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# Textile Manufacturing National 5 Skills for Work Course Specification

## C780 75

**Valid from January 2017**

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

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# Course outline

**Course title:** Textile Manufacturing National 5 Skills for Work

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

**Course code:** C780 75

## Mandatory units

The course comprises the following mandatory units:

<b>HJ3V 75</b>	<b>An Introduction to the Textile Manufacturing Industry (National 5)</b>	<b>6 SCQF credit points</b>
<b>HJ3X 75</b>	<b>Textile Technologies (National 5)</b>	<b>12 SCQF credit points</b>
<b>HJ3W 75</b>	<b>Textile Products &amp; Processes (National 5)</b>	<b>6 SCQF credit points</b>

## Recommended entry

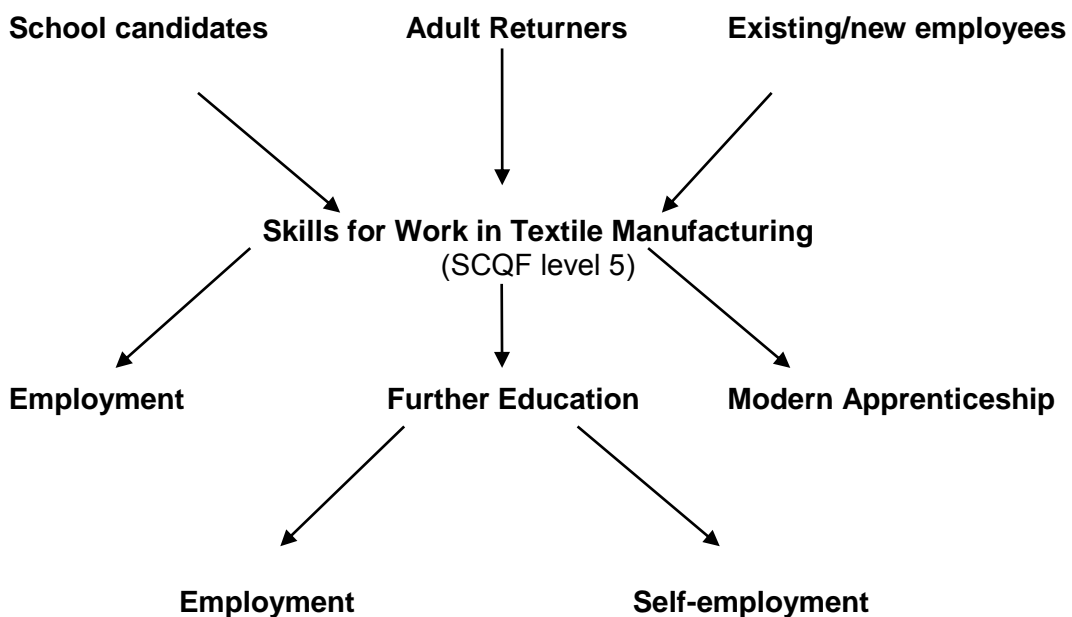
Entry to this course is at the discretion of the Centre.

## Progression

This course or its components may provide progression to

- ◆ further education
- ◆ training/employment

Other progression pathways are also possible including progression to other qualifications at the same or different levels including:



Modern Apprenticeships in Fashion and Textiles Heritage (SVQ Level 2/SCQF 5) are linked with the following vocations:

- ◆ Clothing Presser
- ◆ Dry Cleaning Worker
- ◆ Knitter
- ◆ Laundry Worker
- ◆ Leather Technician
- ◆ Leather Technologist
- ◆ Linker
- ◆ Product Tester
- ◆ Quality Control Inspector
- ◆ Sewing Machinist
- ◆ Textile Operative

Further details of FE progression opportunities can be found at [www.stagmap.wordpress.com](http://www.stagmap.wordpress.com)

## Core Skills

SQA's Qualification Portfolio Management Team will arrange for one of the following statements to be inserted as appropriate.

Achievement of this course gives automatic certification of the following:

Complete Core Skill(s)                      (insert *Core Skill title and level/none* as appropriate)

Core Skill component(s)                   (insert *component title and level/none* as appropriate)

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

## OR

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The NOS for Manufacturing Textile Products cover a wide range of activities in the textile sector in Scotland including:

- ◆ Preparation and spinning of textile fibres
- ◆ Textile weaving
- ◆ Finishing of textiles (including dyeing, printing and finishing of yarns and fibres)
- ◆ Manufacture of knitted products, lace, carpets and rugs

Further details are provided in the Rationale section.

## **Equality and inclusion**

This course arrangements 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. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Common rationale for Skills for Work courses**

Skills for Work courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for Learning, Skills for Life and Skills for Work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### **Learning through practical experience**

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### **Learning through reflecting at all stages of the experience**

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course Rationale for Textile Manufacturing National 5 Skills for Work

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

The SFW in Textile Manufacturing Course is designed to provide an introduction to the scope of opportunities for training and employment available in the Textile sector and the qualities required in potential employees. For some learners it could provide progression into other courses related to the textile manufacturing industry.

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

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

## Purposes and aims of the course

### Purpose

The Textiles sector is part of the Creative Industries, one of the Scottish Government's key growth sectors. Despite some recent decline, the industry is still of significant importance to the Scottish economy and the "Made in Scotland" brand.

There are approximately 9K people employed in over 520 businesses manufacturing textiles, apparel and leather goods in Scotland. 32% of employees are employed in high value jobs including design, sales and technical management. The textiles sector in Scotland has turnover of £838m and exports valued at £365m.

Geographically, the sector clusters with the manufacture and sale of luxury cashmere in the Scottish Borders, and geo and technical textiles in Tayside. The clothing manufacture industry in Scotland is characterised by niche design-led labels. 90% of textiles businesses are Scottish owned.

The Textile Manufacturing sector in Scotland is characterised by an ageing workforce. In 2013 a survey of the industry's workforce identified that 59% of the workforce were aged over 45 years. There is a need therefore to attract new talent into the industry in order to retain skills that will otherwise be lost. At the same time, however, the industry is not attractive to young people (and their parents) as a career destination of choice.

Evidence from a study conducted with school pupils explored young peoples' perceptions of the textile industry, their understanding of different job roles and their view of textiles as a career destination. The recommendations from the research included:

- ◆ increased access to careers information for students, teachers and parents
- ◆ improved links between secondary education and local FE/HE institutions
- ◆ real work placements for senior pupils
- ◆ industry-led careers workshops

This award will contribute to the above and help address the career opportunities available within the sector.

While a number of qualifications do exist at HNC/HND level, these are predominantly fashion related. There are now SVQs in Manufacturing Textile Products (at SCQF Levels 5 and 6/7 respectively), but there is no textile vocational qualification readily available to schools and school-college programmes at SCQF Level 5.

As a direct result of discussions with the Textile industry and schools, an opportunity was identified to develop a new course which would address a significant skill challenge facing the industry and fill a gap in course provision.

As part of the qualification development process there was consultation with the wider industry and the education sector to get feedback on the proposed new qualification.

Respondents from industry and education demonstrated their support for the introduction of this new qualification as a stepping stone to further study and/or employment in the sector.

The industry responses in particular reinforced the focus on developing content driven by meeting industry need and their recognition that they must work with partners to raise the profile of the sector and encourage young people to consider textiles as a positive career destination

## **Aims**

The specific aims of the course are to:

- ◆ introduce learners to the scope of job roles within the textile manufacturing industry
- ◆ develop knowledge of the journey taken by textile products from raw material to finished product
- ◆ develop practical skills used in the textile manufacturing industry
- ◆ develop learners to become effective job seekers and employees in the textile manufacturing industry
- ◆ develop a positive and responsible attitude to work
- ◆ develop communication and team-working skills



The course will raise awareness of the industry and of the career opportunities it offers at an early stage in the young person's education and provide a clear progression route into education, training or employment. It will also support the development of school-college-industry partnerships, which will enhance the development of employability skills.

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

Learners will have the opportunity to acquire employability skills through a variety of positive, practical learning experiences.

They will also have good opportunities to develop their self-confidence. For many young people, this early chance to work on practical skills that relate directly to the world of work will provide real benefits to their overall educational programme.

Where possible, learners taking the course will spend some of their time at a local college or employer. This will provide opportunities for learning in a different environment, meeting new people and facing new challenges.

The course will provide progression pathways to further education, training and employment.

# Course structure and conditions of award

## Summary of course content

This course is designed to enable a learner who has little or no knowledge or experience of the textile industry to become aware of its scope, the employment opportunities offered by it and the skills required by employees. Employability skills are included in the units.

There are opportunities to address the Health and Safety requirements of the Textile Manufacturing Industry across the units. There are also a number of opportunities across the units to demonstrate goal setting, reflection, problem solving and self-evaluation.

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

The course comprises the following mandatory units:

### **An Introduction to the Textile Manufacturing Industry (National 5)**

This unit is intended to introduce candidates to the diversity of the Textile Manufacturing Industry. It will give candidates an overview of the industry as a whole and the job roles within the various areas of the industry. Candidates will consider the skills required for a variety of manufacturing processes within different areas of textile manufacture. Candidates will also consider entry qualifications, opportunities for training and career progression within the Textile Manufacturing Industry.

### **Textile Technologies (National 5)**

This unit introduces candidates to textile fibres, functions and structures in an industrial context. It also gives the candidates opportunities to explore the environmental considerations of the textile industry.

The range and purpose of textiles is greater than ever before. Textiles are not limited to fashion or interiors, they are used in industry, sport, medicine and construction. This unit gives candidates an awareness of the range of uses of textiles and a background to consider potential employment opportunities and career progression in the textiles industry.

### **Textile Products and Processes (National 5)**

This unit allows learners the opportunity to develop their knowledge of textiles. Learners who complete this unit will be able to carry out an investigation into a product and/or process within the textile industry

## Conditions of award

To achieve the award of Textile Manufacturing National 5 Skills for Work learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

# Assessment

## Assessment objectives

To achieve the course award the learner must successfully achieve all the units which make up the course.

## Unit assessment

The assessment of the units in this course will be as follows:

All units are internally assessed against the requirements shown in the *unit Specifications*.

They can be assessed on a unit-by-unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. They are not graded.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

### **An Introduction to the Textile Industry (SCQF level 5)**

Evidence can be generated using different types of assessment including (but not limited to) restricted response questions (in open-book controlled conditions on a single occasion), production of a portfolio of information or as an oral presentation supported by appropriate visual material.

### **Textile Technologies (SCQF level 5)**

Assessment of this unit should take place in open-book controlled conditions. Where candidates answer orally, the assessor must complete an assessment checklist.

Candidates are required to produce a portfolio of evidence which must meet the evidence requirements set out in the unit specification.

### **Textile Products & Processes (SCQF level 5)**

Assessment evidence for this unit includes research notes and images; a logbook including trial samples and photographs; an evaluative report/presentation.

The evidence gathered for this unit may be presented holistically in any appropriate format, and could include video, audio, photographic and/or written documentation, suitable for an audio or visual presentation.

Exemplification of possible assessment approaches for these units will be provided in the *Assessment Support Pack*.

## Quality Assurance

All instruments of assessment used within this course 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/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

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

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

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **2 Numeracy**

- 2.1 Number processes
- 2.2 Time and measurement
- 2.3 Information handling

## **3 Health and Well-being**

- 3.1 Personal learning
- 3.4 Planning for, and making, choices and changes

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.2 ICT
- 4.3 Working with others
- 4.6 Citizenship

## **5 Thinking skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as 1, 2, 3 indicated.

An Introduction to the Textile Industry	= 1
Textile Technologies	= 2
Textile Product and Processes	= 3

Employability skill/attitude	Evidence
◆ Positive attitude to learning and the workplace	1 2 3
◆ Understanding roles and responsibilities in the workplace	1
◆ Awareness of the textile manufacturing industry and roles within it	1
◆ Awareness of Health & Safety guidelines	1 2 3
◆ Working cooperatively with others	1 2 3
◆ Working independently	1 2 3
◆ Communication skills	1 2 3
◆ Presentation skills	1 2 3
◆ Use of appropriate ICT skills	1 2 3
◆ Planning and preparation	1 2 3
◆ Confidence to see, give and receive feedback	1 2 3
◆ Reviewing and evaluating own skills development	1 2 3
◆ Time management skills and working to deadlines	1 2 3
◆ Finding, gathering, organising, presenting and evaluating information	1 2 3
◆ Problem solving	2 3
◆ Practical skills in specific subject area	2 3

Practical performance supported by assessor observation checklists, written and/or oral evidence and candidate self-evaluation reviews.

- 1 = Restricted response questions (in open book controlled conditions) and production of a portfolio/oral presentation.
- 2 = Candidates are required to produce a portfolio of evidence which meets the evidence requirements set out in the unit specification.
- 3 = A portfolio containing evidence of research undertaken, the development of ideas and solutions and the evaluation of any trials, products or solutions arrived at.

## **Course support notes**

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work Course. They are intended for teachers and lecturers who are delivering the course and its units.

## **Guidance on approaches to delivery and assessment for this course**

This course comprises three mandatory units which make up the National 5 Skills for Work in Textile Manufacturing. It is suited to candidates who have an interest, and may be considering a career in textiles, as well as those whose interest is more general. Each unit can be taken as a free-standing unit.

Candidates should be given an induction to each unit during which the requirements of the unit should be explained.

Each unit should incorporate both theory and practice and candidates should have the opportunity to develop practical skills.

Where practicable, delivery should include opportunities for candidates to visit a textiles manufacturing site, eg a factory visit to see textile production in practice, speak to textile employees.

Health and safety considerations and requirements within the textiles industry should be covered in each unit.

The evidence requirements of each unit are detailed in the unit specifications.

### **Sequencing/integration of units**

To facilitate learning, it is recommended that the units be delivered in the following sequence:

- Unit 1 — Introduction to the Textile Manufacturing Industry
- Unit 2 — Textile Technologies
- Unit 3 — Textile Products and Processes

This will enable learners to build on their learning and the practical skills acquired from previous units.

### **Guidance on approaches to delivery**

Learners will have the opportunity to acquire employability skills through a variety of positive, practical learning experiences. An Employability Skills Profile has been provided.

They will also have good opportunities to develop their self-confidence. For many young people, this early chance to work on practical skills that relate directly to the world of work will provide real benefits to their overall educational programme.

Where possible, learners taking the course will spend some of their time at a local college or employer. This will provide opportunities for learning in a different environment, meeting new people and facing new challenges. The development of local partnership opportunities with employers is particularly encouraged as a way of engaging industry in the delivery of the course. This could be through industry visits, visiting speakers and practical activities.

There are opportunities to address the Health and Safety requirements of the Textile Manufacturing Industry across the units. Centres must ensure that the relevant Health and Safety guidelines are followed at all times when candidates are undertaking activities both within and outwith the centre.

## Guidance on approaches to assessment

Evidence can be generated using different types of assessment. Examples include research notes, practical assignments, logbooks containing trial samples and photographs, and a report.

The evidence gathered may be in any appropriate format e.g. video, audio, photographic and/or written documentation.

Each unit specification details the recommended sequencing of assessment activities.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the units. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core Skills

The following Core Skills are built into the course:

1	Literacy	1.1	Reading
		1.2	Writing
		1.3	Listening and talking
2	Numeracy	2.1	Number processes
		2.2	Time and measurement
		2.3	Information handling
3	Health and Wellbeing	3.1	Personal learning
		3.4	Planning for, and making, choices and changes



4 Employability, enterprise and citizenship	4.1 Employability 4.2 ICT 4.3 Working with others 4.6 Citizenship
5 Thinking skills	5.1 Remembering 5.2 Understanding 5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

## **General information for learners**

This course will help you learn about the diversity of the Textile Manufacturing Industry in Scotland as a whole, with a particular emphasis on the industry within your local area. It will also give you an insight into jobs within the industry, further education and training available and employment opportunities.

You will learn about the different areas of the textile industry, the manufacturing processes involved and the products made.

You will develop an understanding of textiles in today's world where textiles are used daily, not only in the clothes we wear but in the world around us including in transportation, construction, agriculture, defence and at home. You will also learn about the environmental impact of textiles. You will have opportunities to handle different fibres, learn about the construction of different fabrics and test their performance

You will also develop a practical project based on an aspect of textile production that you are interested in.

As far as possible, you will be able given the opportunity to visit textile manufacturing facilities and to speak to people working in the industry.

On completion of this course you may progress onto further education, training or employment.

# Administrative information

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## History of changes to National course specification

Version	Description of change	Date

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

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