



National 4  
Course  
Specification



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# National 4 Fashion and Textile Technology Course Specification (C728 74)

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** National 4 Fashion and Textile Technology

**SCQF:** level 4 (24 SCQF credit points)

**Course code:** C728 74

### Mandatory Units

<b>H24V 74</b>	<b>Fashion and Textile Technology: Textile Technologies (National 4)</b>	<b>6 SCQF credit points</b>
<b>H24X 74</b>	<b>Fashion and Textile Technology: Fashion/Textile Item Development (National 4)</b>	<b>6 SCQF credit points</b>
<b>H251 74</b>	<b>Fashion and Textile Technology: Fashion and Textile Choices (National 4)</b>	<b>6 SCQF credit points</b>

### Added Value Unit

<b>H253 74</b>	<b>Fashion and Textile Technology: Making a Fashion/Textile Item (National 4)</b>	<b>6 SCQF credit points</b>
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This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

## Recommended entry

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

- ◆ National 3 Fashion and Textile Technology Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes is given in the *Course Support Notes*.

## Progression

This Course or its Units may provide progression to:

- ◆ National 5 Fashion and Textile Technology Course
- ◆ other SQA qualifications in fashion and textile technology or related areas, eg health and wellbeing, creative arts or technologies
- ◆ further education and employment or training

Further details are provided in the Rationale section.

## **Equality and inclusion**

This Course 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 *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The National 4 Fashion and Textile Technology Course builds on both the health and wellbeing and technologies principles and practice papers. The Course uses fashion and textile contexts for developing related technological skills, knowledge, understanding and attributes through practical and work-related activities.

The practical learning activities in this Course encourage learners to develop problem-solving techniques, make informed choices and take responsibility for the development of an idea through to the completed item. The Course will focus on planning, making and evaluating straightforward fashion/textile items.

The Course allows learners to continue to acquire the attributes and capabilities of the four capacities, as well as enthusiasm and a willingness to learn; perseverance, resilience and independence; responsibility and reliability; and confidence and enterprise.

## **Purpose and aims of the Course**

The main purpose of the Course is to develop the skills and knowledge to support fashion/textile related activities. The knowledge and skills that learners acquire by successfully completing the Course will be valuable for learning, for life and for the world of work.

This Course is practical and experiential. Learners will plan, make and evaluate straightforward fashion/textile items.

The aims of the Course are to enable learners to develop:

- ◆ straightforward textile construction techniques
- ◆ ability to plan and make straightforward fashion/textile items
- ◆ straightforward knowledge of textile properties and characteristics
- ◆ straightforward understanding of a range of factors that influence fashion/textile choices
- ◆ straightforward understanding of fashion/textile trends
- ◆ the ability to select, set up and use relevant tools and equipment safely and correctly
- ◆ straightforward investigation, evaluation and presentation skills

Particular emphasis is placed on the development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality. The Course will also help learners develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice.

This Course will help learners to develop important skills, attitudes and attributes related to fashion and textiles that are transferable to other contexts, including problem-solving skills and communication skills.

The Course also may also contribute towards the development of numeracy skills through the measurement of textiles and the timing of production.

### **Information about typical learners who might do the Course**

The Course is suitable for all learners with an interest in fashion and textiles who would like to develop practical fashion/textile skills. It is particularly suitable for learners who enjoy experiential learning through practical activities.

This Course offers learners opportunities to develop a range of skills, including practical skills and textile construction skills. This is underpinned with the relevant knowledge of textile characteristics and properties required to make fashion/textile items; the item development process and factors affecting fashion choices.

Course activities also provide learners with opportunities to build thinking and decision-making skills and skills in planning and organising of practical tasks.

Learners are provided with opportunities to develop skills for learning, skills for life and skills for work.

Potential progression routes from this Course include opportunities for progression to other National 4 and National 5 Courses; National Progression Awards; and further education or employment/training in textiles, fashion and related fields.

# Course structure and conditions of award

## Course structure

The central theme of the Course is to develop practical knowledge and skills which support fashion/textile related activities. The Course is practical, exploratory and experiential in nature.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Course has four mandatory Units including the Added Value Unit.

### **Fashion and Textile Technology: Textile Technologies (National 4)**

This Unit provides learners with the opportunity to develop straightforward knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of fabrics and their uses. Learners will have the opportunity to make straightforward 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 and use equipment and tools safely and correctly.

### **Fashion and Textile Technology: Fashion/Textile Item Development (National 4)**

This Unit provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for straightforward fashion/textile items based on those trends. Learners will plan and make straightforward fashion/textile items, to an appropriate standard of quality, which takes into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

### **Fashion and Textile Technology: Fashion and Textile Choices (National 4)**

This Unit provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate straightforward fashion/textile items, with a focus on factors that affect fashion/textile choice. The Unit also provides learners with the opportunity to select, set up and use equipment and tools safely and correctly.

### **Added Value Unit — Fashion and Textile Technology: Making a Fashion/Textile Item (National 4)**

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Fashion and Textile Technology Course through the successful completion of a practical activity, which will allow learners to demonstrate breadth and application of skills and knowledge. Learners will draw on and extend their skills and knowledge in order to produce an effective overall response to a practical task. The task will be sufficiently open and flexible to allow for personalisation and choice.

## Conditions of award

To achieve the National 4 Fashion and Textile Technology Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course Outline section.

National 4 Courses are not graded.

## Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Added Value Unit Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- ◆ applying a straightforward range of textile construction techniques
- ◆ planning and making straightforward fashion/textile items to an appropriate standard of quality
- ◆ demonstrating appropriate selection, set up and safe use of tools and equipment, safely and correctly
- ◆ describing textile characteristics and properties
- ◆ describing factors that affect fashion/textile choices
- ◆ describing fashion/textile trends
- ◆ straightforward evaluation of fashion/textile items
- ◆ straightforward investigation and presentation skills

# Assessment

Further information about assessment for the Course is included in the *Course Support Notes* and *Added Value Unit Specification*.

## Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

### **Fashion and Textile Technology: Textile Technologies (National 4)**

In this Unit, learners will be required to demonstrate knowledge of textile technologies by making a straightforward fashion/textile item, using a pattern, to an appropriate standard of quality. This will require the learner to identify an appropriate pattern, choose appropriate textiles for the item and apply a range of appropriate textile construction techniques. They will select, set up and use tools and equipment safely and correctly.

### **Fashion and Textile Technology: Fashion/Textile Item Development (National 4)**

In this Unit, learners will be required to work to a given brief to develop a straightforward fashion/textile item based on a chosen fashion/textile trend. Learners will describe a fashion/textile trend, develop a solution based on the trend and produce a straightforward work plan. They will make the straightforward fashion/textile item by following their work plan and requisitioning the appropriate textiles and components. They will select, set up and use tools and equipment safely and correctly.

### **Fashion and Textile Technology: Fashion/Textile Choices (National 4)**

In this Unit, learners will be required to carry out a straightforward investigation into factors affecting fashion choice for a chosen group of consumers. Learners will plan, make and evaluate a straightforward fashion/textile item taking into account factors that affect the fashion/textile choices of this group. They will select, set up and use tools and equipment safely and correctly.

## Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/58409.html](http://www.sqa.org.uk/sqa/58409.html)



In the National 4 Fashion and Textile Technology Course, the Added Value Unit will focus on:

- ◆ breadth
- ◆ application

The learner will draw on and extend their range of practical techniques and skills in a [practical activity](#)<sup>2</sup> to produce an effective overall response to a given brief. The brief will be sufficiently open and flexible to allow for personalisation and choice.

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

It is expected that learners will also develop broad, generic skills through this Course. The skills learners will be expected to improve on and develop for this Course 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 Course 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

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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**Published:** June 2013 (version 2.0)

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Multiple changes to document to reflect revisions in Unit Specifications.	Qualifications Development Manager	June 2013

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

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