

National 4 Fashion and Textile Technology Course Support Notes



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

Contents

Course Support Notes

| | |
|---|----|
| Introduction | 1 |
| General guidance on the Course | 2 |
| Approaches to learning and teaching | 7 |
| Developing skills for learning, skills for life and skills for work | 10 |
| Approaches to assessment | 12 |
| Equality and inclusion | 14 |
| Appendix 1: Reference documents | 15 |
| Appendix 2: Suggested resources | 16 |
| Appendix 3: Guidance on type of fashion/textile item suitable for National 3, National 4, National 5 and Higher | 19 |
| Appendix 4: Guidance on construction techniques — differentiation between National 3, National 4, National 5 and Higher | 21 |
| Appendix 5: Guidance on research techniques | 26 |
| Administrative information | 28 |

Unit Support Notes — Fashion and Textile Technology: Textile Technologies (National 4) 30

| | |
|---|----|
| Introduction | 31 |
| General guidance on the Unit | 32 |
| Approaches to learning, teaching and assessment | 34 |
| Equality and inclusion | 43 |
| Appendix 1: Reference documents | 44 |
| Administrative information | 45 |

Unit Support Notes — Fashion and Textile Technology: Fashion/Textile Item Development (National 4) 46

| | |
|---|----|
| Introduction | 47 |
| General guidance on the Unit | 48 |
| Approaches to learning, teaching and assessment | 50 |
| Equality and inclusion | 59 |

| | |
|--|-----------|
| Appendix 1: Reference documents | 60 |
| Administrative information | 61 |
| Unit Support Notes — Fashion and Textile Technology: Fashion and Textile Choices (National 4) | 62 |
| Introduction | 63 |
| General guidance on the Unit | 64 |
| Approaches to learning, teaching and assessment | 66 |
| Equality and inclusion | 72 |
| Appendix 1: Reference documents | 73 |
| Administrative information | 74 |

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 Fashion and Textile Technology Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Added Value Unit Specification* and the *Unit Specifications* for the Units in the Course.

The National 4 Fashion and Textile Technology Course has been benchmarked against the Scottish Credit and Qualifications Framework (SCQF) at SCQF level 4. The Course has three mandatory Units and an Added Value Unit.

General guidance on the Course

Aims

The National 4 Fashion and Textile Technology Course is designed to develop the practical skills, knowledge and understanding which support fashion/textile activities.

During the Course, learners will plan, make and evaluate straightforward fashion/textile items. The knowledge and skills that learners acquire by successfully completing the Course will be valuable for learning, life and work.

The Course aims 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 the practical skills and textile construction techniques required to make straightforward fashion/textile items.

Progression into this Course

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 one or more of the following or by equivalent qualifications and/or experience:

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

This Course is particularly suitable for learners with an interest in fashion and textiles and who enjoy experiential learning through practical activities.

Experiences and outcomes

National Courses have been designed to draw and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

In this Course, the following experiences and outcomes from the technologies curriculum area may provide an appropriate basis for entry to the Course:

- ♦ 'By using problem solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work.' (TCH 3-11a)
- ♦ 'Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work.' (TCH 4-11a)

Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Added Value Unit Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The skills, knowledge and understanding stated in the *Course Specification* will be developed throughout the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding as suggested in the table below.

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

| Skills, knowledge and understanding | Fashion and Textile Technology: Textile Technologies | Fashion and Textile Technology: Fashion/Textile Item Development | Fashion and Textile Technology: Fashion and Textile Choices |
|--|---|---|--|
| Applying a straightforward range of textile construction techniques | ✓✓✓ | ✓✓✓ | |
| Planning straightforward fashion/textile items | ✓✓✓ | ✓✓✓ | ✓✓✓ |
| Demonstrating appropriate selection, set up and 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 justification of planned fashion/textile items | ✓ | ✓ | ✓✓✓ |
| Straightforward investigation and presentation skills | ✓ | ✓✓ | ✓✓✓ |

Progression from this Course

This Course or its component Units may provide progression to:

- ♦ National 5 Fashion and Textile Technology Course
- ♦ other SQA qualifications in creative or technological subjects at SCQF level 4 or above
- ♦ further study or training such as textile-related Modern Apprenticeships
- ♦ National Qualification Group Awards in fashion and textile-related disciplines
- ♦ employment in fashion/textile related industries

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 4 Fashion and Textile Technology Course is in a hierarchy with the National 3 Fashion and Textile Technology Course and the National 5 Fashion and Textile Technology Course.

Units within each Course have the same titles and similar Outcomes and Assessment Standard structures, but the level of demand is progressive. This hierarchical relationship between the Units is shown in the table below:

| National 3 | National 4 | National 5 |
|---|---|---|
| <i>Fashion and Textile Technology: Textile Technologies</i> | <i>Fashion and Textile Technology: Textile Technologies</i> | <i>Fashion and Textile Technology: Textile Technologies</i> |
| <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| <i>Fashion and Textile Technology: Fashion and Textile Choices</i> | <i>Fashion and Textile Technology: Fashion and Textile Choices</i> | <i>Fashion and Textile Technology: Fashion and Textile Choices</i> |
| | Added Value Unit | Course assessment |

This hierarchical structure aims to allow learners to be recognised for their best achievements. Such a structure also supports delivery to groups of learners working at different SCQF levels.

Centres should also be aware that although the mandatory knowledge and skill set is similar across the Units, there are differences in the:

- ♦ depth of underpinning knowledge and understanding

- ◆ complexity and standard of quality of the fashion/textile items to be manufactured
- ◆ degree of accuracy and variety required in practical skills and textile construction techniques

Further details about the mandatory skills, knowledge and understanding for National 4 can be found in the *Added Value Unit Specification*.

Centres should take care to ensure that learners progressing from one level to the next are exposed to different contexts for learning and assessment to avoid repetition. This could be achieved by focusing on different fashion/textile items to make and introducing learners to an increasing range of textile construction skills. Different factors affecting fashion/textile choices or fashion/textile trends could be considered.

Further guidance on the differentiation between SCQF levels 3–6 can be found in Appendix 3 and Appendix 4.

Approaches to learning and teaching

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The practical, skills-based focus of fashion and textiles readily lends itself to a variety of learning and teaching approaches across the Course. These may include, but are not limited to:

- ◆ teacher/lecturer demonstration of a range of a textile construction techniques
- ◆ developing and making a variety of fashion/textile items
- ◆ deconstructing and reconstructing fashion/textile items to identify techniques and sequencing of construction
- ◆ discussing and debating the fashion/textile choices of others
- ◆ conducting investigations such as interviews and questionnaires to identify the fashion/textile choices or needs of others
- ◆ visiting fashion designers, design studios, retailers and manufacturers to explore fashion/textile trends
- ◆ presenting ideas or completed fashion/textile items at school/college exhibitions and shows
- ◆ developing knowledge and understanding by watching videos and undertaking activities or research online
- ◆ conducting investigations such as sensory tests or surveys to evaluate fashion/textile items
- ◆ working in pairs or groups to share ideas and promote collaborative skills

Examples of fashion/textile items that would be appropriate for National 4, and how these compare to fashion/textile items appropriate for National 3, National 5 and Higher, can be found in Appendix 3.

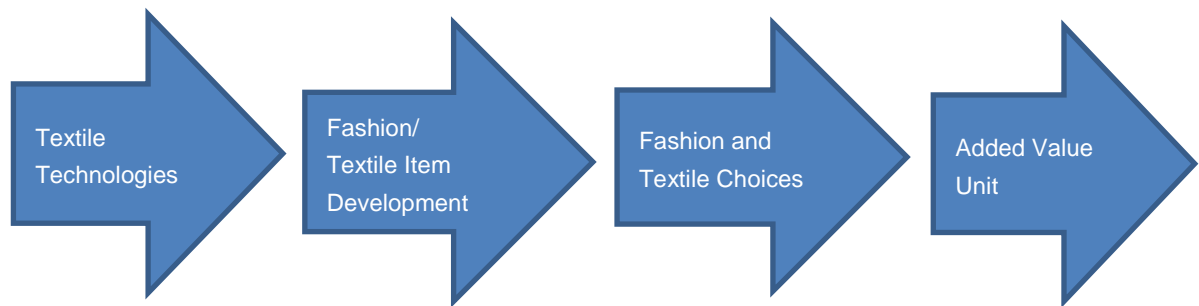
Sequencing and integration of Units within the Course

Sequencing and integration of the learning and teaching and assessment of the Units is at the discretion of the centre. There is no set way to approach this and the sequence and/or integration of Units may be dependent on available resources, time and staff expertise. Particular sequences of or integration of Units may suit different learners and teachers/lecturers could take this into account when considering how to approach the learning and teaching and assessment of the Units in this Course.

The following suggestions illustrate two possible approaches to integrating and sequencing the learning and teaching of the Units. Please note that other combinations are also possible.

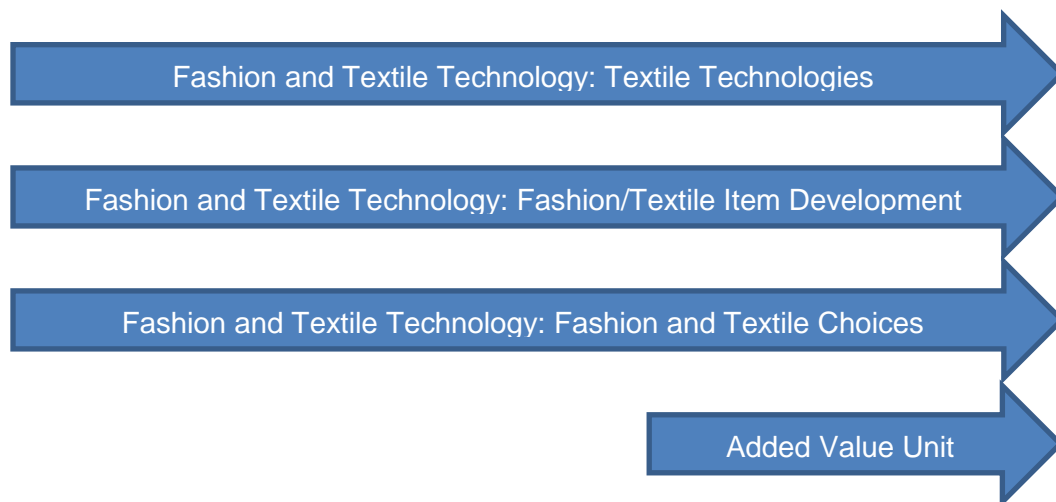
Suggestion 1

This shows the possibility of delivering the Units sequentially. This approach may be particularly appropriate for learners who have had little or no previous experience of fashion and textiles. This sequential approach may provide opportunities for the progressive development, reinforcement and consolidation of skills, knowledge and understanding throughout the Course. The assessor can choose in which order they think it is most suitable to deliver the Units. The example below is only one suggestion.



Suggestion 2

This shows the possibility of delivering the Units concurrently. This approach may benefit learners who already have some practical fashion/textile skills, knowledge and understanding from their broad general education. This approach may provide the opportunity for learners to integrate their learning, freeing up more time for a wider range of practical skills development.



Throughout this Course, local contexts could be used as a basis for learning and teaching. Other stimulus materials such as visual aids, videos, exhibits and visits may also help to motivate learners and encourage imaginative and creative thought. Examples of suggested resources that could be used for the delivery of this Course can be found in Appendix 2.

Where resources permit, centres could use technology to support the learning and teaching of this Course. Opportunities may include, but are not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources for research, for example into fashion trends and technological development in textiles
- ◆ online questionnaires to find information about the fashion/textile choices of others
- ◆ CAD software to design fashion/textile items
- ◆ computer-aided making equipment such as programmed knitting machines

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Further information about possible approaches to learning and teaching for each Unit can be found in the *Unit Support Notes*.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

Some Units may offer more opportunities than others for the development of skills for learning, skills for life and skills for work as suggested in the table below.

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

| Skills for learning, skills for life and skills for work framework definition | Fashion and Textile Technology: Textile Technologies | Fashion and Textile Technology: Fashion/Textile Item Development | Fashion and Textile Technology: Fashion and Textile Choices |
|---|--|--|---|
| Money, time and measurement involves using and understanding money, time and measurement to solve practical problems in a variety of contexts, using relevant units and suitable instruments to appropriate degrees of accuracy. | ✓ | ✓✓ | ✓✓ |
| Personal learning involves being actively engaged in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience. | ✓ | ✓✓ | ✓✓ |
| Applying involves using existing information to solve a problem in a different context, and to plan, organise and complete a task. | ✓ | ✓✓ | ✓✓ |

During the delivery of the Course there may also be opportunities for learners to develop their communication skills. Communication skills are particularly important for learners as these skills allow them to access, engage in, and understand their learning and to communicate their ideas and opinions.

Examples of how the skills for learning, skills for work and skills for life could be developed in each Unit are given in the *Unit Support Notes*.

Approaches to assessment

Guidance on approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes*.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

Information given in the *Added Value Unit Specification* about the assessment of added value is mandatory.

Full details of the assessment of added value are included in the *Added Value Unit Specification*. Evidence generated for the Units cannot be used for the assessment of added value.

The Added Value Unit addresses the key purposes and aims of the Course as defined in the *Course Specification*. Learners will apply the skills, knowledge and understanding from across the Units in the Course to produce an effective overall response to a new, given brief. The brief will be internally set and should be sufficiently open and flexible to allow for personalisation and choice.

To prepare for the Added Value Unit, learners could be provided with opportunities to:

- ◆ carry out investigations based on briefs
- ◆ develop solutions based on the findings from the investigation
- ◆ use a range of textile construction techniques to make fashion/textile items to an appropriate standard of quality
- ◆ evaluate fashion/textile items with reference to the briefs and solutions

Combining assessment across Units

If the Units are delivered as part of the Course, assessment can be combined. While there are advantages to using a combined approach to assessment, a combined assessment may present a barrier for some candidates and may not be the most appropriate approach to assessment in all cases.

Using a combined approach to assessment has the potential to:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ prevent duplication of assessment
- ◆ make more time available for learning
- ◆ enable centres to manage the assessment process more efficiently

When assessment is combined across Units, teachers/lecturers should take particular care to track learners' achievement of the Outcomes and Assessment Standards. Tracking will assist with identifying any necessary re-assessment and will also provide evidence of achievement for those learners who do not achieve the whole Course. An observational checklist could be used for this purpose.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to assessment taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ adapted tools and equipment such as large pins, adapted scissors and sewing machines with altered controls
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

Further details about equality and inclusion relevant to each Unit can be found in the *Unit Support Notes*.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Appendix 2: 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 | 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. | <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. More than 50 categories are available, including clothing, hats, afghans, stuffed animals, toys, dishcloths. | <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| Simplicity | Provides a rich resource for sewing accessories, trim, ribbon, appliqués, craft supplies, knitting needles, quilting tools, and more. Simplicity also offer free patterns and projects for schools. | <i>Fashion and Textile Technology: Textile Technologies</i> <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| Skillset: Fashion and Textiles | Skillset Fashion and Textiles represents the fashion and textile sector which is split into three broad areas: design, making and servicing. 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. | <i>Fashion and Textile Technology: Textile Technologies</i> <i>Fashion and Textile Technology: Fashion/Textile Item Development</i> |
| 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> |
| 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: Fashion and Textile Choices</i> |

Appendix 3: 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 two 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 three 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 | <p>A detailed fashion/textile item is likely to have four 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 | <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 |

| | | | |
|---|---|--|---|
| <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>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. | <p>textiles, felted; handles and fastening.</p> <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. |
|---|---|--|---|

Appendix 4: 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 | ♦ Two hole button | ♦ Button ♦ Button with a stitched shank ♦ Reinforced unstitched buttonhole | ♦ Machined buttonhole | ♦ Shaped machined buttonhole ♦ Rouleau loops ♦ Fabric covered buttons |
| Collars | | ♦ Single piece | ♦ Multiple piece collar, eg Peter Pan | ♦ Collar with stand ♦ Collar with rever |
| Cutting out | ♦ Simple straight lines | ♦ Simple shapes with straight lines ♦ Curved shapes | ♦ Multiple shapes on folds/grain lines as appropriate ♦ Multiple complex shapes, eg applique/patchwork | ♦ Appropriate direction of pile/raised fabrics ♦ Matching of stripes/checks/patterns |

| | | | | |
|-----------------------------|-----------|--|--|---|
| | | | ♦ Cut bias strips | |
| Disposal of fullness | ♦ Folds | ♦ Un-pressed pleats ♦ Tucks ♦ Single-ended darts | ♦ Gathers ♦ Pin tucks | ♦ Darts — shaped/double-pointed ♦ Pressed pleats/multiple pleats |
| Edge finishes | ♦ Pinking | ♦ scissors/shears ♦ Zig-zag ♦ Overlocking | ♦ Straight seam binding ♦ Bias binding/bias cut strips on a straight edge ♦ Rolled edges | ♦ Bias binding/bias cut strips on a curved edge |

| | | | | |
|-----------------------|--|---|---|---|
| Embellishments | <ul style="list-style-type: none"> ◆ Fabric painting ◆ Iron on appliqué ◆ Machine stitched – basic shapes ◆ Single coloured machine embroidery motif ◆ Single bead/sequin | <ul style="list-style-type: none"> ◆ Iron-on appliqué with machined edge finish, eg satin stitch ◆ Basic embroidery stitches, eg features on a toy ◆ Couchéd lines of beads/yarn ◆ One/Two colour machine embroidery — pre-set pattern ◆ Multiple beads/sequins ◆ Fabric painting ◆ Single colour tie-dye ◆ Simple/single stitch knitting/crochet | <ul style="list-style-type: none"> ◆ 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) — pre-set pattern ◆ Multiple beads/sequins forming simple patterns ◆ Detailed/multiple colour tie-dye ◆ Knitting/crochet with multiple stitches/shaping | <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 ◆ Multiple beads/sequins forming detailed patterns ◆ Complex/detailed multiple embellishment techniques ◆ Complex/detailed multiple technique knitting/crochet |
|-----------------------|--|---|---|---|

| | | | | |
|---|-----------------------------------|---|---|--|
| Felting | ♦ Simple wet felting – one colour | ♦ Felting — fabric piece/one colour | ♦ Felting — simple shaping/one or two colours | ♦ Felting — free hand shaping/multiple colours |
| Facings | | ♦ Simple facing, eg round neck/armhole/waist | ♦ Shaped facing, eg v-neck/notched neckline | ♦ Combined facing, eg neckline and armhole/neckline and front opening |
| Fastenings (other than buttons/zips) | ♦ Ties | ♦ Press studs ♦ Velcro | ♦ Metal hook & Eyes | ♦ Metal hook & Hand worked bar. |
| Hand sewing | ♦ Tacking ♦ Running stitch | ♦ Basting ♦ Back Stitch ♦ Ladder Stitch | ♦ Hemming/slip hemming ♦ Blanket stitch | ♦ Herringbone ♦ Buttonhole stitch |
| Hems | ♦ Plain single machined hem | ♦ Machined hem with lay or finished edge | ♦ Hand stitched hem ♦ Machine blind-stitched hem | ♦ Bound hem, hand stitched |
| Insertions and openings | | | ♦ Slit with hemmed edges ♦ Faced slits | ♦ Vents ♦ Backed pleat ♦ Godets |
| Linings | | ♦ Simple, loose lining, eg simple skirt | ♦ Fitted lining, eg straight edged bag/fitted skirt | ♦ Complex/shaped linings, eg including darts/tucks/openings/fastenings |
| Seams | ♦ Plain seam ♦ Overlocked seam | ♦ Plain seam with machined edge finish | ♦ French seam ♦ Felled seam | ♦ Lapped seam ♦ Welt seam ♦ Piped seam |
| Sleeves | | ♦ Cap sleeve | ♦ Raglan sleeve ♦ Drop head sleeve | ♦ Sleeve inserted into an armhole ♦ Multiple piece sleeve |

| | | | | |
|--------------------------------------|-----------------------------------|---|---|---|
| Transferring pattern markings | ♦ Tailors Chalk | ♦ Tracing paper/wheel ♦ Tailor tacking | | |
| Pockets | | ♦ Side seam pocket | ♦ Patch pocket — simple shape, eg square/rounded corners ♦ Lined pocket | ♦ Shaped patch pocket ♦ Extension side seam pocket |
| Waistbands and cuffs | | ♦ Hem with elastic ♦ Casing ♦ Single piece waistband | ♦ Two-piece waistband ♦ Petersham waistband ♦ One/two piece cuff | ♦ Multiple piece/shaped 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 |

Appendix 5: Guidance on research techniques

This grid provides an indication of the type of research technique and the complexity of research appropriate for learners at National 4 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 5- 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 5- 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 | <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 |

| | | |
|------------------------|---|---|
| | literary/web-based sources ♦ select the relevant information from each source | ♦ include graphics where relevant |
| Costing | ♦ use current cost data ♦ include the cost of all textiles/components ♦ include 'like for like' data in comparative costing | ♦ include sources of cost data ♦ include details of quantities and/or unit costs where appropriate ♦ display the information gathered under appropriate headings |
| Fabric Analysis | ♦ use fabric tests that will provide data relevant to the focus of the research, above that what is readily available in textbooks/websites ♦ confine testing to fabrics that are under consideration for a potential solution | ♦ include details of the method of testing ♦ include details of the fibre content and method of construction of the fabrics tested ♦ display the information gathered under appropriate headings |
| Sensory Testing | ♦ use testers whose expertise is appropriate to the focus of the research ♦ use a minimum of five testers ♦ ask for 5-8 responses based on the item ♦ ask appropriate questions to elicit potential improvements/modifications to the item | ♦ include details of all potential solutions ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ display the key used for the testing ♦ consider displaying results in table format as this can make the data easier to read |

Administrative information

Published: September 2016 (version 3.1)

History of changes to Course Support Notes

| Version | Description of change | Authorised by | Date |
|---------|---|------------------------------------|----------------|
| 2.0 | <p>Updated to incorporate revised content of Course Specification:</p> <ul style="list-style-type: none"> ◆ General guidance on the Course ◆ Approaches to learning and teaching ◆ Approaches to assessment <p>Amended for clarification: Developing skills for learning, skills for life and skills for work</p> <p>New information added:</p> <ul style="list-style-type: none"> ◆ Appendix 2: Suggested resources <p>New additions to document:</p> <ul style="list-style-type: none"> ◆ Appendix 3: Guidance on type of fashion/textile item suitable for National 3, National 4 and National 5 ◆ Appendix 4: Guidance on construction techniques — differentiation between National 3, National 4 and National 5 | Qualifications Development Manager | August 2013 |
| 3.0 | <p>New information added to:</p> <ul style="list-style-type: none"> ◆ Appendix 2: Resource references updated. ◆ Appendix 3: Amended for clarification ◆ Appendix 4: Amended to facilitate bi level teaching from National 3–Higher. ◆ Appendix 5: support potential candidate skills. | Qualifications Manager | May 2015 |
| 3.1 | <p>Table in ‘Skills, knowledge and understanding covered in this Course’ section amended in line with changes to <i>Fashion and Textile Technology: Fashion and Textile Choices</i> Unit Specification.</p> | Qualifications Manager | September 2016 |
| | | | |
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Unit Support Notes — Fashion and Textile Technology: Textile Technologies (National 4)



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

Introduction

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

- ◆ Fashion and Textile Technology: Textile Technologies(National 4) *Unit Specification*
- ◆ National 4 Fashion and Textile Technology *Course Specification*
- ◆ Fashion and Textile Technology (National 4) *Added Value Unit Specification*
- ◆ National 4 Fashion and Textile Technology *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Fashion and Textile Technology: Textile Technologies* (National 4) Unit is a mandatory Unit in the National 4 Fashion and Textile Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners.

The general aim of this Unit is to provide learners with the opportunity to develop knowledge and skills related to textile technologies. This includes knowledge of the characteristics and properties of a range of textiles 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.

The focus of this Unit is on the development and application of practical textile skills and relevant health and safety procedures. It has been designed for delivery in a range of learning environments.

Learners who successfully complete this Unit will be able to demonstrate achievement of the following Outcomes:

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

Progression into this Unit

Entry into 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 the following or equivalent qualifications and/or experience:

- ♦ National 3 Fashion and Textiles Technology Course or its component Units

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 4 Fashion and Textile Technology Course *Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers can select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the National 4 Fashion and Textile Technology Course
- ◆ *Fashion and Textile Technology: Textile Technologies* (National 5) Unit
- ◆ related Units in SQA Awards
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

This section provides advice and guidance and some examples of approaches to learning, teaching and assessment 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 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 patterns and textile properties and characteristics

See Appendix 3 of National 4 *Fashion and Textile Technologies Course Support Notes* for information about fashion/textile items suitable for SCQF levels 3–6.

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

Further information about suitable resources and materials appropriate to this Unit can be found in the *Course Support Notes*.

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 and instructions 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 re-assessed 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 a straightforward fashion/textile items using a pattern

| Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|--|---|
| <p>A range of fashion/textile items should be examined to illustrate a selection of possible construction processes and techniques.</p> <p>A variety of straightforward fashion/textile items could be adapted, partially made or fully completed by the learner when practising techniques and processes. See Appendix 3 of National 4 <i>Fashion and Textile Technologies Course Support Notes</i> for more information about fashion/textile items suitable for SCQF levels 3–6.</p> <p>Learners could be encouraged to analyse the complexity of the task by understanding the processes/stages involved in construction of the chosen item. This may be done by an activity examining component parts of previously completed items and the number of steps used.</p> <p>Learners could investigate sources of suitable patterns and examine a range of patterns to identify what processes and stages will be required to make the item.</p> <p>Learners should be made familiar with pattern markings and instructions.</p> | <p>Learners could be assessed throughout the stage of preparing to make the fashion/textile item. Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklists ◆ learner worksheet ◆ a photocopy of the pattern envelope, or a description of the item |
| <p>Learners will need to know some of the basic effects of fabric properties and fabric construction to select appropriate textiles for the chosen fashion/textile item.</p> | <p>A written or oral short response test of knowledge and understanding prior to beginning the practical work is suggested to determine the extent of a learner's underpinning knowledge and understanding.</p> |

| | |
|---|---|
| <p>This could be delivered as a research project or sensory exercise, or by 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 be used.</p> <p>Teachers may also wish to consider co-operative learning techniques such as expert groups.</p> <p>Learners will need to understand 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 textiles. They will also need to understand the properties of textiles constructed by knitting, weaving and bonding. It may be appropriate to provide this information in a booklet. Learners should then be able to choose materials which are suitable for the purpose of the fashion/textile item.</p> | <p>This could include aspects of the following:</p> <ul style="list-style-type: none"> ♦ fibres and textiles — sources, properties and characteristics, such as durability, strength and softness ♦ physical and chemical fabric finishes, such as brushing or bleaching textiles <p>Other evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ♦ observational checklists ♦ worksheet which could show: <ul style="list-style-type: none"> — textile choice — swatch of fabric(s) to be used |
| <p>Learners could develop an understanding of textile construction skills through practical tasks or specific exercises in the form of research or sample making.</p> <p>Construction techniques could include: pinning, cutting out, transfer of pattern markings, 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, application of collars, cuffs , waistbands or bias binding,</p> | <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ♦ observation checklist ♦ worksheet which could show a list of construction skills to be used by learner in making the chosen item ♦ a photo-montage of construction techniques completed by the learner |

| | |
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| <p>cross pinning, use of plain seams, simple seam finishes, fastening and use of trimmings, or any other relevant construction technique.</p> <p>Surface decoration can also be considered as a construction technique. Suitable surface decoration techniques could include: applique; embroidery; ribbons/braids; photographic transfers; beading and sequins, or any other relevant surface decoration techniques.</p> <p>See Appendix 4 of National 4 <i>Fashion and Textile Technologies Course Support Notes</i> for more information about construction techniques appropriate for SCQF levels 3–6.</p> | |
|--|--|

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

| Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|--|---|
| <p>Learners need to understand the functions of the various tools and equipment available to them.</p> <p>It may be useful to use co-operative learning techniques to allow learners to generate safety rules or identify potential health and safety risks before equipment comes into general use.</p> <p>Learners may also be able to use e-learning resources which simulate health and safety risks in the workshop or workplace.</p> <p>Safety points to consider may include, but is not limited to: loose clothing and hair, safe use, carrying and storage of tools and equipment, numbers of people around the equipment and tripping hazards.</p> <p>Having chosen which equipment and tools are appropriate for each task, learners should be shown how to set up and use equipment correctly and as independently as possible. This could be done through peer or group work, the use of videos and online resources may also support learning.</p> | <p>Learners should be able to correctly select, set up and use tools and equipment appropriate to the item being manufactured and demonstrate correct carrying and storage of tools such as needles, scissors and pins.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklist ◆ worksheets which could show: <ul style="list-style-type: none"> — list of equipment needed to make chosen item — selection from a tick list ◆ photographic evidence of setting up and using tools/equipment safely and correctly |
| <p>Learners may receive appropriate teacher support during make. They could be encouraged to keep a record of the stages of construction and the time spent on each to assist with ongoing learning.</p> | <p>Learners would be assessed throughout the make of the chosen item through observation by teacher/lecturer.</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 may wish to have the whole class constructing the same item so they can be guided stage by stage as a group, or teachers/lecturers may wish to offer a choice of items and then work with smaller groups in turn.</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. They should consider features of the item such as accurate stitching; correct depth hems; correct width of seam allowances; accurately applied buttons/fastenings/closings; ironing to remove all unwanted creases; correct fit/shape or any other relevant feature.</p> | <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ observational checklists ◆ photographs of the item being made ◆ the completed item |
|---|--|

Developing skills for learning, skills for life and skills for work

For this Unit, there are significant opportunities to develop the following skills for learning, skills for life and skills for work. Some of these opportunities are described in the table below.

| Skills for learning, skills for life and skills for work | Suggested approaches for learning and teaching |
|--|--|
| Numeracy | |
| Money, time and Measurement | In this Unit, learners could be given the opportunity to use a range of measuring instruments and be given the opportunity to read and interpret straightforward units of measurements such as millimetres and centimetres. Learners may also benefit from considering the cost of textiles and how this is associated with their properties and characteristics. |
| Health and wellbeing | |
| Personal learning | In the context of the <i>Fashion and Textile Technology: Textile Technologies</i> Unit, learners could be given the opportunity to reflect on their practical skills and learn from their experiences. Teachers/lecturers could provide the opportunity for learners to critically reflect on what they did well and what could be improved upon, to inform their ongoing learning. |
| Thinking skills | |
| Applying | Wherever possible, learners could be given the opportunity to apply the skills, knowledge and understanding they have developed in a range of contexts. Learners could be encouraged to think about how they are going to make the fashion/textile item, decide what pattern and textile construction techniques to use and then make the fashion/textile item. To determine a learner's level of understanding, learners could be encouraged to discuss what they are doing with their peers or the teacher/lecturer. |

There may be other opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Unit. However, this could vary across centres depending on approaches being used to deliver the Unit. This will be for centres to decide.

Combining assessment within Units

There are many ways in which the requirements of the Unit can be generated.

Evidence may be gathered using different assessments for each Outcome or it may be gathered for the Unit as a whole through one assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to assessment taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ adapted tools and equipment such as large pins, adapted scissors and sewing machines with altered controls
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website:
<http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment* \(June 2008\)](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and
SCQF level descriptors (to be reviewed during 2011 to 2012):
www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: May 2015 (version 3.0)

Superclass: JK

History of changes to Unit Support Notes

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|---|------------------------------------|-------------|
| | 2.0 | Updated to incorporate revised content in Unit Specification: <ul style="list-style-type: none">◆ General guidance on the Unit◆ Approaches to learning, teaching and assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work | Qualifications Development Manager | August 2013 |
| | 3.0 | Wording amended in line with Course Support Notes appendix. | Qualifications Manager | May 2015 |
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Unit Support Notes — Fashion and Textile Technology: Fashion/Textile Item Development (National 4)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Fashion and Textile Technology: Fashion/Textile Item Development* Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ Fashion and Textile Technology: Fashion/Textile Item Development (National 4) *Unit Specification*
- ◆ National 4 Fashion and Textile Technology Course *Specification*
- ◆ Fashion and Textile Technology (National 4) *Added Value Unit*
- ◆ National 4 Fashion and Textile Technology *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Fashion and Textile Technology: Fashion/Textile Item Development* (National 4) Unit is a mandatory Unit in the National 4 Fashion and Textile Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is to provide 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.

Learners who successfully complete this Unit will be able to demonstrate achievement of the following Outcomes:

- 1 Plan the making of straightforward fashion/textile items that take into account fashion/textile trends
- 2 Make straightforward fashion/textile items that take into account fashion/textile trends

Progression into this Unit

Entry into 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 the following or equivalent qualifications and/or experience:

- ♦ National 3 Fashion and Textile Technology Course or its component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Fashion and Textile Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers can select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the National 4 Fashion and Textile Technology Course
- ◆ *Fashion and Textile Technology: Fashion/Textile Item Development* (National 5) Unit
- ◆ related Units in SQA Awards
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

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

Sequencing and timing

This Unit consists of two Outcomes for which the learning and teaching and assessment could be approached in a variety of ways. The Outcomes are, however, designed to be assessed sequentially. There is no specific amount of time set aside for the learning, teaching 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:

- ◆ teacher/lecturer exposition of contemporary and historical fashion/textile trends
- ◆ using the internet to research into contemporary and historical fashion/textile trends
- ◆ using current fashion magazines to identify contemporary fashion trends and their influence on high street fashion
- ◆ visiting designers, exhibitions, manufacturers and retailers to see first-hand how fashion/textile items are influenced by trends, designed, made and marketed
- ◆ inviting specialists to discuss skills such as ideas generation, decorative work and finishing skills
- ◆ developing problem-solving skills during item design and make
- ◆ working collaboratively with other learners, including peer teaching and support or peer evaluation
- ◆ discussing trends, ideas, skills and concepts and debating how they can be applied
- ◆ managing time and resources during the planning and making process
- ◆ teacher/lecturer demonstration of practical skills
- ◆ undertaking practical activities to develop an increasing range of textile construction techniques
- ◆ using simulated exercises to reinforce health and safety practices

See Appendix 3 of National 4 *Fashion and Textile Technologies Course Support Notes* for information about fashion/textile items suitable for SCQF levels 3–6.

Learners could make partial items or manufacture complete items. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include, but is not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources for research, for example into fashion trends and technological development in textiles
- ◆ 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

Further information about suitable resources and materials appropriate to this Unit can be found in *Course Support Notes*.

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 appropriate resources, including manuals, patterns, fashion/textile magazines, instructions leaflets and the internet during learning, teaching and assessment.

Assessors may provide appropriate advice and guidance to learners to help them solve technical problems. Teachers and lecturers may give learners advice on suitability and practicability of their choice of item, textiles, yarns and materials.

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 those 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 — Plan the making of straightforward fashion/textile items that take into account fashion/textile trends

| Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|---|--|
| <p>Briefs at National 4 should have one theme and be open to personalisation and choice. For this Unit, briefs should be interpreted using a fashion/textile trend, for example:</p> <ul style="list-style-type: none"> ◆ Plan and make a fashion/textile item suitable for a school trip ◆ Plan and make a fashion/textile item suitable for a bedroom Plan and make a fashion/textile item us suitable for encouraging environmental awareness <p>Learners could be taught how to interpret a brief and develop a solution to meet the brief. Features of a solution they might want to consider include, but is not limited to: use; purpose; safety; age; theme; quality; budget; size; durability; easy care; colour; shape.</p> <p>For example:</p> <p>Brief: Make a fashion/textile item suitable for a bedroom.</p> <p>Features to consider: safety, ease of care and size.</p> <p>Suggestions for a solution could be:</p> <ul style="list-style-type: none"> ◆ soft toy ◆ cushion cover ◆ bag ◆ quilt cover | <p>Learners could be assessed throughout the Unit.</p> <p>It is recommended that learners have knowledge of the following prior to assessment:</p> <ul style="list-style-type: none"> ◆ preparation and finishing of seams ◆ edge finishes ◆ hems ◆ fastenings ◆ order of construction ◆ craft skills and their suitability for application to textile items <p>It is recommended that, for assessment, learners are encouraged to select textile construction techniques that build on and extend those developed in this Unit. The choice of construction skills will, however, depend on the item to be made. Learners could develop these skills by examining ready-made items and identifying what skills have been used. They may also wish to take into account their own strengths, weaknesses and preferences when deciding what textile construction skills to use. In all cases, support should be provided at this level to guide the learner into making appropriate choices.</p> <p>Evidence could involve the use of worksheets which could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ the name of the item chosen and a description of the fashion/textile trend they have chosen |

| | |
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| <p>The learner could carry out a personal investigation to identify a suitable contemporary or historical fashion/textile trend that can be used in their solution. The investigation could involve the use of text books, pattern books, fashion catalogues and magazines, talking to people and the internet.</p> <p>Learners could discuss a variety of ready-made fashion/textile items and how these items might help to meet the brief. Visits can be made to local colleges (where there is a fashion/textile department) or an expert from the fashion/textile industry or college department could be asked to come and speak to the learners. Local retailers and manufacturers can also be visited.</p> <p>This Unit could also incorporate learning about the design process in the textile industry. Learners could study fashion houses and fashion weeks, interpretation of fashion/textile trends by high street retailers, designer labels, history of fashion and fashion designers.</p> <p>The chosen item should demonstrate a range of appropriate textile construction techniques, for example:</p> <ul style="list-style-type: none"> ◆ placing a pattern, pinning, cutting, marking ◆ tailor tacking, stay stitching, tacking, hand-sewing. ◆ fastening, stuffing, gathering, seams ◆ knitting, beading, appliqué, embroidery <p>See Appendix 4 of National 4 <i>Fashion and Textile Technologies Course Support Notes</i> for more information about construction techniques appropriate for SCQF levels 3-6.</p> | <ul style="list-style-type: none"> ◆ a presentation board ◆ an observational checklist |
|--|--|

Accurate timings are not required in work plans, however learners would benefit from being encouraged to make good use of their time whilst working. For example, they could carry out alternative tasks whilst waiting for equipment or undertake repetitive tasks in their spare time. A logical work sequence for making an item — in this example, a soft toy — could include:

- 1 Select all resources including textiles, pattern (if used), components, equipment and tools
- 2 Prepare pattern and fabric. Pin on and cut out.
- 3 Transfer pattern markings using an appropriate method and remove pattern.
- 4 Tack and machine pieces together. Remove tacking.
- 5 Snip and clip seams and turn through to right side.
- 6 Stuff and close opening by slip stitching.
- 7 Embroider features to the face.

Learners could develop planning skills by examining the method of construction used on existing fashion/textile items and to identify what specific equipment and components have been used.

Learners may also benefit from a visit to a manufacturer to learn about how textile items are mass manufactured and the various roles people have in the fashion/textile industry.

Evidence could include worksheets which could show:

- ◆ textile choice
- ◆ swatches of textile(s) to be used
- ◆ list of requisition requirements — this could be a multiple choice tick list

Outcome 2 — Make straightforward fashion/textile items that take into account fashion/textile trends

| Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|---|--|
| <p>The learner would benefit from being encouraged to understand the importance of correct set up and use of tools and equipment.</p> <p>Learners could refer to previous knowledge to help with this task; however it would be advisable to revise previously learned skills. This could be done, for example, by gathering learners together in small groups and demonstrating threading and safe use of the sewing machine.</p> <p>Health and safety could be taught to learners by teacher demonstration, peer group demonstration and class discussion. Learners could identify possible accidents that may occur if safety guidelines are not adhered to.</p> | <p>Learners could be assessed throughout the making of the chosen item.</p> <p>Evidence could include observation by teacher/lecturer using an observational checklist or photographic evidence.</p> |
| <p>Learners should be made aware that following their own solution and plan is integral in this Unit. They could be encouraged to keep a daily log of work carried out over a period of time. This could be discussed with the learner at regular intervals to help develop an increasing awareness of time management.</p> <p>Learners should be encouraged to do as much as possible for themselves. However, some learners may require additional help to overcome technical problems. Some may need a support specialist for health and safety reasons and this requirement should be adhered to.</p> | <p>Processes carried out by learners could be assessed by observation and recorded on a checklist</p> <p>Videos or photographs of the item being made and the completed item could also provide evidence.</p> <p>Observational checklists can be used.</p> <p>A record of the completed fashion/textile item should be kept.</p> |

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| <p>Learners could be given the opportunity to either watch a demonstration of item making or visit a local manufacturer to see how items are created from patterns to finished items. Whilst making items, learners could be encouraged to adapt their plans where necessary. This could be done through discussion with other learners or the teacher/lecturer.</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. They should consider features of the item such as accurate stitching; correct depth hems; correct width of seam allowances; accurately applied buttons/fastenings/closings; ironing to remove all unwanted creases; correct fit/shape or any other relevant feature</p> | |
|--|--|

Developing skills for learning, skills for life and skills for work

For this Unit, there are significant opportunities to develop the following skills for learning, skills for life and skills for work. Some of these opportunities are described in the table below.

| Skills for learning, skills for life and skills for work | Suggested approaches for learning and teaching |
|---|---|
| Numeracy | |
| Money, time and measurement | In the context of this Unit, learners could be given the opportunity to use a range of measuring instruments and be able to read and interpret Units of measurement on patterns. Learners could also be encouraged to notice the time taken for each task during the making process and record this in a log or diary. |
| Health and wellbeing | |
| Personal learning | In this Unit, learners could be given the opportunity to reflect on their practical skills and learn from their experiences. Teachers and lecturers could provide the opportunity for learners to critically reflect on what they did well during the design and making process. Through discussion with the teacher/lecturer, learners could agree what could be done in the future to improve their management of time and resources. |
| Thinking skills | |
| Applying | Wherever possible, learners could be given the opportunity to apply the skills, knowledge and understanding they have developed to respond to given briefs in a range of contexts. Learners should be encouraged to think about how they are going to make the fashion/textile item, decide what textile construction techniques to use and then make the fashion/textile item. To determine the learner's level of understanding, learners should be encouraged to discuss what they are doing or show their thinking. |

There may be other opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Unit. However, this could vary across centres depending on approaches being used to deliver the Unit. This will be for individual centres to decide.

Combining assessment within Units

There are many ways in which the requirements of the Unit can be generated.

Evidence may be gathered using different assessments for each Outcome or it may be gathered for the Unit as a whole through one assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to assessment taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ adapted tools and equipment such as large pins, adapted scissors and sewing machines with altered controls
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: May 2015 (version 3.0)

History of changes to Unit Support Notes

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|---|------------------------------------|-------------|
| | 2.0 | Updated to incorporate revised content in Unit Specification: <ul style="list-style-type: none">◆ General guidance on the Unit◆ Approaches to learning, teaching and assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work | Qualifications Development Manager | August 2013 |
| | 3.0 | Wording amended in line with Course Support Note appendix. | Qualifications Manager | May 2015 |
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Unit Support Notes — Fashion and Textile Technology: Fashion and Textile Choices (National 4)



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

Introduction

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

- ◆ Fashion and Textile Technology: Fashion and Textile Choices (National 4) *Unit Specification*
- ◆ National 4 Fashion and Textile Technology *Course Specification*
- ◆ Fashion and Textile Technology (National 4) *Added Value Unit*
- ◆ National 4 Fashion and Textile Technology *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Fashion and Textile Technology: Fashion and Textile Choices* (National 4) Unit is a mandatory Unit in the National 4 Fashion and Textile Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is to provide 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 justify their solution for a straightforward fashion/textile item, with a focus on factors that affect fashion/textile choice.

Learners who successfully complete this Unit will be able to demonstrate achievement of the following Outcomes:

- 1 Develop a straightforward fashion/textile item that takes into account factors that affect the fashion and textile choices of others

Progression into this Unit

Entry into 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 the following or equivalent qualifications and/or experience:

- ♦ National 3 Fashion and Textile Technology Course or its component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Fashion and Textile Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers can select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning, teaching and assessment' section.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in the National 4 Fashion and Textile Technology Course
- ◆ Fashion and Textile Technology: Fashion and Textile Choices (National 5) Unit
- ◆ related Units in SQA Awards
- ◆ further study, employment and/or training

Approaches to learning, teaching and assessment

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

Sequencing and timing

This Unit has one Outcome for which the learning and teaching and assessment can be approached in a variety of ways. There is no specific amount of time set aside for the learning, teaching and assessment of the 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:

- ◆ discussing and debating factors affecting the fashion and textile choice of others and how this influences design
- ◆ using investigative techniques such as surveys and questionnaires to find out about the fashion/textile choices of others
- ◆ visiting exhibitions, designers and retailers to see how fashion/textile items are designed and marketed
- ◆ teacher/lecturer exposition and demonstration of skills
- ◆ examining methods of deconstructing, reconstructing and up-cycling fashion/textile items to explore the different ways in which items can be constructed or adapted
- ◆ developing problem-solving skills during item design
- ◆ working collaboratively with other learners, including peer teaching, support and evaluation
- ◆ using simulated contexts to reinforce health and safety practices

Learners could adapt existing items, make partial items or manufacture complete items. This will allow learners to acquire skills, knowledge and understanding in a meaningful and integrated way.

See Appendix 3 of National 4 *Fashion and Textile Technologies Course Support Notes* for information about fashion/textile items suitable for SCQF levels 3-6.

Where resources permit, centres could use technology to support learning, teaching and assessment. This could include, but is not limited to:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence
- ◆ web-based resources for research, for example into fashion and textile choices
- ◆ online questionnaires to find information about the fashion/textile choices of others
- ◆ CAD software to design fashion/textile items

Further information about suitable resources and materials can be found in *Course Support Notes*.

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 appropriate resources, including manuals, patterns and fashion/textile magazines during learning, teaching and assessment.

Assessors may provide appropriate advice and guidance to learners to help them solve technical problems. Teachers and lecturers may give learners advice on suitability and practicability of their choice of item, textiles, yarns and materials for developing solutions for fashion/textile items.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards within the Outcome only need to be re-assessed on those 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 — Develop a straightforward fashion/textile item that takes into account factors that affect the fashion and textile choice of others

| Suggested approaches to learning and teaching | Suggested approaches to assessment and gathering evidence |
|--|---|
| <p>Objective desk-based research, interacting with others and using textbooks and the internet should provide information regarding possible criteria which influence the fashion and textile choices of others. Specific investigative techniques that teachers/lecturers could explore with learners include literary/internet research; conducting a survey and conducting interviews. Visits to fashion shows and retailers will also provide valuable information about the choices made by others.</p> <p>Learners should be given the opportunity to explore different ways of presenting the findings from their investigation such as a graph; a chart; a table; a mind-map; a short report; notes from an interview or any other relevant format.</p> <p>Learners could work in pairs or groups to explore influences on fashion and textile choices including: budget, advertising, celebrity endorsement, climate, culture, environmental sustainability (eg energy saving, eco-friendly products, cruelty free products), after-care, body image, body size, geographical location and accessibility to fashion/textile shops, health, peer pressure, personal taste and technological innovations.</p> | <p>Learners could be assessed throughout the Unit and it is recommended that all planning and preparation work is completed prior to the making of the fashion/textile item.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ worksheets ◆ presentation/mood board ◆ annotated diagram |
| <p>Before developing a solution for their chosen fashion/textile item, learners could be given the opportunity to analyse ready-made fashion/textile items of a similar nature to identify what components and textiles have been used.</p> <p>Teachers/lecturers should encourage learners to look at a variety of solutions for fashion/textile items and discuss the respective merits of each format</p> | <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ presentation/mood board ◆ annotated diagram ◆ a completed and/or annotated checklist |

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|--|--|
| <p>such as an annotated diagram, a sketch, a written report, a mood board etc.</p> <p>Learners could discuss which features of the fashion/textile items in the solutions are most useful. These features could include, but are not limited to: colour; shape; style features; fabric; use; purpose; safety; age; theme; quality; budget; size; durability or ease of care.</p> | |
| <p>Direct teaching of review skills, followed by personal analysis could help learners to provide justification for their fashion/textile solution.</p> <p>Learners could explore a range of fashion critiques to see how solutions are justified on commercially produced items. Learners could practise their own critiques on fashion/textile items prior to reviewing solutions they have planned.</p> <p>Learners could benefit from:</p> <ul style="list-style-type: none"> ◆ seeing examples of fashion/textile items which have been evaluated against a given solution ◆ reading critiques of fashion items in magazines or on the internet ◆ seeing examples of inappropriate solutions to given briefs — learners could then be encouraged to identify and give reasoned explanations as to why solutions were inappropriate, eg expensive silk fabric used to make a tote bag for a student on a low budget ◆ exploring a range of open-ended questions designed to help them make informed decisions regarding the suitability of their fashion/textile choice for meeting the previously identified influence, for example: <ul style="list-style-type: none"> — In what ways does the completed fashion/textile item take into account the issue that has affected fashion/textile choice? — In what ways is the completed fashion/textile item appropriate for its end user? — In what ways is the fashion/textile choice fit for purpose? | <p>In order to be able to justify the solution, learners should be able to compare their solution for the fashion/textile item against previously identified needs of the item.</p> <p>Evidence could include, but is not limited to:</p> <ul style="list-style-type: none"> ◆ a justification sheet reflecting on positive attributes of their solution for a fashion/textile item in relation to the requirements of the item |

Developing skills for learning, skills for life and skills for work

For this Unit, there are significant opportunities to develop the following skills for learning, skills for life and skills for work. Some of these opportunities are described in the table below.

| Skills for learning, skills for life and skills for work | Suggested approaches for learning and teaching |
|---|---|
| Numeracy | |
| Money, time and measurement | In the context of their Unit, learners could be given the opportunity to use a range of measuring instruments and be able to read and interpret units of measurement. They could also be encouraged to notice the time taken for each task during the making process and record this in a log or diary. Learners could also be given the opportunity to calculate quantities of textiles and to learn the consequences of inaccurate measurements in terms of wastage of time and money, as well as the inconvenience of purchasing additional fabric if insufficient fabric was purchased initially. |
| Health and wellbeing | |
| Personal learning | In this Unit, learners could be given the opportunity to reflect on their practical skills and learn from their experiences. Teachers and lecturers could provide the opportunity for learners to critically reflect on what they did well during the design and making process. Through discussion with the teacher/lecturer, learners could agree what could be done in the future to improve their management of time and resources. Learners could investigate influences on consumers and how consumers can be influenced by external sources. Learners may be in a position to extend their skills base and to experience the personal rewards of achieving positive outcomes with regard to learning and applying newly learnt skills and knowledge. |
| Thinking skills | |
| Applying | Wherever possible, learners could be given the opportunity to apply the skills, knowledge and understanding they have developed to respond to given briefs in a range of contexts. Learners should be encouraged to think about how they are going to make the fashion/textile item, decide what textile construction techniques to use and then make the fashion/textile item. To determine the learner's level of understanding, learners should be encouraged to discuss what they are doing or show their thinking. |

There may be opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Unit. However, this could vary across centres depending on approaches being used to deliver the Unit. This will be for individual centres to decide.

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There are many ways in which the requirements of the Unit can be generated.

Evidence may be gathered using different assessments for each Outcome or it may be gathered for the Unit as a whole through one assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to assessment taking into account the needs and experiences of their learners.

If a learner has a disability, centres could provide where appropriate, the following support:

- ◆ assistive technologies
- ◆ patterns which use enlarged symbols and text for learners who are visually impaired

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ♦ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ♦ [*Building the Curriculum 5: A framework for assessment*](#)
- ♦ [*Course Specifications*](#)
- ♦ [*Design Principles for National Courses*](#)
- ♦ [*Guide to Assessment*](#)
- ♦ *Principles and practice papers for curriculum areas*
- ♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ♦ [*SCQF Handbook: User Guide*](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ♦ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ♦ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ♦ SQA Guidelines on e-assessment for Schools
- ♦ SQA Guidelines on Online Assessment for Further Education
- ♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: September 2016 (version 4.0)

History of changes to Unit Support Notes

| Version | Description of change | Authorised by | Date |
|---------|---|------------------------------------|----------------|
| 2.0 | Updated to incorporate revised content in Unit Specification: <ul style="list-style-type: none">◆ General guidance on the Unit◆ Approaches to learning, teaching and assessment Amended for clarification: <ul style="list-style-type: none">◆ Developing skills for learning, skills for life and skills for work | Qualifications Development Manager | August 2013 |
| 3.0 | Wording amended in line with Course Support Notes appendix. | Qualifications Manager | May 2015 |
| 4.0 | 'Aims', 'Approaches to learning, teaching and assessment' and 'Equality and inclusion' sections amended to reflect the removal of Outcome 2. | Qualifications Manager | September 2016 |
| | | | |

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