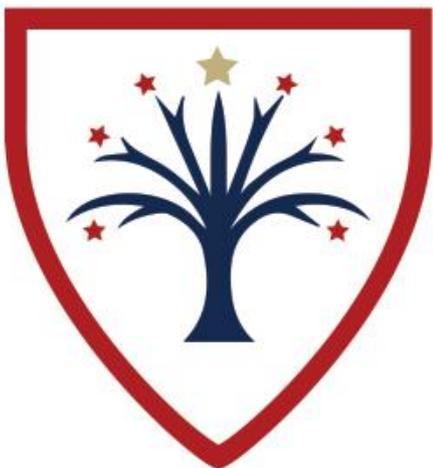


BTEC

National Diploma Level 3:
Fashion Design and Production

Student Handbook



Studio
@Deyes

Welcome to Level 3 BTEC Fashion and Production:

The Studio@Deyes is committed to providing a supportive environment where all students can seek guidance and assistance, feel secure and know they can achieve.

Within the course you will complete 8 units, all of which are graded Pass, Merit and Distinction. Many of the unit tasks are a mixture of these grades. You will be provided with appropriate resources and facilities throughout the course.

All students are encouraged to become independent learners being capable to organise your time effectively to enable you to become more self-motivated and a respectful and responsible citizen.

You will be provided with an effective recording and assessment process which will help both yourself and your teacher monitor your progress. All your work will be internally assessed, however all decisions are subject to verification by moderation and could be called for external assessment and moderation. Therefore the grade is only certain when certificated at the end of the second year of study.

Support for any special needs of individual students is also available, if you have any issues or concerns do not hesitate to talk to Mrs Power or Miss Tansey.

Within the Fashion and Textiles Department we are committed to helping you realise your true working potential in a professional and friendly manner.

Student code of conduct:

- Must be punctual.
- Must carry the expected folders and equipment.
- Must treat staff and fellow students with respect.
- Must respect the Studio and the local community.
- Must meet all deadlines.
- Must leave the learning area tidy.
- Must strive to achieve full attendance.
- Must complete and sign any required documents.
- Must submit all completed coursework in the correct format at the correct time, with an appropriate signed cover sheet.
- Must be respectful of others and themselves at all times, respecting opinions different to their own.
- NO SECOND SUBMISSIONS OF CONTROLLED ASSESSMENT ARE ALLOWED AND SO YOU MUST TRY YOUR BEST FIRST TIME, EVERYTIME!!!!

DO NOT DISGUARD PREVIOUS THEORY WORK, MODELS OR MAPS.

Within the course we will discuss many sensitive and political issues, as a result respect is a vital part of the course and your learning experience. At no point will any negative or disrespectful comments or behaviour be acceptable within the Studio. It is paramount that you adhere to the code of conduct and be a respectful individual as a result, you will grow and develop both academically and socially and become more aware of worldwide and community issues.

Assessment and Unit Structure

To achieve the National Diploma (Double Award), you must complete eight mandatory and one optional unit. This will be structured with 5 units to be completed in the first year and a further 4 completed in the second year. One of the units each year will be a practical exam unit.

Units to be covered in Year 12:

Unit 33: Fashion Design

Learning Objectives

Unit 34: Pattern Development Methods and Techniques

Learning Objectives

Explore pattern development and cutting materials, techniques and processes.

Apply pattern development and cutting techniques to produce full sized pattern for a fashion design.

Review and reflect on the use of pattern cutting and development techniques.

Unit 15: Fashion Materials, Technique and Processes

Learning Objectives

Explore Fashion materials, techniques and processes

Apply Fashion materials, techniques and processes to a brief

Review own use of Fashion materials, techniques and processes.

Unit 6: Managing a Client Brief (External Examined Unit)

Learning Objectives

Demonstrate ability to select relevant information and material to inform ideas.

Develop design ideas relevant to client brief.

Justify the decisions in relation to brief, audience and client demands.

Organise ideas, information and practical outcomes for presentation.

Unit 14: Textiles Materials, Technique and Processes

Learning Objectives

Explore textiles materials, techniques and processes

Apply textiles materials, techniques and processes to a brief

Review own use of textiles materials, techniques and processes.

Units to be covered in Year 13:

Unit 35: Fashion Promotion

Learning Objectives

Explore how fashion promotion is used in the fashion industry.
Plan and present a fashion promotion campaign
Review the success of a fashion promotion campaign.

Unit 36: Manufacture Methods for Fashion

Learning Objectives

Explore the manufacturing processes and techniques used to produce fashion garments.
Apply manufacturing processes and techniques to produce a sample fashion garment.
Review the manufacturing processes and techniques used in the production of a sample fashion garment.

Unit 8: Professional Practice in Art and Design

Learning Objectives

Explore the opportunities to develop art and design work for market.
Develop ideas, plans and costings to produce an art and design product for market.
Design and test an art and design product for market.
Realise an art and design product for market.
Review the success of an art and design product developed for market.

Unit 7: Developing and Realising Creative Intentions (External Exam)

Learning Objectives

Demonstrate an ability to generate ideas in response to a stimulus.
Apply an understanding of contextual influences and trends to own work and practice.
Explore materials, techniques and processes to communicate creative intentions.
Be able to plan and realise creative intentions.
Demonstrate ability to present work which demonstrates development and realisation of final outcome, showing an understanding of professional practice.

The Assessment Criteria

For each unit you are expected to carry out a range of tasks that will be put together to form the unit assignment. The assignments are designed to cover all the assessment criteria so all students have the opportunity to gain a distinction. At the start of each unit you will be provided with an assignment brief and cover sheets for each of the tasks in the unit. These will tell you what you need to cover to complete the unit and will ensure you are able to provide the necessary authentication and is where feedback from your assessor will be given. These booklets must be kept with your folders at all times.

To achieve a pass for each unit you must complete **ALL** the pass criteria.

To achieve a merit for each unit you must complete **ALL** the pass and merit criteria.

To achieve a distinction for each unit you must complete **ALL** the pass, merit and distinction criteria.

If you do not cover all the pass criteria the unit is graded a U or unclassified.

Explanation of key terms to assist with assignments

Achieving a Pass

| | |
|--------------------|---|
| Complete | Complete a form, diagram or drawing. |
| Demonstrate | Show that you can do a particular activity. |
| Describe | Give a clear, straightforward description which includes all the main points. |
| Identify | Give all the basic facts which relate to a certain topic. |
| List | Write a list of the main items (not sentences). |
| Name | State the proper terms related to a drawing or diagram. |
| Outline | Give all the main points, but without going into too much detail. |
| State | Point out or list the main features. |

Achieving a Merit

| | |
|-------------------------|--|
| Analyse... | Identify the factors that apply, and state how these are linked and how each of them relates to the topic. |
| Comment on... | Give your own opinions or views. |
| Compare/Contrast | Identify the main factors relating to two or more items and point out the similarities and differences. |
| Competently use | Take full account of information and feedback you have obtained to review or improve an activity. |
| Demonstrate | Prove you can carry out a more complex activity. |
| Describe | Give a full description including details of all the relevant features. |
| Explain | Give logical reasons to support your views. |
| Justify | Give reasons for the points you are making so that the reader knows what you are thinking. |
| Suggest | Give your own ideas or thoughts |

Achieving a Distinction

| | |
|-------------------------|--|
| Analyse... | Identify several relevant factors, show how they are linked, and explain the importance of each. |
| Compare/Contrast | Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases say which is best and why. |
| Demonstrate | Prove that you can carry out a complex activity taking into account information you have obtained or received to adapt your original ideas. |
| Describe | Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly. |
| Evaluate | Bring together all your information and make a judgement on the importance or success of something. |
| Explain | Provide full details and reasons to support the arguments |
| Justify | Give full reasons or evidence to support your opinion. |
| Recommend | Weigh up all the evidence to come to a conclusion, with reasons, about what would be best. |

Key terms typically used assessment:

| Command of term | Definition |
|------------------------|--|
| Accomplished | Demonstrating expert skill in the ability to carry out particular activities or tasks. |
| Competent | Demonstrating the necessary ability, knowledge, or skill to do something successfully. |
| Comprehensive | Covering all or nearly all elements or aspects of something such as a brief or task. |
| Confidence | Demonstrating certainty and focus in the work they produce. |
| Contextual Influences | The impact of other factors on a creative practitioner's work such as the time or era that work was produced, or any political, social, cultural influences. |
| Effective | Being successful in producing a desired or intended result. |

| | |
|-----------------------|---|
| Formal elements | The individual elements that make up a piece of art and design work such as form, line, colour, content, composition. |
| Insightful | Demonstrating an accurate and deep understanding of ideas, concepts and techniques. |
| Professional practice | Demonstrates an understanding of how work is carried out in a work or professional environment. |
| Realisation | The final outcome of learners' creative work. |
| Stimulus | A starting point or a theme which learners use as a focus for the development of their creative work. |
| Trends | Fashions or styles that are currently popular. |

Explanation of formats you may be asked to produce

| | |
|--------------|---|
| Report | <ul style="list-style-type: none">• This is a detailed document, produced on Word.• This should include full sentences, a task header and topic headings.• It is unlikely this will include images, unless stated in the task.• Your name should be in the header and page numbers in the footer. |
| Presentation | <ul style="list-style-type: none">• This is a detailed document, produced on Powerpoint.• This may include full sentences, or may include bullet points on slides with full script notes in the notes section beneath.• This will include images, colour and may where necessary be animated.• Your name should be in the front cover. |
| Handbook | <ul style="list-style-type: none">• This is a detailed document, produced on Publisher or Word.• This should include full sentences, although where appropriate may include bulleted lists and overview explanations.• It is likely this will include images and may be coloured, where appropriate.• Your name should be in the header and page numbers in the footer.• A contents page and cover sheet should also be provided. |
| Leaflet | <ul style="list-style-type: none">• This is a detailed document, produced on Publisher or Word.• This should include full sentences, although where appropriate may include bulleted lists and overview explanations.• It is likely this will include images and will be coloured.• Your name should be on the front cover. |
| Poster | <ul style="list-style-type: none">• This is an informal document, produced on Publisher or Word.• This may include full sentences, although where appropriate detail is given bullet points and overall explanations may be included.• It is likely this will include images and will be coloured.• Your name should be in the header. |

Explanation of Lesson Structure and Sequence

Theory

“What to Include”

To explain all necessary information and theory required for the topic area.

Lesson to include activities, tasks and research.

(This may be 1 or a number of continuous lessons, to ensure all necessary theory have been covered.)

All theory notes are to be recorded in your Class Book.



Skills & Mapping

“How to complete it”

To enable you to gain and build on your skills in completing assignment work, to ensure you are able to work at the highest level.

Lesson to include activities, tasks and research.

(This may be a full or part lesson, depending on the nature of the assignment and point in the course)

All skills activities and assignment maps are to be stored in your folder.

These will then be marked and feedback given as you how you improve your work to meet the criteria in your controlled assessment



Controlled Assessment

“Your Time to Complete”

To allow you time to complete your assignment, using your theory learned, skills gained and map created, working to the highest level to achieve your target grade and above.

Lesson to be in a controlled environment.

(This may be a full or part lesson, depending on the nature of the assignment)

All assignments are to be completed individually, include your name, printed and handed to your teacher with a signed a cover sheet and all sources of information referenced.

Once marked your feedback will be provided to you and the tracker updated.

Your completed assignments will then be stored in your ‘Final Folder’

The structure of lessons will then restart looking at the next topic of theory.