend on the needs of the learners and their prior skills, knowledge and understanding.

Possible approaches to learning and teaching

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

- ◆ undertaking practical activities to develop a range of textile construction techniques
- ◆ undertaking practical activities to understand how to use a pattern
- ◆ visiting manufacturers and retailers to explore the wide range of textiles available and observe how they are used
- ◆ inviting specialists to demonstrate skills such as embroidery, knitting or crocheting
- ◆ developing of problem solving skills during item manufacture
- ◆ working collaboratively and providing the opportunity for peer teaching or support, eg while setting up and using equipment
- ◆ discussing new skills and concepts and debating how they can be applied
- ◆ using the internet to research textile properties and characteristics and to source patterns

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 to research, for example, textile properties and characteristics and to source patterns
- ◆ CAD software to design fashion/textile items
- ◆ computer-aided making equipment such as programmed knitting machines
- ◆ interactive tasks which demonstrate the use of textile tools, equipment and construction techniques

Assessment strategies and methods

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

Learners should have access to resources, such as manuals, instruction leaflets and the internet during learning, teaching and assessment.

Assessors may provide appropriate advice and guidance to learners to help them solve technical problems. They may also give learners advice on the suitability and practicability of their choice of item, textiles, yarns and materials based on available resources.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards in the Outcomes only need to be reassessed on the Assessment Standards they have not achieved.

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

Outcome 1 — Prepare to make detailed fashion/textile items using a pattern

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>Learners could investigate sources of suitable patterns and carefully examine the patterns to identify what processes and stages will be required to make the item. Learners should be made familiar with pattern markings and instructions.</p> <p>Learners could be encouraged to analyse the complexity of the task by understanding the processes/stages involved in construction of the item. This could be done by an activity examining ready-made items to look at the number of component parts and number of steps used in the assembly. A variety of fashion/textile items should be analysed to illustrate a selection of construction processes and techniques.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ an observational checklist ◆ learner worksheets
<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>This could be carried out as a research project or sensory exercise, or by offering worksheets or other direct teaching exercises.</p> <p>Practical hands-on activities such as spinning, carding, knitting, paper weaving, shop visits or fabric storyboards could also be</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer checklist ◆ learner worksheets showing: <ul style="list-style-type: none"> — textile choice — swatches of textile(s) to be used — reasons for choice of textile(s) linked to properties and characteristics and the chosen item <p>Discussion of suitability of textile/s for the item chosen by the learner</p>

<p>Teachers/lecturers may wish to consider co-operative learning techniques such as 'expert groups'.</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. They may also develop understanding of the properties and characteristics of textiles constructed by knitting, weaving and bonding.</p> <p>It may be appropriate to provide an information booklet or textile dictionary.</p>	<p>could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ the suitability of textile(s) chosen for the purpose of the fashion/textile item ◆ the suitability of weight and texture of textile(s) chosen for the fashion/textile item ◆ the suitability of textile(s) chosen for the aesthetic aspects of the chosen fashion/textile item
<p>Opportunities for deconstructing ready-made items may enable a learner to identify appropriate textile construction skills.</p> <p>Textile construction skills could include, but is not limited to: cross-pinning, tacking, machine stitching, knitting, crochet, decorative stitches, making hems, pressing, use of iron to create lays/hems, hand-stitching, insertion of linings, insertion of zips, application of trims, buttons, buttonholes, stuffing, application of pockets, bias binding and appliqué.</p> <p>Surface decoration can also be considered as a construction technique. Suitable surface decoration techniques could include: appliqué; embroidery; ribbons/braids; photographic transfers; beading and sequins, or any other relevant surface decoration techniques.</p>	<p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ teacher/lecturer checklist ◆ learner worksheets which could show: <ul style="list-style-type: none"> — list of construction skills to be used by learner in making the chosen item

Outcome 2 — Make detailed fashion/textile items using a pattern

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>Learners need to learn the functions of the various tools and equipment available to them. Learners could use collaborative peer support or peer teaching to learn how to select, set up, adjust and use equipment correctly.</p> <p>Learners could also watch online videos of equipment set up and use or work as expert groups to teach others by using manuals or instruction sheets.</p> <p>This could include, but is not limited to, correct setting up and adjusting sewing/knitting machines, irons and ironing boards. Examples of correct use for the sewing machine would be using the seam allowance guides and reverse controls, as well as threading it, filling bobbins, adjusting the stitch and using the machine in a safe manner. Irons should be adjusted according to temperature required, safely filled with water if required, and left on its heel when hot.</p>	<p>Teachers may find it helpful to consider some form of ‘signing off’ once each learner is able to set up, adjust and use each piece of equipment competently.</p> <p>Learners would be assessed throughout the making of the chosen item when selecting, setting up and adjusting equipment for use.</p> <p>Teacher/lecturer observational checklists could be used.</p> <p>Photographs of the item during making and the completed item could also be used as evidence.</p>
<p>Correct and safe use applies to any sample/practice pieces and to the fashion/textile item chosen for manufacture.</p> <p>It may be useful to use co-operative learning techniques to have learners generate safety rules or identify potential health and safety risks before equipment comes into general use. Learners may also be able to use e-learning resources which simulate health and safety risks in the workshop or workplace.</p> <p>Points to consider may include: loose clothing and hair, safe use, carrying and storage of tools and equipment, numbers of people around the equipment and tripping hazards.</p>	<p>Learners would be assessed using all tools and equipment correctly and safely throughout the making of the chosen item, through observation by teacher/lecturer.</p> <p>Teacher/lecturer observational checklists could be used.</p> <p>Discussion between the learner and the teacher/lecturer to respond to ‘What if...’ type questions.</p> <p>Photographs of tools/equipment being used during the item being made could also be used as evidence.</p>

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>Learners could be provided with practical opportunities to develop and practise a range of textile construction skills on samples prior to application on their chosen item.</p>	<p>Textile construction skills carried out by learners could be assessed by observation and recorded on a checklist. Photographs of construction techniques demonstrated at different stages of the item being made and the completed item could be</p>
<p>Learners may need to receive some teacher/lecturer support and 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>'How to use a pattern' could be taught by teacher/lecturer demonstration and discussion with learners. A pattern could be placed and pinned onto fabric with learners trying to identify the pattern markings/symbols and their purpose. These skills can be used when making their own item. Correct handling and cutting techniques should be taught at this stage.</p> <p>For knitting and crochet patterns, learners could be taught by demonstration or by watching instruction videos. Learners could be asked to recall symbols and abbreviations used on knitting and crochet patterns and produce their own symbol or abbreviation dictionary.</p> <p>Teachers/lecturers should provide opportunities for learners to examine a range of 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 stitching; even stitching; even depth hems; correct depth hems; even width of seam allowances; correct width of seam allowances; evenly spaced buttons/fastenings/closings; accurately applied buttons/ fastenings/ closings; pressing to set seams/darts/hems;</p>	<p>inserted into a workbook which could be kept as evidence alongside the teacher's observational checklist(s) for external verification purposes.</p> <p>Teachers/lecturers would have to provide suitable, safe storage for learners' work until completion.</p> <p>Learners would be assessed throughout the making of the chosen item through observation by teacher/lecturer.</p>

Suggested approaches to learning and teaching	Suggested approaches to assessment and gathering evidence
<p>ironing to remove all unwanted creases; accurate fit/shape/drape; accurate positioning of zip/fastening; accurately applied zip/fastening; accurate cutting of fabric pieces; fabric pieces cut on grain correctly; accurately applied trimmings; interlining used/attached correctly.</p>	

Suggested resources

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

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

Fashion and Textile Museum	<p>The Fashion and Textile Museum is a centre for contemporary fashion, textiles and jewellery in London. The centre has a programme of exhibitions exploring elements of fashion, textile and jewellery as well as the Academy which runs courses for students and businesses.</p>	<p><i>Fashion and Textile Technology: Fashion and Textile Choices</i></p>
Knitting patterns central and Crochet patterns central	<p>Provides numerous links to free knitting patterns and tutorials. More than 50 categories are available, including clothing, hats, afghans, stuffed animals, toys, dishcloths.</p>	<p><i>Fashion and Textile Technology: Fashion/Textile Item Development</i></p>
Simplicity	<p>Provides a rich resource for sewing accessories, trim, ribbon, appliqués, craft supplies, knitting needles, quilting tools, and more.</p> <p>Simplicity also offer free patterns and projects for schools.</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, making and servicing.</p> <p>Skillset provides a wide range of resources that could be adapted for use in schools and colleges. There are links to events and opportunities and an overview of the occupational standards expected in the fashion and textiles industry.</p>	<p><i>Fashion and Textile Technology: Textile Technologies</i></p> <p><i>Fashion and Textile Technology: Fashion/Textile Item Development</i></p>
TES: Times Educational Supplement	TES magazine's website hosts a range of teaching resources for Textiles in the Art and Design section.	<i>All 3 Units</i>

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

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

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

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

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

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

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

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

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

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

		<ul style="list-style-type: none"> ◆ Simple/single stitch knitting/crochet 	<ul style="list-style-type: none"> ◆ Knitting/crochet with multiple stitches/shaping 	<ul style="list-style-type: none"> ◆ Complex/detailed multiple technique knitting/crochet <p>multiple embellishment techniques</p>
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Technique	National 3 techniques	National 4 techniques	National 5 techniques	Higher techniques
Felting	<ul style="list-style-type: none"> ◆ Simple wet felting – one colour. 	<ul style="list-style-type: none"> ◆ Felting — fabric piece/one 	<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.
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/
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

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

Combining assessment within Units

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

Administrative information

Published: September 2018 (version 1.1)

Superclass: JK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	September 2018

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