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## 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*.

# Administrative information

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**Published:** December 2017 (version 1.0)

**Superclass:** JK

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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