



**Arrangements for:
National Progression Award in Harris
Tweed
at SCQF level 5**

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's schools and colleges have made to the development of National Qualification Group Awards.

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1 Introduction

This is the Arrangements Document for the National Progression Award in Harris Tweed at SCQF level 5 which was validated in April 2010. This document includes background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The main aim of the National Progression Award in Harris Tweed is to provide an insight into the history of the Harris Tweed industry, an awareness of the development of the industry, a practical understanding of how Harris Tweed is produced and a knowledge of the many uses which can be made of it. The NPA will provide an introduction to the techniques used in the sector including:

- ◆ weaving
- ◆ designing and making products using tweed
- ◆ promoting tweed based products.

The popularity and versatility of Harris Tweed means that there are many vocational opportunities within the industry. These opportunities are constantly expanding. The National Progression Award for Harris Tweed will raise awareness of the career opportunities available and prepare candidates to undertake further study/training which could then lead to a range of employment opportunities within the Harris Tweed or textile sectors. Employment opportunities could include becoming a weaver, mill worker, designer, tailor or retailer.

2 Rationale for the development of the Group Award

Need for the qualification

The need to encourage more young people to join the Harris Tweed industry was the key driver behind the development of the National Progression Award for Harris Tweed.

A Training and Skills Audit and Development Plan for the Harris Tweed Industry was commissioned by Highlands and Islands Enterprise (HIE), in partnership with Comhairle nan Eilean Siar (CnES) in 2008. A key concern to be addressed by the audit was the 'longer term capacity of the industry to develop and meet additional demand created by marketing and promotional activity.'

The resulting **Training and Skills Development Plan**, published in December 2008, highlighted a number of key points, as outlined in following extracts from the Plan's Executive Summary:

- ◆ 'Harris Tweed is a premium brand, recognised globally as a unique fabric. Despite decline in recent years, there is real opportunity for the industry to grow, based on positioning Harris Tweed as an aspirational product in key global markets.'
- ◆ 'To do this requires the industry to address major challenges and constraints. 60% of the mill workforce and 88% of weavers are over 50,

with a significant portion close to retirement. Without urgent action, key skill sets will be lost.'

- ◆ 'The industry has real opportunity to grow. The enthusiasm for the development of training and skills illustrates the commitment of those within the industry to contribute to this potential. To develop, the industry must attract young people. Providing training and development opportunities is fundamental to doing this.'

As part of its conclusions, the Plan recommended that a portfolio of 'fit for purpose' qualifications should be implemented to support the development of skills in the Harris Tweed sector. This included the introduction of a training course for weavers, the implementation of SVQs and the introduction of a taster course aimed primarily at schools. A summary of the new weaving training course and the implementation of SVQs is outlined in Appendix 1, which is an article for the Hebrides News. The Plan and other research have identified other key skills gaps in the sector, including design, marketing, tailoring and leadership.

The progression routes outlined below illustrate how candidates could progress through a range of different qualifications to potential career opportunities.

Education and industry representatives were involved in the development of the National Progression Award and a Steering Group was established to oversee the development process. Members of the Harris Tweed Qualifications Design Group included: teachers; a skills and enterprise officer, a weaver, weaver/designer, retailer, Harris Tweed sales and promotion officer, and Chief Executive of the Harris Tweed Authority.

The proposed units were widely circulated within the industry to invite feedback. Very positive letters of support for the National Progression Award were received from various organisations.

Previous Position in Schools and Potential Update

Many students previously used the medium of Harris Tweed in elements of their studies, for example:

- ◆ Harris Tweed can be used in *Home Economics* and *Fashion and Textile* courses
- ◆ the Harris Tweed industry can be a target market in the Marketing Unit of *Business Management* courses
- ◆ the history of the Harris Tweed industry can be explored in the Personal Research Unit in *Gaelic* courses
- ◆ Harris Tweed can be used in the Design element of *Art and Design* courses.

However, there was no coherent approach taken to the development of specific skills that could lead to career opportunities within the Harris Tweed industry.

The objectives for the Harris Tweed NPA are similar to other National Progression Awards which have been specifically designed in the Western Isles in the last 3 to 4 years, in particular the Crofting course and the Traditional Boatbuilding course.

A number of schools in the Western Isles and in Highland Region were consulted on the value of developing this new course. In general there was support for the NPA. Some schools have indicated that they will implement one or more of the units initially and are very much attracted by the opportunities for cross curricular delivery. They see that this offers a welcome degree of flexibility with regard to timetabling and to delivery. (See Appendix 4 for linkage of possible course activities to the Curriculum for Excellence.)

The Sir E Scott School in Harris took the lead in the development of the proposed National Progression Award.

3 Aims of the Group Award

3.1 Principal aims of the Group Award

As outlined in the Introduction, key aims of the National Progression Award in Harris Tweed are to provide:

- ◆ a basic understanding of, and introduction to, the techniques used in the sector
- ◆ an insight into potential career opportunities in the sector which would use these techniques.

Specific skills which are addressed through the units include:

- ◆ key techniques and processes for weaving
- ◆ key techniques involved in making simple products using Harris Tweed
- ◆ key concepts involved in designing a product using Harris Tweed.

These skills will prepare candidates for further study/training which would provide a number of employment opportunities. Progression routes and career opportunities are outlined in section 3.4 — Employment Opportunities.

Another key aim of the National Progression Award in Harris Tweed is to develop a business awareness of how the Harris Tweed industry operates in today's market. Candidates are expected to use a range of research methods to carry out their own investigation into topics such as:

- ◆ the origins of Harris Tweed and the issues that have affected the development of the industry over the last century
- ◆ current product types and applications
- ◆ geographical and demographic markets for Harris Tweed
- ◆ the role of weavers, mills, designers and retailers in getting Harris Tweed products to the market

- ◆ the cost factors that need to be considered when creating Harris Tweed products
- ◆ how Harris Tweed and Harris Tweed products can be promoted.

3.2 Other aims of the Group Award

Throughout the National Progression Award, candidates are encouraged to take a good deal of responsibility for their own learning and completion of the NPA provides a wide range of opportunities for candidates to develop general core and employability skills such as research, planning, evaluation, presenting and team working.

Completion of the NPA can also:

- ◆ provide educational enrichment through a cross-curricular approach to teaching and learning
- ◆ provide a worthwhile and enjoyable educational experience
- ◆ provide enrichment through enabling candidates to engage with a range of people who are involved in different aspects of the Harris Tweed industry
- ◆ provide candidates with skills or information which can be developed to a higher level or which can be readily transferred to another related area, such as another aspect of the textile industry.

3.3 Target groups

Whilst school pupils are the main target group for the National Progression Award, the Award could also be completed by adults — including adult returners and self employed individuals. Individual units from the Award would be appropriate as short courses or evening classes for those interested in specific aspects of the industry.

For example, *An Introduction to Weaving and Production Techniques* could give individuals an insight into the process of weaving which may assist them to make a decision on whether to consider this as a career option. Units — *An Introduction to Weaving and Production Techniques* and *An Introduction to Product Design and Make* could provide self employed individuals who are currently involved in making products using Harris Tweed with some preliminary business skills that could help them to develop their businesses, in particular in relation to design skills and methods to promote their products.

3.4 Employment opportunities

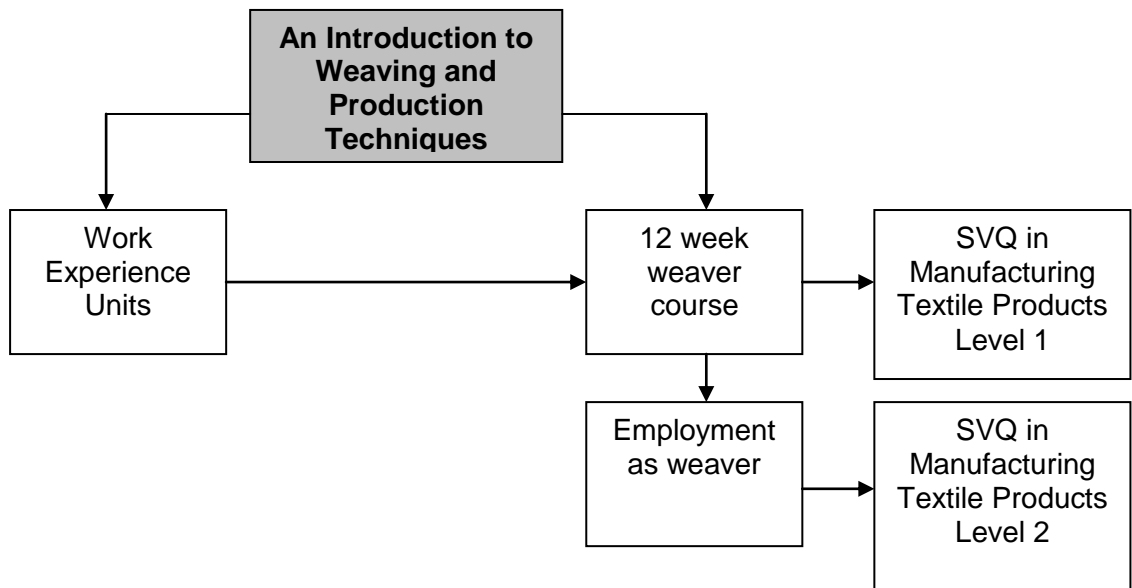
As outlined in the Aims section above, the NPA in Harris Tweed has been designed to develop relevant skills which could ultimately lead to a range of careers in the industry.

The 4 units in the NPA have been designed to provide an introduction to different aspect of the industry:

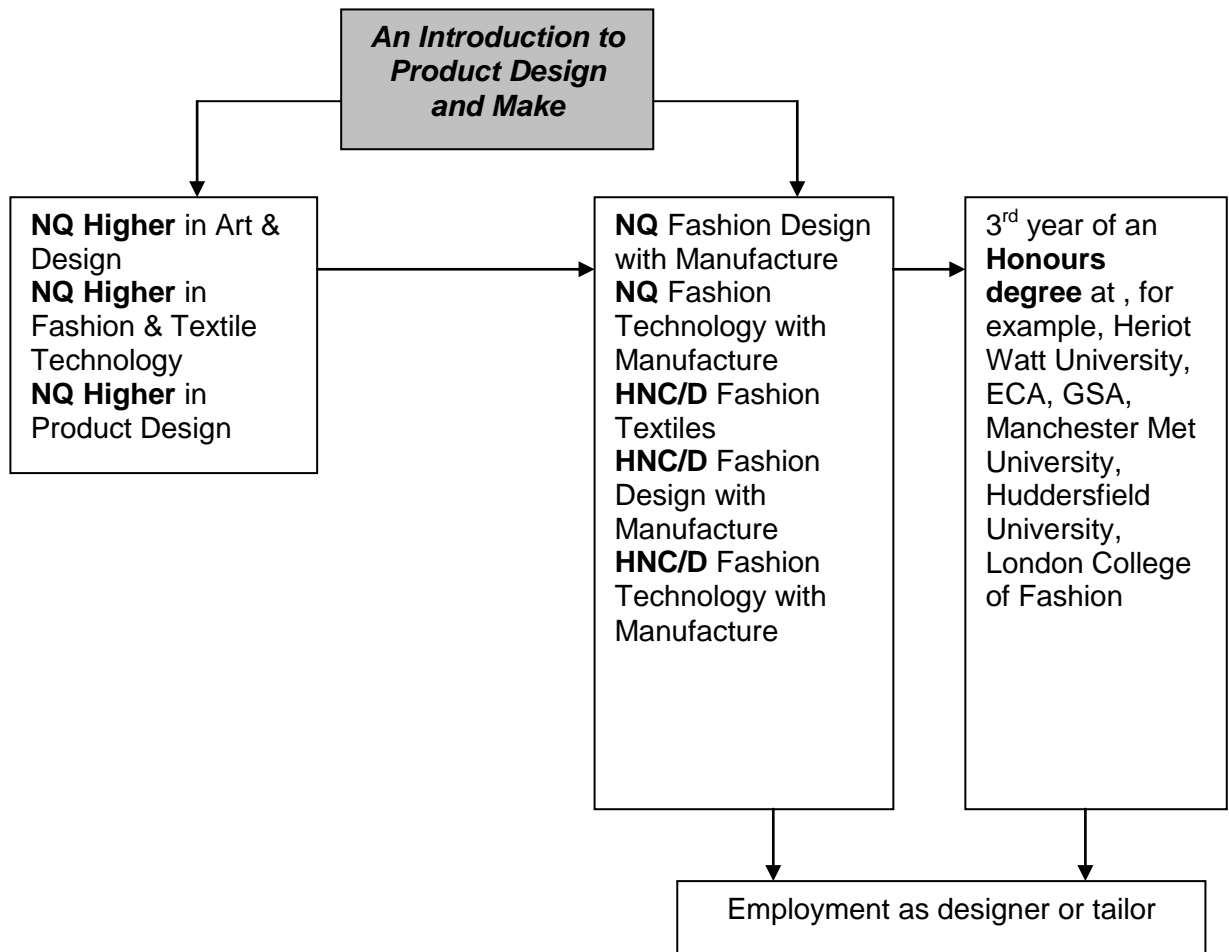
- ◆ Harris Tweed: An Introduction to the Industry
- ◆ Harris Tweed: An Introduction to Weaving and Production Techniques
- ◆ Harris Tweed: An Introduction to Product Design and Make
- ◆ Harris Tweed: An Introduction to Markets and Promotional Methods

These units should prepare candidates to undertake further study/training which could then lead to employment opportunities within the sector as highlighted by the following illustrative progression routes.

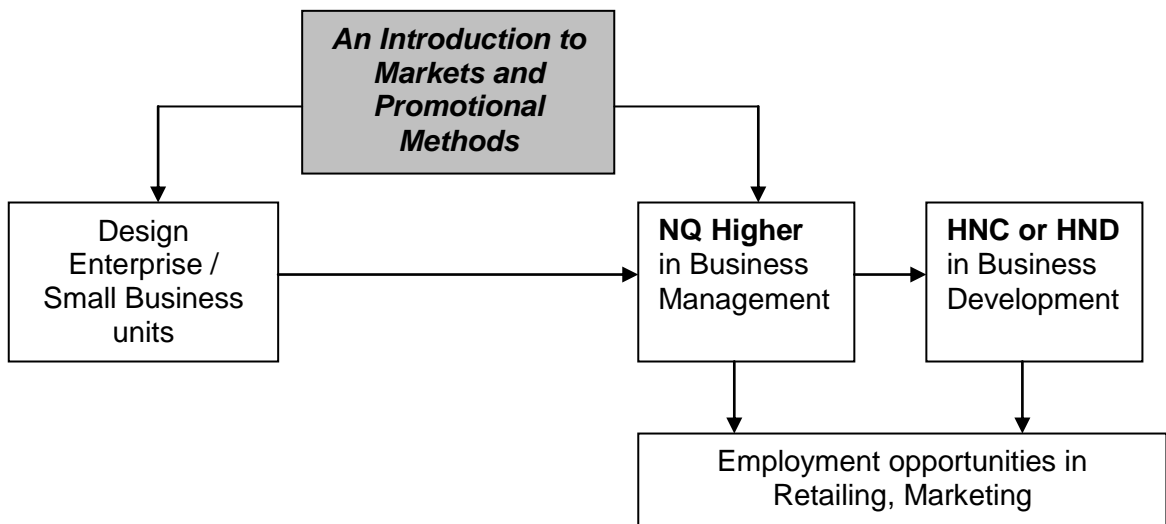
Illustrative Route 1 — Weaving



Illustrative Route 2 — Textile Design/Tailoring



Illustrative Route 3 — Business



Whatever the career pathway or progression route chosen, the Harris Tweed NPA can provide a valuable experience for candidates by enhancing their understanding of a unique product and a unique industry. It can also provide them with transferable skills which can be used in a wide range of contexts and situations.

4 Access to Group Award

There are no specific access requirements for the National Progression Award in Harris Tweed and entry is at the discretion of the centre. Candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a course or its component units at Intermediate 1 (SCQF level 4) in a relevant subject area such as fashion and textiles, product design, art and design and/or technologies
- ◆ Standard Grade at General level in a relevant subject area
- ◆ Core Skills in communication and problem solving at SCQF level 4.

The National Progression Award would also be suitable for adult returners. Any candidates would be expected to demonstrate appropriate prior experience.

5 Group Award structure

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Harris Tweed: An Introduction to the Industry	F8XX 11	3	5	0.5
Harris Tweed: An Introduction to Weaving and Production Techniques	F8XV 11	6	5	1
Harris Tweed: An Introduction to Product Design and Make	F8XW 11	6	5	1
Harris Tweed: An Introduction to Markets and Promotional Methods	F8XY 11	3	5	0.5
Total		18	5	3

The National Progression Award in Harris Tweed contains 4 mandatory units.

Candidates would normally complete the first Unit listed before progressing to the other 3 units.

The units making up the NPA are all at SCQF level 5. level 5 is felt to be the most appropriate level for a number of reasons:

- ◆ candidates' learning is achieved largely through research, observation, hands-on experience and practical activities — this is very much a feature of level 5 courses
- ◆ the Evidence Requirements consist largely of portfolios of evidence and example of products which have been designed or made, rather than

lengthy essay–type responses which would be a common feature of level 6 courses

- ◆ candidates are required to take responsibility for their own learning to a greater extent than would be the case for level 4.

The National Progression Award in Harris Tweed has a total of 18 SCQF credit rating points at SCQF level 5.

5.2 Conditions of Award

To be awarded the National Progression Award in Harris Tweed, candidates must complete the 4 mandatory units and achieve 18 SCQF credit points at SCQF level 5.

5.3 Core Skills

During completion of this NPA candidates will be involved in a range of practical tasks and will also be required to demonstrate communication, research, planning, presentation and evaluation skills. Whilst there is no automatic certification of Core Skills, the units in the National Progression Award could offer candidates good opportunities for developing aspects of:

- ◆ Communication (SCQF level 5)
- ◆ Working with Others (SCQF level 5)
- ◆ Problem Solving (SCQF level 5)
- ◆ Information Technology (SCQF level 5)
- ◆ Numeracy (SCQF level 5)

A grid which highlights opportunities for developing Core Skills is attached to this proposal as Appendix 2.

5.4 Mapping information

To date, there has been a very limited take up of National Qualifications in the sector. As a result of the **Training and Skills Development Plan** described in the Rationale above, an initiative has been launched introducing SVQs at levels 1 and 2 for Weavers. The SVQs which are being used are Manufacturing Textile Products. The National Progression Award would provide a natural progression to these SVQs allowing candidates to extend their skills in the area of weaving. The Sector Skills Council, Skillfast–UK (Skillset from 1st April 2010), has recently completed the development of National Occupational Standards in Harris Tweed, some of which will be added to the SVQs for Manufacturing Textile Products.

A summary of the proposal for the implementation of SVQs is outlined in Appendix 1, which is an article for the *Hebrides News*.

A grid which shows how the units from the NPA will allow candidates to progress to the National Occupational Standards for Harris Tweed is attached to this proposal as Appendix 3.

6 Approaches to delivery and assessment

6.1 Content and context

The Harris Tweed industry has been established in the Western Isles for well over a hundred years. For many years there have been no training routes to enter the industry and in order to develop, the industry must attract young people. This National Progression Award provides an opportunity to introduce these traditional skills to young people at school and to allow them to learn about the history and traditions involved in the industry.

Harris Tweed is a unique product which is produced, used and marketed in a way that is specific to that particular product. Candidates will develop an understanding of the qualities and unique selling points of Harris Tweed and gain an awareness of the influence of the natural environment of the Outer Hebrides as an inspiration for the distinctive pattern designs and colours in Harris Tweed.

As outlined above, each one of the 4 units in the NPA has been designed to provide an introduction to a different aspect of the industry. Candidates are also offered the opportunity to be creative and investigate new and innovative ways to use and promote Harris Tweed.

Wherever possible, candidates will visit businesses involved in the Harris Tweed industry to allow them to gain a good understanding of how the industry operates. This could be supported by visits by industry representatives to learning centres and videos or DVDs which demonstrate the processes used in the industry.

As candidates complete the units they will gain a realistic view of potential career opportunities.

6.2 Delivery and assessment

The delivery approach for the National Progression Award in Harris Tweed involves a mix of:

- ◆ practical tasks which will give candidates a basic understanding of the techniques used in the sector — this includes weaving, pattern design, product design and product manufacture, and
- ◆ research, planning, evaluation and presenting skills which are used to assist candidates to gain an awareness of how the Harris Tweed industry operates.

The National Progression Award has been developed at SCQF level 5 and candidates will be encouraged to take a good deal of responsibility for their own learning, in particular in relation to the research activities. Candidates will also be encouraged to evaluate their own work and, where appropriate, that of others.

There are a number of opportunities to involve local businesses in the delivery of the units — through visits to premises and presentations to learning centres and also through the evaluation of practical tasks. This is particularly relevant in *Harris Tweed: An Introduction to Product Design and Make*.

Each of the units within the National Progression Award can be delivered and assessed independently. There are however many opportunities to deliver and assess the units in a holistic way.

Each of the units includes an element of research. It is suggested that candidates who are undertaking all 4 units could develop one Portfolio to store and present all their research. There are a number of cases when the research in one Unit would be a natural progression from another Unit. For example, in *Harris Tweed: An Introduction to the Industry*, candidates are asked to identify how Harris Tweed is produced and used. This research continues into 2 of the other units. *Harris Tweed: An Introduction to Weaving and Production Techniques* investigates the production processes for Harris Tweed in more depth with candidates taking a more practical hands on approach. *Harris Tweed: An Introduction to Markets and Promotional Methods* requires candidates to continue the research into the uses of Harris Tweed and asks them to create a business profile of the industry with a breakdown of current product types/applications and the geographical and demographic markets for Harris Tweed.

Other aspects of the units could also be approached in an integrated way. In *Harris Tweed: An Introduction to Weaving and Production Techniques* candidates have to produce a piece of woven tweed. In *Harris Tweed: An Introduction to Product Design and Make* candidates have to make a product using Harris Tweed — it would be possible to use the tweed they have woven themselves. In *Harris Tweed: An Introduction to Markets and Promotional Methods* candidates have to create a promotional strategy for a Harris Tweed product and also identify relevant costs factors. It would be possible to base these activities on products designed and made in *Harris Tweed: An Introduction to Product Design and Make*.

A cross-curricular approach to the delivery of the units could also be used, for example, it may be appropriate within schools to include input from Home Economics, Art and Design, Business, Gaelic Studies, Graphic Communication and Technology.

Appendix 4 provides a Grid which links suggested course activities to the Capacities and Attributes in the Curriculum for Excellence.

7 General information for Centres

Equipment and Resources

Any Centre wishing to offer the National Progression Award will need to ensure that relevant equipment and resources are available. This is particularly relevant for the Unit — *Harris Tweed: An Introduction to Weaving and Production Techniques* which will require candidates to have access to looms and to have a supply of wool.

Candidates will also require to be supplied with Harris Tweed for Unit — *Harris Tweed: An Introduction to Product Design and Make*.

For *Harris Tweed: An Introduction to Weaving and Production Techniques* Centres will need to consider a number of factors when planning the implementation of the Unit, for example:

- ◆ the logistics of the candidates getting to see actual weaving taking place
- ◆ the ratio of looms to candidates and timetabling to allow all candidates to have sufficient access to complete their woven tweed
- ◆ the cost and source of the raw products
- ◆ access to qualified staff or training of existing staff, if required.

Open learning

It may be possible to offer some aspects of this NPA through open learning but the practical aspects of the NPA would be best achieved through instruction and supervised practice.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

The National Progression Award in Harris Tweed provides an opportunity to learn about the traditional skills involved in the production of Harris Tweed. You will be given 'hands on' experience of:

- ◆ weaving a piece of tweed
- ◆ designing your own tweed pattern
- ◆ making and designing products using Harris Tweed
- ◆ creating promotional material for Harris Tweed

You will also have an opportunity to learn about the history and traditions involved in the creation of Harris Tweed and discover how the industry operates in today's market. This will involve you using research, planning, presentation and evaluation skills.

You will have the opportunity to carry out your own research and hear from people who actually work in the industry today.

To achieve the National Progression Award in Harris Tweed you will have to complete 4 mandatory units:

- ◆ Harris Tweed: An Introduction to the Industry
- ◆ Harris Tweed: An Introduction to Weaving and Production Techniques
- ◆ Harris Tweed: An Introduction to Product Design and Make
- ◆ Harris Tweed: An Introduction to Markets and Promotional Methods

The National Progression Award is equivalent to an Intermediate 2, or credit level at Standard Grade.

There are a number of career opportunities in the Harris Tweed industry and the National Progression Award will prepare you to undertake further study/training which could then lead to employment opportunities within the sector.

For example:

- ◆ if you would like to become a weaver, the NPA would allow you to progress to a 12 week weaving course which would develop your weaving skills to allow you to gain employment as a weaver
- ◆ if you would like to become a designer, you could continue your studies at HNC/D level and then progress to the 3rd year of Honours degree courses at the following Universities/Colleges — Heriot Watt University, Edinburgh College of Art, Glasgow School of Art, Manchester Met University, Huddersfield University, London College of Fashion
- ◆ if you would like to become a tailor or learn how to make products using Harris Tweed, you could continue your studies in Home Economics or progress to HNC/D level studies and then onto 3rd year of Honours degree courses at a range of Universities/Colleges
- ◆ if you would like to become a retailer or set up your own business you could undertake appropriate study at HNC or HND level in Business.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

10 Appendices

Appendix 1: Summary of New Weaver Training

Appendix 2: Core Skills Grid

Appendix 3: Mapping Grid for National Occupational Standards for Harris Tweed

Appendix 4: Harris Tweed Weaving in the Curriculum for Excellence

Appendix 1: Summary of New Weaver Training

Hebrides News

Training scheme brings new blood into Harris Tweed industry 2/3/10

With the three main Harris Tweed producers predicting a strong order book for 2010, the Harris Tweed industry has progressed plans to recruit a small number of new weavers into the industry.

As a result of funding from the European Social Fund, Skills Development Scotland, Highlands and Islands Enterprise and Comhairle nan Eilean Siar, a training course for 12 new weavers is due to commence in Stornoway in March 2010.

The industry depends on a small number of highly-skilled, self-employed Harris Tweed weavers. There is an ageing demographic in the workforce so recruiting new entrants to the industry is crucial to fulfilling orders and expectations for the cloth.

The course is being developed and delivered by Cardonald College, Glasgow, who have recruited two Harris Tweed weavers to deliver the training from a Stornoway training centre which has been set up specifically for the course.

Those who successfully complete the 12 week, full-time course will be awarded an SVQ level 1 in Manufacturing Textile Products, which has been adapted for Harris Tweed weavers.

Participants will also receive ongoing training and business support on completion of the course.

Sam Goates, Cardonald College, commented, 'We were very pleased with the enthusiastic response and diverse range of people who applied for the course.'

'The College worked with the industry to run a series of information sessions which gave people an opportunity to hear about the industry from the mills and from existing weavers. It is clear that there is a strong interest in the weaving occupation and lifestyle within the local community.'

Councillor Angus Campbell, Chair of the Harris Tweed Industry Forum, commented: 'I am delighted that the project has reached this stage. There has been no formal mechanism for training new weavers over the past decade or so.'

'This project has been essential in putting in place a structure to ensure new entrants to the industry meet an appropriate standard, which recognises the skills and craftsmanship required of Harris Tweed weavers.'

The new weaver training is part of a wider, 2 year, ESF-funded training programme which is providing training at all levels of the industry.

Mill management and production staff are already benefiting from a range of training in areas such as management, exporting and IT.

Support is also being given to enable specialist production staff to pass on their skills across the workforce; ensuring years of knowledge and experience are handed on.

In a further part of the training programme, Cardonald College is delivering a training and accreditation scheme for existing weavers, which will ensure there is formal recognition of the existing skills and level of craftsmanship in the workforce and also ensure that new or recent entrants meet an acceptable standard.

This should result in existing weavers being awarded SVQ Manufacturing Textile Products level 2. Overall Project Management of the training project is being provided by Upper Quartile.

Appendix 2: Core Skills Grid

NPA Unit	Opportunities to contribute to the Achievement of Core Skills
<p>Harris Tweed: An Introduction to the Industry</p>	<p>Working With Others (Research Portfolio): working cooperatively with other candidates to gather data; recognising the role others in completing tasks; taking responsibility for own contribution; evaluating the work of the team; using interpersonal skills in an appropriate way to interview individuals from the industry.</p> <p>Communication (Research Portfolio, Presentation): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words; preparing a presentation to highlight relevant facts; using an appropriate format for the presentation — oral or multi-media format; delivering a presentation in a clear and logical way.</p> <p>Problem Solving (Research Portfolio, Presentation): planning personal research and team research: determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning presentations.</p> <p>Information and Communication Technology (Research Portfolio, Presentation): using the internet to carry out research; collating and presenting research data; preparing a presentation in multi-media/PowerPoint format.</p>
<p>Harris Tweed: An Introduction to Weaving and Production Techniques</p>	<p>Communication (Research Portfolio): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words.</p> <p>Problem solving (Portfolio, Pattern Design, Woven Tweed): planning personal research: determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning pattern design task and considering different options for completing the task; planning implementation of weaving task over a period of time; evaluating practical tasks.</p> <p>Numeracy (Pattern Design, Woven Tweed): calculating pattern design; setting up loom, ensuring weaving is completed in accordance with specification.</p>

<p>Harris Tweed: An Introduction to Product Design and Make</p>	<p>Communication (Research Portfolio, Specifications, Presentation): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words, preparing specifications which correctly interpret given brief, preparing a presentation to highlight relevant facts; delivering a presentation in a clear and logical way.</p> <p>Problem solving (Research Portfolio, Product, Design): planning personal research: determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning design task and considering different options for completing the task; planning implementation of making task over a period of time; evaluating practical tasks.</p> <p>Numeracy (Costing): identifying relevant costs factors, including selling price.</p>
<p>Harris Tweed: An Introduction to Markets and Promotional Methods</p>	<p>Working With Others (Research Portfolio): working cooperatively with other candidates to gather data; recognising the role others in completing tasks; taking responsibility for own contribution; evaluating the work of the team; using interpersonal skills in an appropriate way to interview individuals from the industry.</p> <p>Communication (Research Portfolio, Promotional Material): presenting research data in the Portfolio in a structured and logical way; correctly interpreting and presenting data in own words; selecting an appropriate promotional message and presenting it in a clear, logical and effective way; selecting an appropriate format for promotional material.</p> <p>Problem Solving (Research Portfolio, Promotional Material): planning personal research and team research: determining relevant sources for information, organising the recording of evidence, interpreting data from a range of sources; planning the creation of promotional material.</p> <p>Information and Communication Technology (Research Portfolio, Promotional Material): using the internet to carry out research; collating and presenting research data; preparing a promotional material in multi-media format.</p>

Appendix 3: National Occupational Standards for Harris Tweed

National Occupational Standards for Harris Tweed	
HHT1 — Understanding the handloom for Harris Tweed Weaving	
The competent person must	The key areas of knowledge and understanding
<ol style="list-style-type: none"> 1 Maintain the loom on a daily basis 2 Fault find when necessary 3 Tune the loom (reset the timing, adjust tension) 4 Observe relevant health and safety procedures 5 Check equipment alarm is working regularly 6 Ensure the rapier is clean and intact 7 Locate and oil relevant joints 	<ol style="list-style-type: none"> 1 The history of Harris Tweed and what it constitutes 2 How a loom operates 3 The Hattersley or Bonas–Griffith type of loom 4 Terminology for the different parts of the loom and equipment 5 Cost implications of loom breakdown 6 How to replace/repair broken or worn out parts 7 Where to source replacement parts 8 The effect of various faults on the resultant fabric
HHT2 — Preparation for weaving Harris Tweed on a handloom	
The competent person must	The key areas of knowledge and understanding
<ol style="list-style-type: none"> 1 Interpret weaving instructions 2 Adjust the reed according to the yarn type/sett required 3 Set short wheels to determine picks/inch 4 Check picks per inch 5 Change draft if necessary 6 Create pattern cards/tape, ensuring accurate interpretation of design so that colours will be placed correctly in the design 7 Punch card for pattern/design 8 Put beam into loom and lay out bunches 9 Insert tie-in sticks 10 Tie-up weft yarn (from 1 to 6 colours Bonas–Griffiths, 2 to 6 colours Hattersley)) 11 Check warps are correct on beam during tying-in (check pattern before weaving commences) 12 Tie-in the yarns 13 Draw knots through the board and the reed 14 Adjust tension as required 15 Insert test weft yarn to check design is correct 16 Face mark on 17 Weave a sample of fabric 18 Readjust warp as necessary (dependent upon weft check sample) 19 Check selvage tension and tweed tension 20 Keep sample of woven yarn check for future quality/reference 	<ol style="list-style-type: none"> 1 The history of Harris Tweed and what it constitutes 2 How pattern cards are created 3 Specifications 4 Difference between tweed pattern cards 5 Tweed set up: reeds, boards and draft changes 6 Cost implications of weaver/warper mistakes 7 The difference between drafts/patterns (ie Herringbone, Tweed and Tartan) 8 4 or 8 cycle tappet repeats 9 Yarn cut 10 Types of reeds 11 Instruction cards 12 Understand the effect of loom faults on resultant fabric

HHT3 — Weaving Harris Tweed using a handloom

The competent person must	The key areas of knowledge and understanding
<ol style="list-style-type: none"> 1 Weave fabric 2 Check Tweed pattern is correct as fabric is being woven 3 Fix any mistakes/faults, where possible, as the fabric is being woven (ie missed picks, colour changes, lines, drifting, snarling weft, yarn imperfections, thick threads) 4 Adjust height of boards as necessary to avoid loops/floaters 5 Set up and adjust the tappets if necessary 6 Check that leno thread is working correctly (12 threads of wastage on selvage) on both sides 7 Ensure that scissor is cutting correctly 8 Ensure that selvedge is woven correctly (reposition as point 1.12) 9 Inspect fabric as it is being woven — check for missing wefts, missing warps, drifting warps, tension differentials, snarls through lively yarns, slubs etc 10 Ensure that tape (that pulls Tweed through loom) is attached correctly 11 Clean room between different fabrics 12 Ensure alarm systems are operating correctly 13 Adapt to use new types of yarn (style and cut) 14 Inspect the woven fabric over a light or on a board on removal from the loom 15 Darn or mend any mistakes/holes in the fabric where possible 16 Mark areas of imperfection that cannot be mended 17 Check whether yarns are sticking to other colours 18 Remove excess yarn where possible 19 Fold fabric according to width 20 Measure length of woven cloth if required 	<ol style="list-style-type: none"> 1 The history of Harris Tweed and what it constitutes 2 Difference between Bonas–Griffith and Hattersley looms 3 Fabric width limitations for each type of loom 4 Limitations and versatility of each type of loom 5 Effect of number of boards on the patterns that can be woven 6 Effect of height adjustment of boards on pattern 7 Where to source leno thread 8 Effects of yarn characteristics on woven fabric (drape, handle, appearance, ease of weaving) 9 How to set up reeds 10 Speed limitations of the loom with respect to fault finding 11 Length conventions (ie weavers yard)

National Progression Award for Harris Tweed

The Unit — **Harris Tweed: An Introduction to Weaving and Production Techniques** provides an introducing to weaving techniques and would provide progression opportunities to the National Occupational Standards

Outcomes

- 1 Explain the manufacturing processes for Harris Tweed.
- 2 Demonstrate design process for Harris Tweed patterns.
- 3 Produce a piece of woven tweed.

Extract from Learning and Teaching Approaches

Outcomes 1 and 2

Candidates should use a range of research methods to investigate the different stages of wool production, dyeing, spinning, warping and weaving. If possible, local experts should be invited to provide demonstrations and candidates should visit mill and weaving operations. DVDs and research could also be used to develop and supplement the candidates' understanding.

Candidates should have access to examples of the specifications that mills provide for weavers — ideally candidates should be able to read the instruction tickets provided by mill (draft, warp and weft pattern).

Candidates should use a range of research methods to investigate the design process for Harris Tweed, including how patterns are developed, the differences between different patterns (eg twill, herringbone, tartan), the reasons and uses for different designs/patterns. If possible candidates should be able to speak to designers or have access to a DVD where a designer explains how he/she approaches the design process.

Candidates should be given the opportunity to design their own pattern. Weaving cards could be used to help candidates understand how different patterns are created. Candidates should then create their own design for a simple Harris Tweed pattern. Candidates should consider different themes (eg traditional themes such as sea or land or a contemporary theme) and must choose appropriate colours to realise their design.

It is also important that candidates understand how Harris Tweed is created on a commercial basis eg how do mills decide what patterns of Tweed will be produced and how does this then impact on what weavers are contracted to create. Candidates should be encouraged to investigate the changing demands for Harris Tweed and how this impacts on production. This research should include considerations on why different weights of Harris Tweed are produced and what influences colour and pattern designs.

Outcome 3

Outcome 3 enables candidates to have hands-on practical experience of the weaving process. During this process candidates should develop an understanding of some basic techniques and processes involved in weaving and the operation of looms. This could include:

- ◆ introduction to the loom and the parts of the loom
- ◆ the role of warp and weft and how a fabric is woven
- ◆ the role of the draft and the pegplan in creating weave structures
- ◆ the role of colour in the pattern design
- ◆ different yarns and the impact on woven cloth.

It is anticipated that candidates will use a table top loom to create their piece of woven fabric. Time should be allocated to identifying how commercial looms operate and terminology for different parts of a loom and equipment. If possible candidates should observe a commercial loom in operation — this could be achieved through visits to weavers or by watching a DVD of a weaver working.

Candidates will need to learn how to set up and operate the loom. Candidates will need to be taught how to:

- ◆ make a warp on warp frame with correct lease
- ◆ transfer warp to the loom beam correctly with even tension
- ◆ prepare the loom for weaving — correct draft to specification; correct denting in the reed; even tension across warp
- ◆ weave the fabric with correct weave structure, colour pattern and with even and correct pick setting.

It is important that candidates also understand quality factors affecting the weaving process. Candidates should be aware of typical faults that may occur (missed picks, lines, drifting warps, snarling weft, yarn imperfections, etc) and the effects of various weaving faults on the resultant fabric. Included in this should be an awareness of the cost implications of weaver mistakes as well as quality control in spinning, dyeing and finishing processes at the mills. To assist candidates to develop their knowledge, it may be useful to provide samples of woven material (or photographs) which include faults that candidates can try to identify.

Candidates should also be aware of the need to carry out on-going checks on their own work — initially on their samples then with their final piece of woven material. A checklist could be created that can be used during the weaving practice and also for the final assessment. This would specify that the woven tweed must have:

- ◆ correct weave structure to specification
- ◆ correct colour plan to specification
- ◆ generally even tension across fabric
- ◆ correct reed denting
- ◆ minimal incorrect warp/weft floats
- ◆ generally neat selvages.

Appendix 4: Harris Tweed Weaving in the Curriculum for Excellence

Harris Tweed Weaving and the four capacities:	
1 Successful Learners with <ul style="list-style-type: none"> ◆ enthusiasm and motivation for learning ◆ determination to reach high standards of achievement ◆ openness to new thinking and ideas 	
and able to	Activity Descriptions
Use literacy skills	Read about weaving cloth– both in general and in the local community.
Use communication skills	Outline and discuss findings with others. Talk to people who work or worked as Harris Tweed weavers. Ask and explain ‘why’ and ‘how’ etc Present findings to others.
Use numeracy skills	Count threads in woven patterns; work out lengths/widths/areas of yarns and/or cloth needed for different items.
Use technology for learning	Search the internet for information; use PowerPoint in my presentation; see how a handloom works and compare with powered looms.
Think creatively	Use yarns separately and in combinations to learn about colours and textures. Think about uses for different types of fabrics.
Think and learn independently	Find/invent things to make and do with the woven fabric. Test ideas.
Learn as part of a group	Work on a project with others; comment on the work of others.
Make reasoned evaluations	Compare the work of others; consider pros and cons of design, items etc;
Link and apply different kinds of learning in new situations	Use findings/knowledge (eg of weaving cloth) in different contexts — eg mathematical (working out costs, selling prices and profits); social and cultural (learning the history of weaving in Britain and looking at some working songs associated with weaving); creative work inspired by woven materials.

2 Confident individuals

with

- ◆ self respect
- ◆ a sense of physical, mental and emotional wellbeing
- ◆ secure values and beliefs
- ◆ ambition

are able to	Activity Descriptions
Relate to others and manage themselves	Work responsibly in a group on a Harris Tweed weaving project to help others.
Pursue a healthy and active lifestyle	Describe and balance a range of weaving activities — eg practical, academic, creative, business, leisure.
Be self aware	Discover weaving preferences, strengths and weaknesses; make decisions but think about consequences
Develop and communicate their own beliefs and view of the world	Explain how and why Harris Tweed weaving choices and decisions were made
Live as independently as they can	Consider whether Harris Tweed weaving can contribute to sustainability and self-sufficiency.
Assess risk and take informed decisions	Explain and defend opinions about the future of Harris Tweed weaving.
Achieve success in different areas of activity	Compare and evaluate own and others' performance and achievement.

3 Responsible Citizens

with

- ◆ Respect for others
- ◆ Commitment to participate responsibly in political, economic, social and cultural life

able to	Activity Descriptions
Develop knowledge of the world and Scotland's place in it	Find out how and why the Harris Tweed industry developed in Scotland and why it is important to Scotland, the UK and beyond.
Understand different beliefs and cultures	Compare different ways of weaving Harris Tweed cloth in the past and present and explore the cultural significance of cloth/clothing in this fabric.
Make informed choices and decisions	Consider the benefits and disadvantages of different types of weaving and cloth production in general.
Evaluate environmental, scientific and technological issues	Suggest how future changes might affect Harris Tweed weaving and cloth production.
Develop informed, ethical views of complex issues	Consider and compare different ways of resourcing and organising local and global cloth production eg factories, co-operatives, family/community businesses; impact of the Fair Trade and other relevant initiatives.

4 Effective contributors

with

- ◆ An enterprising attitude
- ◆ Resilience
- ◆ Self-reliance

able to	Activity Descriptions
Communicate in different ways and in different settings	Listen to and talk to people in the Harris Tweed industry (eg weavers, designers, makers, business owners and retailers) from outside the familiar environment. Present findings to different groups — parents, pupils, teachers etc
Work in partnership and in teams	Choose a class or group project to help people using Harris Tweed fabric or items made from Harris Tweed.
Take the initiative and lead	Take responsibility for an aspect of the Harris Tweed project and encourage and motivate others inside and outside the classroom to help.
Apply critical thinking in new contexts	Describe problems which arose and make suggestions about how to avoid and/or solve similar problems.
Create and develop	Compare 'blue sky thinking' in a group with reflective individual thinking. Give constructive feedback to others and receive it in a positive manner.
Solve problems	Show what has been learned from the creating and developing process above. Say what worked and what did not, and how the emotions and feelings of others were taken into account.