



Group Award Specification for:

National Progression Award (NPA) in Costume: An Introduction to Cutting, Sewing and Surface Decoration at SCQF level 5

Group Award Code: GP7C 45

Validation date: May 2019

Date of original publication: May 2019

Version: 02, August 2024

Contents

| | | |
|-----|--|----|
| 1 | Introduction..... | 1 |
| 1.1 | Rationale for the qualification..... | 1 |
| 1.2 | Title of the qualification | 1 |
| 1.3 | Links to and from other qualifications..... | 2 |
| 2 | Qualification structure..... | 3 |
| 2.1 | Structure..... | 3 |
| 3 | Aims of the qualification..... | 3 |
| 3.1 | General aims of the qualification..... | 3 |
| 3.2 | Specific aims of the qualification | 3 |
| 4 | Recommended entry to the qualification..... | 5 |
| 4.1 | Core Skills entry profile..... | 5 |
| 5 | Additional benefits of the qualification in meeting employer needs..... | 6 |
| 5.1 | Mapping of qualification aims to units | 7 |
| 5.2 | Mapping of National Occupational Standards (NOS) and/or trade body standards | 8 |
| 5.3 | Mapping of Core Skills development opportunities across the qualification..... | 9 |
| 5.4 | Assessment strategy for the qualification..... | 10 |
| 6 | Guidance on approaches to delivery and assessment..... | 11 |
| 6.1 | Sequencing/integration of units..... | 11 |
| 6.2 | Recognition of prior learning | 12 |
| 6.3 | Opportunities for e-assessment | 12 |
| 6.4 | Support materials..... | 13 |
| 6.5 | Resource requirements..... | 13 |
| 7 | General information for centres | 15 |
| 8 | Glossary of terms | 16 |
| 9 | General information for learners | 18 |

1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

1.1 Rationale for the qualification

The rationale for the qualification is to provide basic foundation training in skills relevant to the cutting, making and decoration of theatrical costume and accessories commonly used by professional costume makers. Successful achievement of this award could lead to learners progressing to a NC Award in a related subject area, for example NC Theatre Design: Set, Costume and Props — An Introduction.

Edinburgh is renowned for its International and Fringe Arts festivals, and also for the quality of its producing companies. Scotland has a burgeoning film industry and well respected National Opera, ballet and theatre companies, all of which tour internationally. In addition, museums, heritage centres, theme parks and re-enactment societies have costume requirements, all of which aim to recruit specialist creative workers with strong practical skills. This National Progression Award provides training in cutting, sewing, decoration and fitting of basic costume and components using theatrical methods and standard practices.

Key to the course rationale is the inclusion of primary techniques, practices and processes which are particular to costume cutting and construction, providing the learner with self-confidence and a toolkit of knowledge and skills on which they can build at a higher level of training. The units of study which make up this award are largely practical and creative in focus but require precision, discipline, numeracy, literacy and knowledge of health and safety requirements pertinent to the use of machinery, sharp implements and chemicals.

This National Progression Award provides opportunities for discreet 'short-course' qualifications for part-time adult learners as well as for learners who are already undertaking a suite of units at this level. It seeks to attract interest from schools, adult learners and community groups who want to explore practical creative skills using a range of resources commonly employed in the production of costume. These could reflect the needs of community groups and may support live theatre or drama productions. This qualification can create opportunities for learners to produce portfolios of evidence which may support applications to next level courses.

1.2 Title of the qualification

The title NPA in Costume: An Introduction to Cutting, Sewing and Surface Decoration has been chosen to reflect the aim of the qualification to develop knowledge and skills in basic practical techniques in costume. The group award is comprised of generic units covering the areas of cutting, sewing and surface decoration but is a single centre development that will be contextualised to costume.

1.3 Links to and from other qualifications

There are a number of qualifications offered which provide progression to and from the NPA in Costume: An Introduction to Cutting, Sewing and Surface Decoration. These are shown in the table below:

| SCQF level | NQ | HNC/HND | SVQs/Competence qualifications |
|------------|---|---|---|
| 9 | | <div style="border: 1px solid black; padding: 5px; text-align: center;"> Ordinary Degree for example: BA Production Arts and Design BA Fashion and Textiles </div> | |
| 8 | | HND Costume for Stage and Screen HND Technical Theatre | |
| 7 | | HNC Costume for Stage and Screen HNC Technical Theatre | SVQ Manufacturing Textiles SVQ in Design |
| 6 | NC Theatre Design: Set, Costume and Props — An Introduction | | |
| 5 | NC Creative Industries National 5 Art and Design National 5 Fashion and Textile Technology NPA Costume: An Introduction to Cutting, Sewing and Surface Decoration | | |
| 4 | NPA Creative Industries National 4 Art and Design National 4 Fashion and Textile Technology | | |

2 Qualification structure

To achieve the NPA in Costume: An Introduction to Cutting, Sewing and Surface Decoration, learners would need to complete three mandatory SQA credits/18 SCQF credits.

2.1 Structure

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|--|------------|--------------------|------------|
| D0RX | 11 | Introductory Sewing Machine Skills | 1 | 6 | 5 |
| D0RY | 11 | Introduction to Garment Pattern Construction | 1 | 6 | 5 |
| F9VK | 11 | Art and Design: Introduction to Surface Decoration | 1 | 6 | 5 |

3 Aims of the qualification

The aim of the NPA in Costume: An Introduction to Cutting, Sewing and Surface Decoration is to provide learners with opportunities to attain a structured award that develops both practical and theoretical skills. This will provide preparation for next level courses pertinent to costume production to a professional industry standard. It is not a requirement for learners undertaking this NPA to make a full finished garment. Evidence Requirements can be met through the creation of smaller sample pieces.

3.1 General aims of the qualification

The general aims of the NPA in Costume: An Introduction to Cutting, Sewing and Surface Decoration are:

- ◆ to introduce methods and techniques used in industry which could ultimately lead to a range of employment opportunities.
- ◆ to provide opportunities for progression within SCQF to further study, in particular at NC and HNC level.
- ◆ to develop a portfolio of decorative skills and practical applications.
- ◆ to develop transferable skills in research, planning and the core skills of problem solving and numeracy.
- ◆ to enable learners to understand the basic concepts of garment and costume manufacture, and the creation and application of decorative elements.
- ◆ to provide learners with a positive and supportive learning environment and instill an interest and enthusiasm in the subject areas.

3.2 Specific aims of the qualification

- 1 To prepare learners for progression to qualifications at SCQF level 6 in related creative industries.
- 2 To develop practical skills.
- 3 To develop skills pertinent to creative and practical projects.
- 4 To explore and devise practical solutions pertinent to costume design ideas.
- 5 To develop production patterns, basic pattern blocks and plans for garments.
- 6 To create decorative elements commonly used to embellish costume.
- 7 To encourage learners to take ownership of their own learning and development.

4 Recommended entry to the qualification

The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Entry to this qualification is at the discretion of the centre. There should be no artificial barriers to entry and this NPA should be open to all learners who have a reasonable chance of achievement. However, it would be beneficial if learners have a keen interest in costume, design and performance. Ideally, learners should also have some degree of aptitude for sewing and ESOL National 4 or equivalent (for those whom English is not their first language).

It is unlikely that learners accessing this NPA at SCQF level 5 will have sophisticated examples of personally devised and constructed garments and it is important that access is not restricted with any unnecessary pre-entry requirements. Centres may find that access is determined simply on the basis of a willingness to learn about costume and its role in performance. In other cases, learners may want to extend their knowledge but not be ready to gain entry at SCQF levels 6 or 7.

4.1 Core Skills entry profile

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|-------------------|---------------------------------------|---|
| Communication | 4 | Analysis of a given brief |
| Numeracy | 4 | Scale, pattern drafting, measurements |
| Problem Solving | 4 | Realisation of creative product Interpretation of given specifications |

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills, through doing this qualification.

It is not anticipated that learners will have the required skills to directly enter employment when exiting from this course. The purpose of this training is to provide learners with foundation skills and personal confidence to gain entry to NC Theatre Design: Set, Costume and Props — An Introduction and/or higher levels of education. It is expected that learners will develop generic and transferable skills over the duration of this course.

5.1 Mapping of qualification aims to units

| Code | Unit title | Specific Aims | | | | | | |
|---------|--|---------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| D0RX 11 | Introductory Sewing Machine Skills | X | X | X | X | | | X |
| D0RY 11 | Introduction to Garment Pattern Construction | X | X | X | X | X | | X |
| F9VK 11 | Art and Design: Introduction to Surface Decoration | X | X | X | X | | X | X |

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

As noted above, it is not anticipated that learners will have the required skills to gain employment in specific theatre costume roles when exiting from this course. It is therefore difficult to map the units directly to the NOS. However, the basic skills acquired in the practical units would provide a good grounding for the following Creative and Cultural Skills/Creative Skillset NOS:

| Code | Unit title | National Occupational Standards | | | | | | | | | | | | | | |
|---------|--|---|------------------------------|---|---|--|--|-------------------------------------|-----------------------------------|---|--|---------------------------|---|---|--|---|
| | | CCSWHM7 Create patterns for costumes | CCSWHM14 Dress performers | CCSWHM9 Fit and alter costumes and accessories | CCSWHM10 Maintain costumes and equipment | SKSTEX30 Develop designs for textile products | SKSD12 Develop produce and present design responses | CCSWHM8 Make and finish costumes | CCSTP22 Clean up own work area | SKSCOSTQ4 Create the costume design and costume plot | SKSCOSTQ3 Work with designers to fulfill the costume requirements of... | SKSQ11 Costume fitting | SKSQ27 Carry out costume alterations | SKSQ12 Maintain and service costumes | SKSQ10 Assist performers with costumes and dressing | SKSQ2 Prepare costumes to meet production requirements |
| DORX 11 | Introductory Sewing Machine Skills | X | | | | | X | X | | | | | | | | X |
| D0RY 11 | Introduction to Garment Pattern Construction | X | | | | | | X | | | | | | | | X |
| F9VK1 1 | Art and Design: Introduction to Surface Decoration | | | | | X | X | | | | | | | | | X |

5.3 Mapping of Core Skills development opportunities across the qualification

| Unit code | Unit title | Communication | | | Numeracy | | Information and Communication Technology (ICT) | | Problem Solving | | | Working with Others | |
|-----------|--|-------------------|-------------------|------|--------------|-----------------------------|--|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| D0RX 11 | Introductory Sewing Machine Skills | | | | | | | | X | X | X | | |
| D0RY 11 | Introduction to Garment Pattern Construction | | | | X | X | | | X | X | X | | |
| F9VK 11 | Art and Design: Introduction to Surface Decoration | X | X | X | | | | | X | X | X | | |

X Opportunities to develop Core Skills

5.4 Assessment strategy for the qualification

| Unit | Assessment | | | |
|--|--|-----------|----------------------------------|-----------|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 |
| Introductory Sewing Machine Skills | Structured questions, practical assignment and observation checklist | | | |
| Introduction to Garment Pattern Construction | Structured questions, practical assignment and observation checklist | | | |
| Art and Design: Introduction to Surface Decoration | Compilation of source materials | | Development of compiled practice | |

6 Guidance on approaches to delivery and assessment

This qualification will be delivered face-to-face. It will be delivered and assessed in English and all assessment will be undertaken internally. The benefits for the learner will be the development and enhancement of work-related skills and knowledge.

All learning is carried out in a classroom environment with assignments structured to relate and combine with each other. It is anticipated that all creative activities will satisfy the visual requirements of a given brief.

Unit specifications detail exactly the evidence requirements and assessment procedures for each assessment event. Feedback will be given at formative assessment and throughout delivery.

Due to the practical nature of the awards it is recommended that centres provide health and safety advice to learners. It is essential that learners understand the subject-specific health and safety guidance and observe safe and considerate working practices in line with professional practice throughout their studies.

6.1 Sequencing/integration of units

Sequential delivery of units in this National Progression Award can help to create opportunities for progressive and meaningful learning experiences and can contribute to the creation of coherent portfolios for assessment and progression to next level courses. However, opportunities for integration and project-based learning should also be considered in order to address best practice in teaching, learning and assessment.

| Unit | Delivery/Assessment | Integrated |
|--|---------------------|---|
| Introductory Sewing Machine Skills | Semester 1 | |
| Introduction to Garment Pattern Construction | Semesters 1 and 2 | |
| Art and Design: Introduction to Surface Decoration | Semesters 1 and 2 | Introductory Sewing Machine Skills and Introduction to Garment Pattern Construction |

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Completion of this NPA may allow progression to next level courses such NC Theatre Design: Set, Costume and Props — An Introduction (SCQF level 6) and subsequent courses of study in further and higher education.

Entry to next level courses is at the discretion of centres and may be subject to successful portfolio submission and interview. Learners may be advised to study Higher English alongside the NC Theatre Design: Set, Costume and Props — An Introduction to meet the requirements of HNC/D Costume for Stage and Screen/university courses.

6.3 Opportunities for e-assessment

Some aspects of the knowledge and understanding of the units could be delivered using e-learning, in particular those aspects which require learners to undertake research. The use of virtual learning environments for storing learner notes and visuals and website addresses should be encouraged by centres when building up their learning and teaching packs to accompany units. Additionally both learners and staff should be encouraged to use digital photography and film as a means of recording the development of design and manufacture of costumes and samples of work completed. Filming and photographing of students and their work requires the consent of all parties involved. Digital photography could also be used by staff to set up archive materials.

6.4 Support materials

No Assessment Support Packs (ASPs) have been developed for this qualification.

6.5 Resource requirements

The following list is an example of the type of resources provided by the centre intending to deliver this qualification.

Physical resources

Accommodation — exclusive use for this course

Workroom 1

- ◆ Liberally supplied with power sockets and high worktables
- ◆ Good daylight conditions
- ◆ 140 sq mts

Workroom 2

- ◆ Liberally supplied with power sockets and high worktables
- ◆ Good daylight conditions
- ◆ Blackout facilities
- ◆ 140 sq mts
- ◆ Water supply
- ◆ Sink unit and draining

Storeroom

- ◆ Storage for small quantities of inflammable chemicals

Fabric store

- ◆ 10 sq mts
- ◆ Shelving
- ◆ Drawers for haberdashery

Equipment store x 2

College Learning Resource Centre

- ◆ The college has four sites and the site that this course is located at is Granton Campus. The volumes held by the LRC is in the region of 30,000. Costume History amounting to about 500. There are approximately 250 dedicated books on Theatre Costume, 300 DVDs and access to Digital Theatre Plus, an online resource with educational access to current best theatre practice from internationally renowned practitioners. This resource is organised and looked after by the technician that works solely within this course.

There are also relevant periodicals to the course available and the learners have access to photocopying facilities.

Specific course equipment

- ◆ 30 dress stands, 15 hat blocks, 18 head blocks, 12 wig stands, 1 industrial steam iron, 1 twin tub, 15 costume rails
- ◆ Three x steam guns
- ◆ Two x heat guns
- ◆ Button making machine plus two eyeleting making machines
- ◆ 30 assorted domestic and industrial sewing machines (including a number of special machines)

ICT Facilities

- ◆ The college is well populated with learning streets populated with computers. All classrooms have computer, overhead projectors and IWBs.
- ◆ There is a drop-in study centre facility for all learners to use.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within this/these qualification(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/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. 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.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

| Version Number | Description | Date |
|----------------|---|----------|
| 02 | Wording change to Aims of the Qualification on page 5 | 20/08/24 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This award has a strong practical focus which can help with the building of portfolios for applications to next level courses and can support you to acquire a progressive range of skills and abilities.

This course provides foundation training in specialist costume techniques not necessarily covered in a school or general curriculum. You can find out more by discussing this with your tutor or the centre offering the award.

This course is designed to provide you with an introduction to cutting, sewing and surface decoration using equipment such as a sewing machine, over-locker and iron, observing all the related health and safety rules and regulations. It covers techniques, practices and processes which are particular to pattern cutting, garment construction and surface decoration techniques used in the production of costume making.

You will learn a range of industrial sewing techniques in the form of sampling and will use them to form a folio of work.

You will be introduced to garment pattern construction using industrial methods. You will learn about measuring and the necessities of accuracies involved in pattern cutting methods and techniques.

You will explore the process of applying surface decoration using and experimenting with a variety of materials and techniques in response to a given brief. You will research, design and produce decorative textile examples suitable for use on costume and costume accessories, possibly for a selected production.

Assessment can take a variety of forms; for example, observation of you undertaking activities, ensuring that you have used the correct techniques and have complied with health and safety requirements. You will also collate a folio of research and ideas, and produce a piece of finished artwork.

Successful achievement of this award could lead to further study at a higher level in a related discipline; for example, NC Theatre Design: Set, Costume and Props — An Introduction at SCQF level 6.