



Fashion and Textile Technology: Fashion and Textile Choices (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H251 76

Unit outline

In this Unit, learners will investigate a range of factors influencing the fashion/textile industry. They will analyse how these factors influence decisions taken by industry and choices made by consumers and evaluate how existing fashion/textile items meet a range of consumer or industry needs. They will communicate their findings in an appropriate way.

Learners who complete this Unit will be able to:

1. Investigate issues influencing the fashion/textile industry and consumers

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

The *Course Assessment Specification* for the Higher Fashion and Textile Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Fashion and Textile Technology Course.

Recommended entry

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

- ◆ National 5 Fashion and Textile Technology Course

Equality and inclusion

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

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1. **Investigate issues influencing the fashion/textile industry and consumers by:**
 - 1.1 Selecting an issue influencing the fashion/textile industry or consumers
 - 1.2 Using investigative techniques to obtain information about the issue
 - 1.3 Explaining the influence of the issue on the fashion/textile industry or consumers
 - 1.4 Evaluating how fashion/textile items address the issue
 - 1.5 Communicating findings in an appropriate way

Evidence Requirements for the Unit

For this Unit, learners will be required to investigate an issue influencing the fashion/textile industry and/or consumers. These issues could include, but are not limited to, ethical, environmental, economic, social or cultural issues. Learners will communicate their findings in an appropriate format.

Learners will be required to provide evidence of:

- ◆ Using a range of investigative techniques to obtain information about the issue. These could include surveys, interviews, literature searches, comparison testing or any other appropriate technique.
- ◆ Communicating their findings in an appropriate way. This could include electronic formats, (such as blogs or wikis), presentations, mood boards, written responses or any other appropriate way.

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

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

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

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

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2014 (version 2.0)

Superclass: JK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Changes to Unit outline — 'the' added and '/or' removed. Amendments to Assessment Standards to improve clarity — AS 1.3 – 'analysing' changed to 'explaining'. AS 1.1 and 1.3 'and/' removed.	Qualifications Development Manager	April 2014

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

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

© Scottish Qualifications Authority 2014