



Higher
course
specification



Higher Fashion and Textile Technology, SCQF Level 6 Course Specification

Course code:	C828 76
Course assessment code:	X828 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2027–28

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Scaled marks	Duration
Question paper	45	35	1 hour and 30 minutes
Assignment	36	30	see 'Course assessment' section
Practical activity	35	35	

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Fashion and Textile Technology course or equivalent qualifications and/or experience prior to starting this course.	♦ other Qualifications Scotland qualifications in fashion and/or textiles or related areas at the same level (SCQF level 6) ♦ further study, employment and/or training An understanding of fashion and textile technology also provides a useful background for a number of other areas such as manufacturing, retail, design and marketing.

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

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

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course combines practical and experiential elements of fashion and textiles with knowledge and understanding of the fashion/textile industry. Skills development throughout the course encourages candidates to apply their knowledge of textile technologies, including the use of tools and equipment and the properties and characteristics of textiles; use problem-solving approaches; make informed decisions; and take responsibility for the development of fashion/textile ideas through to completed items.

The course encourages candidates to acquire and develop a range of attributes, including problem-solving skills, communication skills, flexibility and adaptability, enthusiasm and a willingness to learn. Candidates also develop perseverance, independence and resilience as they take increasing responsibility for directing their learning, thus enhancing their self-confidence and enterprise skills.

Purpose and aims

The course uses relevant contexts to allow candidates to develop knowledge, understanding and skills related to fashion, textiles and industry. Candidates apply knowledge of the properties and characteristics of textiles and textile construction techniques, design, and technological processes to produce complex fashion/textile items.

Candidates explore a range of issues that influence decisions taken by industry and choices made by consumers, and also how the fashion industry affects society and the environment.

The course is practical and experiential, enabling candidates to:

- ◆ analyse and apply understanding of textile properties and characteristics
- ◆ demonstrate and apply understanding of textile construction techniques to make complex fashion/textile items
- ◆ investigate issues which influence the fashion/textile industry and consumers
- ◆ apply understanding of the impact of fashion trends on the fashion/textile industry
- ◆ develop research, planning, presentation and evaluation skills to produce complex fashion/textile items in response to given briefs

The Higher Fashion and Textile Technology course builds on and provides progression from the courses at National 4 and National 5 levels, but differs in the depth and breadth of underpinning knowledge and understanding required to develop and make fashion/textile items.

Who is this course for?

The course is suitable for candidates with an interest in fashion and textiles who want to develop practical fashion/textile skills. It is particularly suitable for candidates who enjoy experiential learning through practical activities, or for those interested in entering further education, training or employment in fashion and/or textiles or related sectors.

Course content

The central theme of this course is to develop the skills, knowledge and understanding to support fashion/textile-related activities. Candidates apply both a problem-solving approach and practical skills to develop knowledge and skills relevant to the fashion/textile industry. They have the opportunity to develop, make and evaluate complex fashion/textile items in practical contexts.

Candidates:

- ◆ develop and apply understanding of textile technologies and construction techniques
- ◆ research a range of issues influencing the fashion/textile industry and the choices of consumers
- ◆ develop knowledge and understanding of how the industry develops and creates fashion/textile items
- ◆ apply knowledge and understanding and use a range of textile construction techniques to develop solutions for complex fashion/textile items

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ investigation and problem-solving skills in developing design ideas and item development proposals
- ◆ developing ideas, planning, making and evaluating fashion/textile items
- ◆ applying knowledge and understanding in the selection and use of appropriate textiles that are fit for purpose
- ◆ analysing how properties and/or characteristics of textiles and construction techniques are applied to produce items for specified purposes
- ◆ explaining issues which influence decisions made by industry and choices made by consumers
- ◆ communicating and justifying design ideas and item development proposals
- ◆ evaluating the suitability of fashion/textile items for specified purposes
- ◆ selecting and applying a range of appropriate textile construction techniques to make fashion/textile items

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

- ◆ choosing textiles based on their characteristics and properties, and analysing their use for different purposes:
 - fibres: natural fibres, regenerated fibres, synthetic fibres
 - blending and mixing of textiles to modify or adapt their properties
- ◆ types of fabric construction:
 - woven, knitted, felted, bonded
- ◆ technological developments linked to technical textiles:
 - smart fabrics, performance fabrics
- ◆ physical and chemical fabric finishes applied to textiles:
 - brushing/raising, calendering, stone-washing
 - crease resistance, flame resistance, shrink resistance, water repellence/waterproofing, colour fastness
- ◆ applying knowledge of mandatory labelling requirements of fashion/textile items:
 - fibre content, flammability
- ◆ demonstrating knowledge, understanding and application of:
 - the origin of fashion trends
 - influences on fashion design
 - the work of fashion designers in the fashion/textile industry
 - trends in the development of fashion/textile items
- ◆ explaining the ways a range of issues affect the fashion/textile industry and the choices of consumers:
 - environmental and ethical issues; cultural issues; celebrity/role models; the media, including social media
- ◆ applying knowledge and understanding of fashion/textile development including:
 - stages in the development process
 - principles of design: function, aesthetics, safety, hygiene, quality, durability
- ◆ applying knowledge and understanding of textile construction techniques used in:
 - bespoke items
 - mass production
- ◆ using and justifying investigative techniques to carry out detailed investigations into given briefs
- ◆ interpreting and developing solutions for complex fashion/textile items to meet given briefs — briefs may focus on one or more of the following:
 - the end use of the item
 - techniques to be used in the item
 - textiles or components to be included in the item
 - a fashion/textile trend
 - the fashion/textile choices of a target consumer group

- ◆ presenting and justifying solutions for complex fashion/textile items with reference to given briefs
- ◆ identifying and demonstrating understanding of the application of information used in complex paper patterns
- ◆ choosing and using a range of construction techniques and analysing their suitability for purpose
- ◆ demonstrating knowledge and understanding of surface decoration techniques, and using where appropriate
- ◆ producing comprehensive work plans with a timed and logical work sequence
- ◆ producing detailed and justified requisitions for appropriate textiles and components
- ◆ making complex fashion/textile items to an appropriate standard of quality

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on the [Skills for Learning, Skills for Life and Skills for Work framework](#) and draw from the following main skills areas:

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.4 Analysing and evaluating

You must build these skills into the course at an appropriate level, where there are suitable opportunities.

Learning for Sustainability

Qualifications Scotland is committed to identifying opportunities to develop the values, skills, knowledge and understanding of Learning for Sustainability within all National Courses.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to demonstrate:

- ◆ understanding of subject-specific information — assessed by the question paper
- ◆ skills of evaluation and analysis in response to unseen scenarios based on textile, fashion design or manufacturing contexts — assessed by the question paper
- ◆ understanding of the technological process and applying this knowledge to plan and analyse a complex fashion/textile item which meets the requirements of a given brief — assessed by the assignment
- ◆ skills in selecting and carrying out construction techniques to an appropriate standard of quality — assessed by the practical activity

Course assessment structure: question paper

Question paper

45 marks

The question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills, sampled from across the course:

- ◆ analysing properties and characteristics of textiles, and the application of this knowledge
- ◆ analysing the application of a range of construction techniques, including the use of paper patterns
- ◆ explaining factors affecting fashion design and consumer fashion/textile choices, including fashion trends
- ◆ communicating solutions to fashion/textile briefs

The question paper has 45 marks out of a total of 116 marks for the course assessment.

The question paper asks candidates to identify, select, describe, explain, discuss, evaluate and analyse.

Setting, conducting and marking the question paper

The question paper is set and marked by Qualifications Scotland, and conducted in centres under conditions specified for external examinations by Qualifications Scotland.

Candidates have 1 hour and 30 minutes to complete the question paper.

Specimen question papers for Higher courses are published on [Qualifications Scotland's website](#). These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment

36 marks

The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ♦ planning skills
- ♦ research skills
- ♦ presenting designs
- ♦ analysing suitability

The assignment has 36 marks out of a total of 116 marks for the course assessment.

Assignment overview

Candidates demonstrate breadth and application by applying the skills, knowledge and understanding acquired and developed in the course to design a complex fashion/textile item in response to a given brief. **The assignment is a written exercise only, no physical item or solution has to be made.**

Candidates have a choice of briefs. Each brief has two themes for the candidate to investigate.

Candidates must use **one** of the briefs provided separately in the *Higher Fashion and Textile Technology Assignment assessment task brief* as the basis for their Fashion and Textile Technology assignment.

The assignment has two stages (36 marks):

- ♦ stage 1: planning and research (24 marks)
- ♦ stage 2: suitability of a solution (12 marks)

Stage 1: planning and research (24 marks)

Marks are awarded for:

- ♦ explaining two key themes from the chosen brief
- ♦ carrying out research into key themes from the brief
- ♦ developing a concept board based on findings

Stage 2: suitability of a solution (12 marks)

Marks are awarded for:

- ♦ presenting a solution
- ♦ analysing the suitability of the chosen solution

Setting, conducting and marking the assignment

A range of briefs for the assignment are provided annually by Qualifications Scotland and are sufficiently open and flexible to allow personalisation and choice in both the technological process and the fashion/textile solution.

The assignment is set by Qualifications Scotland and conducted under some supervision and control.

The assignment is submitted to Qualifications Scotland for marking.

All marking is quality assured by Qualifications Scotland.

Assessment conditions

Time

The assessment is carried out over a period of time. Candidates should start at an appropriate point in the course, normally once all course content has been delivered.

Evidence to be gathered

Candidates must provide evidence for the assignment in relation to their chosen brief.

Assignment:

- ♦ the completed candidate assignment

Volume

There is no word count.

Stage	Supervision, control and authentication	Resources	Reasonable assistance
All	You must exercise your professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.		Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification. Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on criteria for research techniques. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment, and you need to be aware that this may be going beyond reasonable assistance.

Stage	Supervision, control and authentication	Resources	Reasonable assistance
1a and 1b	Stage 1a: themes and stage 1b: investigations During these stages of the assessment, which may be undertaken outside the learning and teaching setting, you should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place, for example: ◆ regular spot checks/interim progress meetings with candidates ◆ discussing candidates' work with them ◆ checking candidates' record of activity/progress against evidence provided ◆ carrying out observation of evidence provided from outside the learning and teaching setting Candidates must work independently to choose their own methods of research and sources of information and so avoid unintentional plagiarism. It is expected that candidates' results will lead to a range of different solutions. Candidates must not decide on their solution before the research has been carried out, as the solution should be based on the results of research.	There are no restrictions on the resources candidates may access when completing these stages.	Candidates conduct these stages under some supervision and control. Candidates may investigate the themes of the brief, and carry out research and testing, out with the learning and teaching setting. During this stage of the assessment, reasonable assistance may include: ◆ clarifying instructions/requirements of the task ◆ advising candidates on the choice of brief ◆ guiding candidates to possible sources of information ◆ arranging visits to enable gathering of evidence ◆ interim progress checks Reasonable assistance does not include: ◆ directing candidates to specific resources or providing candidates with specific resources to be used ◆ providing model answers ◆ providing detailed feedback on drafts, including marking

Stage	Supervision, control and authentication	Resources	Reasonable assistance
1c	Stage 1c: the concept board Candidates complete this stage independently, under supervision of their teacher or lecturer.	There are no restrictions on the resources candidates may access when completing this stage.	This stage is conducted under some supervision and control. During this stage of the assessment, reasonable assistance may include: ♦ clarifying instructions or requirements of the task ♦ guiding candidates to possible sources of information ♦ arranging visits to enable gathering of evidence ♦ interim progress checks Reasonable assistance does not include: ♦ directing candidates to specific resources or providing candidates with specific resources to be used
Stage	Supervision, control and authentication	Resources	Reasonable assistance
2a	Stage 2a: Presenting a solution During these stages of the assessment, which may be undertaken outside the learning and teaching setting, you should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place, for example: ♦ regular spot checks/interim progress meetings with candidates ♦ discussing a candidate's work with them	There are no restrictions on the resources candidates may access when completing this stage.	Candidates conduct these stages under some supervision and control. During this stage of the assessment, reasonable assistance may include: ♦ clarifying instructions or requirements of the task ♦ guiding candidates to possible sources of information ♦ interim progress checks

Stage	Supervision, control and authentication	Resources	Reasonable assistance
	♦ checking candidates' record of activity/progress against evidence provided ♦ carrying out observation of evidence provided from outside the learning and teaching setting Candidates must work independently to develop a solution to avoid unintentional plagiarism.		Reasonable assistance does not include: ♦ directing candidates to specific resources or providing candidates with specific resources to be used
2b	Stage 2b: analyse the solution in relation to the target markets needs. Candidates conduct this stage independently, under supervision of the teacher or lecturer.		This stage is conducted under some supervision and control. Candidates may consider the suitability of the solution outwith the learning and teaching setting. During this stage of the assessment, reasonable assistance may include: ♦ clarifying instructions or requirements of the task ♦ advising candidates ♦ interim progress checks Reasonable assistance does not include: ♦ directing candidates to specific resources or providing candidates with specific resources to be used ♦ providing model answers ♦ providing detailed feedback on drafts, including marking

Course assessment structure: practical activity

Practical activity

35 marks

Candidates produce a complex fashion/textile item. Candidates make one item, using eight different construction techniques. This is not linked to the assignment and is to assess practical skills techniques and abilities.

The practical activity gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ a range of practical skills related to the production of a fashion/textile item to meet specified textile and consumer requirements
- ◆ using a range of textile construction techniques to make a complex fashion/textile item to an appropriate standard of quality

The practical activity has 35 marks out of a total of 116 marks for the course assessment.

Practical activity overview

Candidates demonstrate breadth and application by applying the skills, knowledge and understanding acquired and developed in the course to produce a complex fashion/textile item.

Making a complex fashion/textile item (35 marks)

Marks are awarded for:

- ◆ making a complex fashion/textile item to an appropriate standard of quality

Setting, conducting and marking the practical activity

The practical activity is set by centres within Qualifications Scotland guidelines.

The practical activity is conducted under some supervision and control.

The practical activity is internally marked by teachers and lecturers, in line with the marking instructions provided in the coursework assessment task. Centres must retain practical activity evidence for quality assurance purposes.

All marking is quality assured by Qualifications Scotland.

Assessment conditions

Time

The assessment is carried out over a period of time. Candidates should start at an appropriate point in the course, normally once all course content has been delivered.

Making a complex fashion/textile item

Candidates should be given sufficient time to manufacture their fashion/textile item.

Supervision, control and authentication	Resources	Reasonable assistance
You must exercise your professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.		Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification. Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to use equipment. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment, and you need to be aware that this may be going beyond reasonable assistance.
Make and finish a complex fashion/textile item Candidates conduct this part independently, under supervision of their teacher or lecturer.		Before the candidate begins making the item, it is appropriate for you to comment on the number of marks that will be available for the construction techniques the candidate plans to attempt.

Evidence to be gathered

Practical activity:

- ◆ photographs of the manufacturing process
- ◆ the completed fashion/textile item

Volume

There is no word count.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible.

Qualifications Scotland's equality of access to qualifications [policy](#) outlines our commitment to:

- ◆ the Equality Act 2010
- ◆ anti-racist education
- ◆ protecting children's rights
- ◆ corporate parenting

You must consider the needs of individual candidates when planning learning experiences, designing learning resources, or choosing texts.

Guidance on assessment arrangements for disabled candidates and those with additional support needs is available on the [assessment arrangements web page](#).

Further information

The following reference documents provide useful information and background.

- ♦ [Assessment arrangements](#)
- ♦ [Building the Curriculum 3–5](#)
- ♦ [Guidance on conditions of assessment for coursework](#)
- ♦ [Guide to Assessment](#)
- ♦ [Recent Qualifications Scotland research](#)
- ♦ [Remote assessment](#)
- ♦ [SCQF Handbook](#)
- ♦ [Know Your SCQF Level — Scottish Credit and Qualifications Framework](#)
- ♦ [Skills for Learning, Skills for Life and Skills for Work framework](#)

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. You should read these in conjunction with this course specification and the specimen question paper and coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

To enrich the delivery of the course, candidates should engage in learning activities that encourage them to consider and understand the interrelationship between cultural, social, ethical and moral issues surrounding fashion and textiles. This enables candidates to make informed decisions which not only promote positive lifestyle choices but also stimulate consideration of global citizenship.

The 'suggested approaches to learning and teaching' table provides suggested experiences and activities that you can build into your delivery.

Approaches to learning and teaching

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

The practical, skills-based focus of fashion and textiles readily lends itself to a variety of learning and teaching approaches. For example:

- ◆ watching teacher or lecturer-led demonstration
- ◆ researching a range of practical skills, including textile construction techniques, using online tutorials or literature review
- ◆ undertaking practical activities to develop an increasing range of textile construction techniques
- ◆ working collaboratively and providing the opportunity for peer teaching or peer support, for example while setting up and using equipment, and peer evaluation
- ◆ undertaking activities or research online, for example to research textile properties and characteristics, and to source patterns, textiles and components
- ◆ analysing current fashion/textile items
- ◆ deconstructing and reconstructing fashion/textile items to identify techniques and sequencing of construction
- ◆ examining methods of reconstruction and upcycling fashion/textile items to explore the different ways in which items can be constructed or adapted
- ◆ making a range of fashion/textile items
- ◆ watching specialists demonstrate decorative or craft skills

- ◆ visiting manufacturers and retailers to explore the wide range of textiles available and observe how they are used
- ◆ developing problem-solving skills during item manufacture
- ◆ working in pairs or groups to share ideas and promote collaborative skills
- ◆ using simulated contexts to reinforce health and safety practices
- ◆ discussing and debating factors affecting the fashion and textile choices of others and how this influences design
- ◆ using investigative techniques such as interviews and questionnaires to identify the fashion/textile choices and needs of others
- ◆ using the internet or visiting museums and exhibitions to research contemporary and historical fashion/textile trends
- ◆ using current fashion magazines or fashion blogs to identify contemporary fashion trends and their influence on high street fashion
- ◆ visiting designers, manufacturers and retailers to observe how fashion/textile items are influenced by trends, designed, made and marketed
- ◆ managing time and resources during the planning and making process
- ◆ conducting tests such as sensory tests, user/wearer trials or surveys to evaluate fashion/textile items
- ◆ presenting ideas or fashion/textile items in school or college exhibitions and shows

When delivering the course content, you should take account of candidates' prior knowledge. During each learning activity you should make candidates aware of what they have learned and encourage them to consider other applications for these skills, knowledge and understanding.

Tasks should be open to allow for personalisation and choice. In order to encourage personalisation and choice to encourage different methods of conducting research and ways of presenting results.

Safe practices should permeate all practical fashion/textile activities and, in order to be meaningful, should be integrated within all practical skills teaching.

Some aspects of learning in this course may be better taught formally, particularly when introducing health and safety techniques and practices, or new processes. However, independence in learning can only be achieved if a staged handover of responsibility for learning takes place.

Local contexts could be used as a basis for learning and teaching. Visits and guest speakers provide commerce and employment experiences. Other stimulus materials such as visual aids, digital media, and visits to exhibitions or local or national fashion/textile events may also help to motivate candidates and encourage imaginative and creative thought.

Where resources permit, centres could use technology to support the learning and teaching of this course. For example:

- ◆ online interactive tasks to develop awareness of health and safety
- ◆ e-portfolios to collect and store evidence

- ◆ web-based resources to research fashion trends and technological developments in textiles
- ◆ online questionnaires to research the fashion/textile choices of others
- ◆ computer-aided design (CAD) software to design fashion/textile items
- ◆ computer-aided manufacturing (CAM) equipment such as programmed knitting machines or embroidery machines

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

The table on the next page provides examples of different learning activities related to the course aims and required skills, knowledge and understanding. The activities can be selected to suit particular learning styles.

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
Analyse and apply understanding of textile properties and characteristics	Choose textiles based on their characteristics and properties, and analyse their use for different purposes Physical and chemical fabric finishes applied to textiles Technological developments linked to technical textiles Types of fabric construction	You should encourage candidates to explore and investigate the effects of textile properties and characteristics to help them analyse a range of textiles and choose the most appropriate textile for a given purpose. They could: ◆ use fabric samples to carry out fabric testing and use the results as a basis to discuss and debate the properties and characteristics of textiles and how they can be applied to fashion/textile items by identifying appropriate end uses ◆ investigate a range of fabric finishes, including mechanical finishes such as brushing, calendaring and heat setting, and chemical finishes such as mercerising, and crease, shrink and flame resistance. Candidates might also investigate anti-bacterial and biological finishes. ◆ investigate a range of technological developments related to textiles such as breathable membranes, microfibre fabrics, stretch fabrics and performance/technical fabrics ◆ investigate developments such as micro encapsulation, thermochromic textiles, interactive textiles that incorporate electronic devices and sun protective textiles ◆ research the historical developments in textile technologies for items with a specific end use, for example military uniforms, clothing for outdoor pursuits Maintaining a portfolio of this information to develop a working reference document could be helpful for candidates. These could be worksheets, short reports or mood boards. These could include textile swatches and analysis of the key features of the textile(s) for a proposed item for manufacture. Analysis of a range of fabrics could also be carried out as a research project or sensory exercise, or by providing worksheets or other direct teaching exercises. For example, candidates could: ◆ choose fashion/textile items from a given range to analyse. The items could include sportswear, children's wear, uniforms, and futuristic textiles for specialist clothing, work wear,

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		eco-friendly home furnishings, clothing for specific needs or any other appropriate item. The items candidates choose should allow them to analyse a range of different textiles in relation to the specified purposes for the items, and draw conclusions about the suitability of the textiles used for the specified purposes of the items. Candidates could select a fashion/textile item and, based on its functions and properties, promote it to their peers. ◆ examine a range of fabrics to develop understanding of the properties and characteristics of textiles constructed by knitting, weaving and bonding It may be appropriate to provide a reference book or textile dictionary for reference purposes.
Analyse and apply understanding of textile properties and characteristics	Applying knowledge of mandatory labelling requirements of fashion/textile items	You should encourage candidates to explore mandatory labelling requirements to help them choose the most appropriate textile. They could: ◆ investigate the mandatory labelling requirements of fashion/textile items, such as those required for fibre content, nightwear safety labelling, furniture safety labels ◆ identify the mandatory labelling required for a range of fashion/textile items. The range of items should allow candidates to draw conclusions about range of labelling required
Investigate issues which influence the fashion/textile industry and consumers	The origin of fashion trends	In groups, candidates could identify possible sources of inspiration for fashion trends. These could include: ◆ films and TV productions ◆ art influences, for example pattern, shape or colour ◆ photographs ◆ nature, for example animals and plants ◆ architecture/buildings ◆ street fashion ◆ new bands and role models

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		◆ travel, cultures, customs or places around the world ◆ reviewing styles from different decades ◆ environmental issues
Investigate issues which influence the fashion/textile industry and consumers	Influences on fashion design	Candidates could research potential influences on fashion design and apply this to current fashion items. They could: ◆ use the internet or literary sources, or visits to museums and art galleries to research the origins of contemporary and historical fashion/textile trends, and the influences of different cultures ◆ create a fashion history timeline for a specified item, for example the evolution of the skirt. They could then present their findings to their peers ◆ visit local designers, exhibitions, manufacturers and retailers to observe how fashion/textile items are influenced by trends ◆ identify a source of inspiration, and create a mood board to reflect this ◆ work in pairs or small groups to identify the possible influences and inspiration for the design of each item ◆ find fashion/textile items that have been influenced by specific features Candidates could present their findings as a narrative or a diagram, for example a spidergram or a flow chart, or present their findings to their peers, or another suitable audience.
Investigate issues which influence the fashion/textile industry and consumers	The work of fashion designers in the fashion/textile industry	Candidates could research the work of current fashion designers and identify the influence of trends in item development. They could: ◆ use fashion designers' websites, current fashion magazines or fashion blogs to research the work of fashion designers, and identify the design features used in their current collections ◆ listen to visiting speakers, such as designers, to discuss their career and how ideas are developed into final designs and items

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
	The application of trends in the development of fashion/textile items	◆ use fashion retailers' websites and current fashion magazines to identify contemporary fashion trends and their influence on high street fashion ◆ visit local designers, exhibitions, manufacturers and retailers to observe how fashion/textile items are influenced by trends, and designed, made and marketed ◆ attend demonstrations by local specialists, designers, or art students on processes such as ideas generation ◆ select a suitable contemporary or historical fashion/textile trend and provide a design for a fashion/textile item based on the trend. This could be presented as a storyboard showing the stages of development of the item from the original trend
Investigate issues which influence the fashion/textile industry and consumers	The ways a range of issues affect the fashion/textile industry and the choices of consumers	Candidates could use news stories, magazine articles or television documentaries to stimulate discussion about current issues affecting the fashion/textile industry or the choices of consumers. These issues could include: ◆ ethical issues such as fair trade, sourcing of materials such as cotton, or working conditions ◆ environmental issues such as organic materials, recycling, mass manufacture or sustainability ◆ economic issues such as income ◆ social issues such as the media, including social media, online shopping or role models ◆ cultural issues such as culture-specific fashion preferences or trends Candidates could research the ways that the fashion/textile industry is influenced by the choices made by consumers. They could: ◆ investigate a range of fashion/textile items associated with the issues explored. This might include organic or fair trade cotton clothing ranges, alternatives such as faux fur, or embellished items. Candidates could then practise evaluation of the impact of these items in respect of the industry and the choices of consumers.

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		♦ visit fashion shows and retailers, or view these online, to gather information about the choices made by others ♦ visit fashion/textile manufacturers, retailers or textile recycling facilities to research the impact of issues on the development or manufacture of fashion/textile items
Understand the impact of fashion trends on the fashion/textile industry	Stages in the fashion/textile development process Textile construction techniques used in bespoke and mass-produced items	♦ listen to visiting speakers, such as designers or manufacturers, to share and discuss how ideas are developed into final designs and completed items You should encourage candidates to explore and investigate the effects of the textile construction techniques used in a range of manufacturing processes, to help them make informed choices when deciding on appropriate techniques to use. They could: ♦ communicate with designers, fashion companies, retailers or textile manufacturers to see the development process in a real-life context on a commercial scale. This could include the order of the stages for the production of fashion/textile items, the machinery used, including using computer-aided design (CAD) and computer-aided manufacture (CAM) and the textiles and components used ♦ visit a small bespoke company and a larger manufacturing company which make similar types of fashion/textile item to allow candidates to compare methods used ♦ identify and discuss differences between the manufacture of custom-made items and items produced on a large scale ♦ deconstruct a mass manufactured item, identifying possible changes to construction that could be made to adapt the item for the bespoke market ♦ review a range of fashion/textile items to discuss the principles of design such as function, aesthetics, safety, hygiene, quality and durability linked to appropriate end use and target groups

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
Develop research, planning, presentation and evaluation skills	Research, planning, presentation and evaluation skills	You could introduce candidates to a range of investigate techniques such as surveys, interviews, literature searches, comparison testing or any other appropriate technique. See Appendix 4 for more information about research techniques and presenting results. Candidates could: ◆ carry out research, interact with others, use textbooks and the internet to provide information regarding criteria that influence the fashion and textile choices of others. This could include the needs of groups of consumers including infants, toddlers, children, the elderly ◆ investigate criteria pertinent to the end use of the item including sportswear, school wear, work wear, outdoor wear, party wear ◆ conduct a survey or interviews with other consumers both in and out of school or college to gather opinions on what influences their choice of fashion/textile items ◆ use research techniques to investigate some aspects of issues affecting the fashion/textile industry ◆ visit fashion shows and retailers to gather information about the choices made by others ◆ explore different ways of presenting the findings from their investigations such as a graph, a table, a mind map, a short report, notes from an interview, a mood board or any other relevant format ◆ work in groups to prepare a project-based piece of work illustrating a variety of factors and their impact on fashion/textile choices and/or decisions taken by industry. Use presentation methods such as PowerPoint presentations, talks, video or story boards to illustrate and share their findings ◆ consider the strengths and weaknesses of the techniques used in obtaining information and suggest proposals for further investigative work

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
Develop research, planning, presentation of a solution.	Interpret and develop solutions for complex fashion/textile items to meet given briefs	You could introduce candidates to a range of investigate techniques such as questionnaires, interviews, literature searches, comparison testing or any other appropriate technique. See Appendix 4 for more information about research techniques and presenting results. Candidates could: ◆ carry out research, interact with others, use textbooks and the internet to provide information regarding criteria that influence the fashion and textile choices of others. This could include the needs of groups of consumers including infants, toddlers, children, the elderly ◆ investigate criteria pertinent to the end use of the item including sportswear, school wear, work wear, outdoor wear, party wear ◆ conduct a survey or interviews with other consumers both in and out of school or college to gather opinions on what influences their choice of fashion/textile items ◆ use research techniques to investigate some aspects of issues affecting the fashion/textile industry ◆ visit fashion shows and retailers to gather information about the choices made by others ◆ explore different ways of presenting the findings from their investigations such as a graph, a table, a mind map, a short report, notes from an interview, a mood board or any other relevant format ◆ work in groups to prepare a project-based piece of work illustrating a variety of factors and their impact on fashion/textile choices and/or decisions taken by industry. Use presentation methods such as PowerPoint presentations, talks, video or story boards to illustrate and share their findings ◆ consider the strengths and weaknesses of the techniques used in obtaining information and suggest proposals for further investigative work

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		Candidates could research possible ways to develop appropriate solutions to meet the needs of given briefs. They could: ◆ identify the key themes required in a solution by examining different textile items in groups and discussing what the purpose of the item is and its fitness for purpose ◆ discuss a variety of briefs in groups and work collaboratively to identify the key themes which could form the focus for investigations ◆ explore different ways of presenting the findings from their investigations, for example as a graph, a table, a mind map, a short report, notes from an interview or any other relevant format ◆ discuss which features of the fashion/textile items in the solutions are most useful. These features could include colour, shape, style features, fabric, use, purpose, safety, age, theme, quality, budget, size, durability or ease of care. ◆ explore different ways of presenting solutions, for example an annotated diagram, a description, a computer-generated image, a sketch, a written report, a mood board, or a combination of these ◆ examine a variety of solutions for fashion/textile items and discuss the respective merits of each format, for example an annotated diagram, a sketch, a written report, a mood board
Understand and use a paper pattern	Application of information used in complex paper patterns	◆ examine a range of paper patterns to identify the processes and stages required to make the item You could demonstrate, and discuss, how to use a complex paper pattern with candidates. You could place and pin a pattern onto fabric and ask candidates to identify all of the pattern markings and symbols and their purpose. This could also include making a range of amendments and adaptations to the pattern. Correct handling and cutting techniques should be taught at this stage. Candidates can use these skills when making their own item.

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		You should also give candidates opportunities to use paper patterns to make complex fashion/textile items.
Develop an understanding of construction techniques.	Choose and use a range of construction techniques and analyse their suitability for purpose	You should encourage candidates to investigate potential construction techniques for use in a range of fashion/textile items. They could: ◆ analyse a range of fashion/textile items to illustrate a selection of construction processes and techniques ◆ examine a range of ready-made fashion/textile items at all stages of construction and deconstruction in order to understand the number of component parts and number and order of steps used in the assembly, and the appropriate standard of quality required when making their own fashion/textile item ◆ watch teacher or lecturer demonstrations of construction techniques ◆ use online tutorials to see methods of carrying out construction techniques ◆ practise a range of textile construction skills on samples before applying to their chosen item Candidates could maintain a portfolio to develop a working reference document of the following: ◆ the construction technique ◆ the suitability of the technique for the specified purpose ◆ photographs of the construction techniques demonstrated at different stages of the item manufacture You should encourage candidates to experiment with a range of textiles and construction techniques to make samples or trial a range of techniques or component parts of the item. For example, they could explore different seams and seam finishes for a garment by producing a range of seams and evaluating their suitability for the particular item.

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		In their final selection for the item you could encourage candidates to reflect on how the choice of textiles and construction techniques affects the suitability of the item for specified purposes.
Make complex fashion/textile items to an appropriate standard of quality	Applying practical textile skills	See Appendix 2 for more information about fashion/textile items suitable for SCQF levels 3–6. See Appendix 3 for more information about construction techniques appropriate for SCQF levels 3–6. Examples of features of construction techniques: ◆ correct choice of style of stitch, correct stitch length, correct tension ◆ accurate stitching, even stitching ◆ even-depth hems, correct-depth hems ◆ even width of seam allowances, correct width of seam allowances ◆ evenly spaced and accurately applied buttons, fastenings and closings ◆ pressing to set seams, darts, and hems, ironing to remove all unwanted creases ◆ accurate fit, shape and drape ◆ accurate positioning of zip, or other fastenings, accurately applied zip or fastening ◆ accurate cutting of fabric pieces, fabric pieces cut on grain correctly ◆ accurately applied trimmings, interlining used/attached correctly ◆ accurate application of embellishments

Course aims Candidates:	Skills, knowledge and understanding	Suggested approaches to learning and teaching
		When carrying out construction techniques, including the standard required to manufacture their fashion/textile item, candidates should: ◆ consider surface decoration as a construction technique. Suitable surface decoration techniques could include appliqué, embroidery, ribbons and braids, photographic transfers, beading and sequins ◆ watch demonstration of knitting, crochet and other craft skills by teacher or lecturer or by a visiting expert, or by watching media clips ◆ examine a range of fashion/textile items, including items made by their peers, at all stages of construction and deconstruction in order to understand the appropriate standard of quality for their own fashion/textile item ◆ watch digital media clips demonstrating item manufacture, or visit a local manufacturer to see how items are created Candidates could: ◆ adapt existing items by reconstruction or upcycling ◆ refer to previous knowledge of carrying out manufacturing tasks or seek practical advice from their peers ◆ practise their selected textile construction skills, including surface decoration techniques, prior to using them on their chosen fashion/textile item ◆ maintain a portfolio of items they have made, identifying and justifying the construction techniques used

Preparing for course assessment

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support, and towards the end of the course, for revision and preparation and/or gathering evidence for course assessment.

For the course assessment, candidates will:

- ◆ respond to challenge by undertaking an assignment and practical activity that applies skills, knowledge and understanding from across the course by developing a solution, justifying it, and analysing the solution in response to a brief
- ◆ demonstrate integration and application of skills, knowledge and understanding from across the course in a question paper

To prepare for the assignment component of the course assessment, candidates could be provided with opportunities to:

- ◆ analyse briefs
- ◆ use investigative techniques to generate ideas for fashion/textile items
- ◆ produce a solution based on the findings from the investigations

To prepare for the practical activity component of the course assessment, candidates could be provided with opportunities to:

- ◆ explore time required to carry out construction processes
- ◆ prepare samples of different construction techniques
- ◆ use a range of textile construction skills to make fashion/textile items to an appropriate standard of quality

To prepare for the question paper, you could provide candidates with opportunities to:

- ◆ develop flash cards to be used for revision of knowledge
- ◆ develop mnemonics (or similar) to support retention of knowledge
- ◆ revise the properties and characteristics of textiles by carrying out 'fill in the blanks' or 'pairing' exercises
- ◆ make a list of the suitability of features of a sample fashion/textile item for a given brief, and identify the principles of design used
- ◆ list the possible sources of inspiration for a fashion/textile item from a range of sample images
- ◆ make a list of bullet points to be considered when choosing textiles, construction techniques or design features for a given fashion/textile item based on a trend or consumer need and identify the manufacturing process that might be required in a bespoke and a mass-produced version
- ◆ practise unseen short-answer questions
- ◆ practise unseen timed questions

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

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

Qualifications Scotland does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Suggested approaches for learning and teaching
Money, time and measurement involves using and understanding money, time and measurement to solve practical problems in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy.	♦ produce detailed work plans with a timed and logical work sequence ♦ produce accurate requisitions for appropriate textiles and components
Personal learning involves actively engaging in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience.	♦ use a range of appropriate investigative techniques to gather information about identified fashion and textile contexts. ♦ reflect on the suitability of the developmental process undertaken
Applying involves using existing information to solve a problem in a different context, and to plan, organise and complete a task.	♦ draw on, and apply, the skills, knowledge and understanding acquired in the course in order to plan and make a detailed fashion/textile item in response to a given brief
Analysing and evaluating involves identifying and weighing-up the features of a situation or issue and using judgement in coming to a conclusion. It includes reviewing and considering any potential solutions.	♦ reflect on a range of fashion/textile items and analyse their suitability, suggesting possible improvements to the item and/or the process

There may also be opportunities for candidates to develop their communication skills. Communication skills are particularly important for candidates as these skills allow them to access, engage in and understand their learning and to communicate their ideas and opinions.

Appendix 2: guidance on type of fashion/textile item suitable for National 3, National 4, National 5 and Higher

The table below suggests the number of component parts and type of fashion/textile item that is likely to be suitable for each SCQF level. The table is for guidance only and is not definitive. Candidates may choose to make any other suitable item with a similar number of component parts.

National 3	National 4	National 5	Higher
A basic fashion/textile item is likely to have two component parts. Examples include: ♦ Tabard for child: front and back with decoration, for example initial or name. ♦ Skirt: front and back, elastic hemmed waist and machined hem. ♦ Cushion: front and back with commercial surface decoration. ♦ Bag: one piece of material, with handles, ribbon/tape/webbing/drawstring casing.	A straightforward fashion/textile item is likely to have three component parts. Examples include: ♦ Top: front and back; and either pocket or ties. ♦ Skirt: front and back, unlined, elastic waist, machined hem with pocket(s). ♦ Cushion: front and back with handmade surface decoration and Velcro/studs/tie fastening. ♦ Bag: front and back with lining, a pocket and handles. ♦ Stuffed toy with one main body part but 3D ears and stomach, for example Scottie dog. ♦ Scarf knitted in two or more colours, handmade fringing, pom-poms attached or	A detailed fashion/textile item is likely to have four component parts. Examples include: ♦ Top: back and front with neck finish and armhole finish or sleeves. ♦ Skirt: front/back (sections), lined, waistband/facing and press studs/hook and eye/zip. ♦ Cushion: front and back (sections) with handmade surface decoration and zip/buttons fastening. ♦ Bag: base shaping, lining and fastenings; plastic/wooden handles attached with casings. ♦ Bag with separate pieces, for example made from recycled woollen textiles, felted, handles and fastening.	A complex fashion/textile item is likely to have a minimum of four component parts. Examples include: ♦ Top: back and front, opening, collar/neck finish, inserted sleeves. ♦ Jacket: front opening, buttons and buttonholes/zip, inserted sleeves, lined. ♦ Knitted jacket including decorative stitch, shaping, inserted sleeves, fastening. ♦ Skirt: front and back/panels, zip, lined, multiple piece waistband. ♦ Trousers: darts, zip, multiple piece waistband, pockets. ♦ Dress: front and back/panels, zip, collar/neck finish, inserted sleeves.

National 3	National 4	National 5	Higher
◆ Stuffed toy with front and back (for example cat with button eyes and embroidered whiskers). ◆ Scarf knitted in one colour with handmade fringing or pom-poms. ◆ Felt flower brooch with leaves and petals (for example with button middle and brooch pin). ◆ Waist apron: with ties and pocket. ◆ Mobile phone/laptop holder: front and back with Velcro closing. ◆ Christmas tree decoration: two-part shape, ribbon tab to hang it up.	additional surface detail, for example flowers. ◆ Quilt with machined patchwork pieces, square design, backed. ◆ Wall-hanging to keep things in: for example casing (for pole), multiple fabrics (bands/patchwork), applied pockets, appliqué, fastenings, embellishments. ◆ Item to encourage children to count, for example table mat with pockets/flaps. ◆ Shorts/pyjama bottoms elasticated/drawstring waist.	◆ Stuffed toy with separate 3D head and body parts (for example hippo), embroidered features. ◆ Shawl or wrap with detailed surface decoration, for example complex appliqué, hand/machine embroidery, beading, quilting, fringed. ◆ Quilt with machined patchwork (and appliqué); backed, edge bound with machine quilting. ◆ Knitted kimono style jacket with toggle fastening and pockets. ◆ Shorts/trousers with a waistband/zip. ◆ Dress, such as shift with front/back armhole edge/sleeves, neck finish/collar, fastening.	◆ Bag: back and front/panels, shaped base, multiple pockets/interior sections, textile handles, zip. ◆ Bag: created decorative fabric, for example knitted/crocheted/felted, shaping, textile integrated/attached handles, fastening. ◆ Stuffed toy with separate 3D head and body parts (for example teddy bear/doll), embroidered features, clothes with edge finishes and fastenings. ◆ Toy play den to fit an existing frame (for example fort, Wendy house): multiple shaped panels, openings with zip, ties or buttons and loops, surface decoration, for example complex appliqué, hand/machine embroidery.

Appendix 3: exemplification of marking of the practical activity

Make and finish a complex fashion/textile item using at least eight appropriate textile construction techniques

Award a maximum of **35 marks**:

- ♦ **30 marks** for the quality of construction techniques demonstrated
- ♦ **5 marks** for the overall standard of the finished textile item

Example

The candidate's solution presented in stage 2a is for a toddler's dress with:

- ♦ a double-layered yoke
- ♦ a full skirt gathered onto the yoke
- ♦ round neck finished with contrasting binding
- ♦ set-in sleeves with elasticated lower edge
- ♦ a patch pocket on the skirt
- ♦ appliqué on the skirt (balloons)
- ♦ a back zip

Construction technique planned		Maximum mark available for technique
1	Bias binding on a curve	6
2	Set-in sleeves	5
3	Double layered yoke	4
4	Elastic in a casing	4
5	Semi-concealed zip	4
6	Gathers	3
7	Machined appliqué – basic shape	2
8	Patch pocket	2
		30 marks
9	<i>Machined hem with lay</i>	2
10	<i>Couched lines of yarn – for balloon strings</i>	2
11	<i>Plain seams with zig-zag finish</i>	2

Sufficient 5/6 tariff techniques have been included

These 8 techniques allow the candidate to access the 30 marks available. These lower tariff techniques should be disregarded.

Completing the assessment record sheet

Identify the eight construction techniques to be assessed **before starting marking**. You should list these on the assessment record sheet in the 'Construction technique planned' column (example provided).

List the construction technique with the highest tariff first, followed by the next highest tariff technique and so on until all of the eight chosen techniques have been entered. Candidates may choose to incorporate more than eight techniques in their item, but **do not mark** any techniques carried out beyond the eight required for assessment.

- ◆ Enter the tariff for each construction technique in the 'Mark available' column, starting with the mark for the highest tariff technique. Once the maximum of 30 marks has been reached, do not enter any further marks in the 'Mark available' column as subsequent techniques will not count towards the mark allocation.
- ◆ Enter a comment to show clearly the basis on which you made each judgement.

Each of the eight construction techniques identified for assessment in the recording sheet should then be marked in relation to the **quality** achieved. This could take place as the candidate completes each construction technique, particularly in the case of techniques that are subsequently hidden as manufacture of the item progresses. Enter the marks awarded for the quality achieved for each of the eight construction techniques into the 'Mark awarded' column of the recording sheet.

Once the candidate's fashion/textile item is complete, award marks for the overall standard of the completed item and enter the mark in the 'Mark awarded' column of the recording sheet.

An example of a completed recording sheet is shown on the next page.

Quality of construction techniques recording sheet

Candidate name: _____ Class/group: _____

Candidate number: _____ Centre: _____

Fashion/textile item	Construction technique planned (highest tariff first)	Marks available	Mark awarded	Comment on standard of technique
Award up to 30 marks for the quality of construction techniques demonstrated. Award between 1 and 6 marks for each construction technique candidates demonstrate. The quality of execution of this technique is marked in line with the mark allocation in the 'Higher construction techniques marking tariff'. Allocate marks in descending order, ie construction techniques which carry the highest tariffs first, followed by the construction techniques which carry the next highest tariff and so on, until the 30 marks available have been reached. ◆ Award no more than 21 marks if the candidate demonstrates fewer than eight textile construction techniques. ◆ To be awarded the full mark allocation, candidates must attempt at least two construction techniques from the 5 marks or 6 marks columns in the 'Higher construction techniques marking tariff'.	Technique 1: (from 5/6 mark tariff) Edge finishes: Bias binding on a curve	5/6 marks 6	4	The bias binding had been cut correctly. It had been applied to the right side of the neck edge by machine and slip stitched into place on the inside. The binding was an even width on both sides along the length of the neckline, and both ends were securely finished. The slip stitching showed a little on the right side in one or two places, and the ends of the binding would have benefited from the excess being trimmed away before finishing, as it was rather bulky.
	Technique 2: (from 5/6 mark tariff) Sleeves: Set-in sleeves	5/6 marks 5	2	The sleeves and armhole had been correctly prepared. The sleeves were inserted securely, but there were several tucks around each sleeve head. One sleeve had a twisted appearance indicating that the balance marks had not been matched accurately when inserting the sleeve.
	Technique 3: Yokes: Double-layered yoke	4	4	Both layers of the yoke had been made up accurately. The shoulder and underarm seams on both layers matched up correctly, and the yoke lay flat.
	Technique 4: Disposal of fullness: Elastic in a casing	4	4	The casing was an even and appropriate depth. The stitching was accurate. The elastic was the correct length, lay flat within the casing and had been joined securely. The opening in the casing had been joined neatly.

Quality of construction techniques recording sheet

Fashion/textile item	Construction technique planned (highest tariff first)	Marks available	Mark awarded	Comment on standard of technique
♦ Award a maximum of 18 marks to candidates who do not carry out two construction techniques from the 5 marks or 6 marks columns. ♦ Award a maximum of 2 marks if candidates demonstrate construction techniques from the 1 mark column. Award a maximum of 4 marks if candidates demonstrate construction techniques from the 2 marks column.	Technique 5: Zip: Semi-concealed zip	4	3	The garment was correctly prepared for the zip. The zip was sewn in securely. The stitching was accurate, but a little far from the folds, so could allow the zip to show.
	Technique 6: Disposal of fullness: Gathers	3	2	The gathers were attached securely to the yoke, but had been distributed a little unevenly in places, so spoiling the overall appearance slightly.
	Technique 7: Embellishment: Machine appliqué, basic shape	2	2	Three simple balloon shapes had been applied to the skirt. The shapes had been securely attached, with all raw edges covered with zig-zag stitching. The stitching gave an accurate shape.
	Technique 8: Pockets: Patch pocket	2	1	The pocket had been made up accurately and attached securely. The stitching holding the pocket in place was a little uneven in some places and there was no reinforcing at the top corners.
Subtotal		30 marks	22	

Quality of construction techniques recording sheet

Overall standard of completed fashion/textile item	Marks available	Mark awarded	Comment on overall standard of finish
Potential indicators of the standard of finish include: ♦ accurate shape and fit ♦ correct use of grain ♦ good drape and lack of distortion ♦ pressing for final finish ♦ trimming all threads ♦ fitness for purpose ♦ aesthetic appeal ♦ appropriate textile(s) used	5	4	Candidate has achieved a satisfactory standard of overall finish in this dress. However, inaccuracies in carrying out some of the finer details in the techniques affected the appearance of the garment.
Subtotal	5 marks		

Appendix 4: guidance on research techniques

This table provides an indication of the type of research technique and the complexity of research appropriate for candidates at Higher level. The table is for guidance only and is not definitive. Candidates may choose to use other methods of research. It is anticipated that candidates may choose to use these techniques for the purposes of investigation or testing.

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected	Guidance on presenting results
Questionnaire	◆ include a minimum of 20 respondents ◆ choose respondents who are appropriate to the focus of the research ◆ ask 6–8 pertinent questions	◆ identify the target group of respondents ◆ display all questions and all possible answers ◆ display all responses including nil responses ◆ consider displaying results in table format as this can make the data easier to read
Interview	◆ use an interviewee whose expertise is appropriate to the focus of the research ◆ ask 6–8 pertinent questions ◆ construct questions to allow the interviewee to provide extended answers	◆ identify the position and/or job title of the interviewee ◆ display all questions and the information gathered from the responses
Internet or literary search	◆ use more than one source of information ◆ use sources of information that will provide data relevant to the focus of the research ◆ gather information from a mixture of literary or web-based sources ◆ select the relevant information from each source	◆ give details of the sources of information, for example: — books: title of book, author — magazines, newspapers, journals: name of publication, date of publication, title of feature, author (where appropriate) — web sources: website URL and link to information ◆ identify the information gathered from each source ◆ display the relevant information gathered under appropriate headings ◆ include graphics where relevant

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected	Guidance on presenting results
Costing	◆ use current cost data ◆ include the cost of all textiles/components ◆ include 'like for like' data in comparative costing	◆ include sources of cost data ◆ include details of quantities and/or unit costs where appropriate ◆ display the information gathered under appropriate headings
Fabric analysis	◆ use fabric tests that will provide data relevant to the focus of the research, above what is readily available in textbooks and websites ◆ confine testing to fabrics that are under consideration for a potential solution	◆ include details of the method of testing ◆ include details of the fibre content and method of construction of the fabrics tested ◆ display the information gathered under appropriate headings
Sensory testing/wearer trial	◆ use testers whose expertise is appropriate to the focus of the research ◆ use a minimum of five testers ◆ ask for 6–8 responses based on the item ◆ ask appropriate questions to elicit potential improvements or modifications to the item	◆ include details of all potential solutions ◆ display all questions and all possible answers ◆ display all responses including nil responses ◆ display the key used for the testing ◆ consider displaying results in table format as this can make the data easier to read
Textile technological research	◆ select a fibre for use ◆ use the Fibre Properties chart as a reference ◆ research suitable fabrics linked with this fibre, consider its uses, its suitability for the solution, which construction of that fibre works best for your solution	◆ display the sources used ◆ display the key findings to support your chosen fabric

Appendix 5: skills, knowledge and understanding examples

Skills, knowledge and understanding	Examples
Choosing textiles based on their characteristics and properties, and analysing their use for different purposes,	◆ fibres: — natural fibres — wool, silk, linen, cotton — regenerated fibres — viscose, acetate, rayon, lyocell — synthetic fibres — polyester, nylon, acrylic, elastane ◆ blending and mixing of textiles to modify or adapt their properties
Types of fabric construction	◆ woven ◆ knitted ◆ felted ◆ bonded
Technological developments linked to technical textiles	◆ smart fabrics: ◆ performance fabrics
Physical and chemical fabric finishes applied to textiles	◆ physical finishes: — brushing and raising — calendaring — stone-washing ◆ chemical finishes: — crease resistance — flame resistance — shrink resistance, water repellence and waterproofing — colour fastness
Applying knowledge of mandatory labelling requirements of fashion/textile items	◆ mandatory labelling: — fibre content — nightwear safety labelling — furniture safety labels

Skills, knowledge and understanding	Examples
Demonstrating knowledge, understanding and application of: ◆ the origin of fashion trends ◆ influences on fashion design ◆ the work of fashion designers in the fashion/textile industry ◆ trends in the development of fashion/textile items	◆ origins of trends: — nature, era, architecture, arts, culture, travel, colour, pattern, shape, seasons, film, music ◆ icons and fashion designers: — designer examples: Chanel, Dior, Vivienne Westwood, Mary Quant, Alexander McQueen, Iris Van Herpen — icon examples: Twiggy, Marilyn Monroe, Princess Diana, Harry Styles, Audrey Hepburn, Lady Gaga ◆ fashion trends: 1910s to 1990s
Explaining the ways a range of issues affect the fashion/textile industry and the choices of consumers	◆ environmental and ethical issues: — textile sustainability — fast fashion — reduce, reusing and upcycling — organic and natural dyes — ethical consumerism ◆ influence of celebrities and role models on fashion ◆ online and social media influences on fashion choices ◆ influences of fashion design: — individuals needs — peer pressure — budget — religion — geographical location — occasion

Skills, knowledge and understanding	Examples
Applying knowledge and understanding of fashion/textile development including:	◆ stages in the development process: — concept generation — concept screening — prototype production — product testing — first production run — marketing — product launch ◆ principles of design: — function, aesthetics, safety, hygiene, quality, durability
Applying knowledge and understanding of textile construction techniques used in:	◆ bespoke items ◆ mass production
Demonstrating knowledge and understanding of surface decoration techniques, and using where appropriate	◆ hand and machine embroidery stitches ◆ beads and sequins ◆ appliqué ◆ tie dye ◆ fabric painting ◆ printed textile
Choosing and using a range of construction techniques and analysing their suitability for purpose	◆ types of fastenings ◆ types of collars ◆ disposal of fullness ◆ edge finishes ◆ embellishments ◆ facings ◆ hand sewing ◆ lining and interfacings ◆ types of pockets ◆ types of sleeves ◆ transferring pattern markings ◆ types of waistbands and cuff
Identifying and demonstrating understanding of the application of information used in complex paper patterns	◆ information within a commercial paper pattern ◆ pattern markings ◆ lay plan ◆ modifying a pattern

Skills, knowledge and understanding	Examples
Using and justifying investigative techniques to carry out detailed investigations into given briefs	◆ internet and literary research — sensory testing — target market questionnaire — interviewing an expert
Interpreting and developing solutions for complex fashion/textile items to meet given briefs — briefs may focus on one or more of the following:	◆ the end use of the item ◆ techniques to be used in the item ◆ textiles or components to be included in the item ◆ a fashion/textile trend ◆ the fashion/textile choices of a target consumer group
Presenting and justifying solutions for complex fashion/textile items with reference to given briefs	◆ design features ◆ suitable choice of textiles ◆ suitable construction techniques
Making complex fashion/textile items to an appropriate standard of quality	◆ standards of quality: — appropriate textiles — aesthetic appeal — fitness for purpose — pressing — drape and shape — suitable use of the grain

Administrative information

Published: August 2026 (version 4.0)

History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	June 2018
3.0	The assignment and practical activity are separate assessments; they will no longer be interlinked. Assignment: ◆ The total marks for the assignment have been reduced to 46, instead of 60. ◆ Stages 1(d) (4 marks) and 1(e) (4 marks) have removed. ◆ Stage 2(b), which links with 1(d), has been removed. ◆ There is a reduction in stage 3(a), to complete one test instead of two, which makes this stage 3 marks instead of 6. ◆ Stage 3(b) has been reduced to 3 marks, instead of 6, as there is now only one test. ◆ Candidates do not need to carry out a plan of work. ◆ The assignment is a written exercise only, no physical item or solution has to be made. Practical activity: ◆ Stage 2(b) (4 marks) has been removed, reducing the total marks for the practical activity to 36, instead of 40. ◆ Candidates make one item, using eight different construction techniques.	May 2023
4.0	Practical activity ◆ We've reduced the practical activity from 36 marks to 35 marks. ◆ There are only 5 marks available now for the overall standard of quality of the final product. Assignment ◆ We've reduced the assignment from 46 marks to 36 marks. ◆ Stage 1b: investigation 1 and 2 remain the same but investigation 3 has been amended to encourage a more technological form of textile research. Candidates must select a	August 2026

Version	Description of change	Date
	suitable fibre and investigate its suitability for their chosen solution. ◆ Stage 1c has been added: Candidates must develop a concept board to take forward the information gathered from their investigations and demonstrate a clear understanding of the different attributes of their design. ◆ Stage 2a: The solution page has moved from stage 1 into stage 2. ◆ Stage 2b: Candidates must now analyse their chosen solution in relation to the needs of the brief and the suitability for the target market. This is a change from the previous justification. Some content in these sections has been amended in line with the new mark allocations for the assignment and practical activity: ◆ Course assessment structure: assignment and practical activity ◆ Course support notes appendix: — approaches to learning and teaching — suggested approaches to learning and teaching table — preparing for course assessment — appendix 5: exemplification of marking of the practical activity — recording grid for quality of construction techniques We've added appendix 5: skills, knowledge and understanding examples. We've changed references to 'SQA' to 'Qualifications Scotland' throughout. We've updated the title to include the SCQF level. We've added a new 'Learning for Sustainability' section and updated the 'Equality and inclusion' and 'Further information' sections. We've made changes to the format and layout of the document to improve accessibility. What you need to do differently ◆ ensure you use the most up-to-date version of this course specification and are aware of the changes to the assignment and practical activity ◆ pay particular attention to the updated course assessment structure section (pp 9-14)	

Version	Description of change	Date
	◆ familiarise yourself with the revised specimen coursework assessment tasks for the assignment and practical activity ◆ no changes have been made to the question paper Assignment: ◆ review your teaching approach for investigation 3 as this is now a piece of technological research into the suitability of a fibre ◆ encourage candidates to use the Fibre properties grid on our subject page to support investigation 3	

Note: you are advised to check Qualification Scotland's website to ensure you are using the most up-to-date version of this document.

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