

Fashion Design

Entry Level, Level One, Level Two



Introduction

What is the Unit Award Scheme (UAS)?

UAS allows all students to engage with learning and have their achievements formally recognised.

Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

Why choose UAS

- **Comprehensive** – UAS covers all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning
- **Inclusive** – students of **all abilities** can take part in the scheme
- **Adaptable** – teachers can write their own units for tailored, bespoke learning
- **Flexible** – students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year
- **Versatile** – teachers will use UAS in many different ways: SEND/SEMH programmes; enrichment and extracurricular activities; community-based learning projects; professional development, learning and building new skills, preparing for GCSE's and level 1-3 qualifications

Each centre has a UAS Coordinator who is trained as part of the UAS registration process. The coordinator submits the claims for certificates, along with the evidence when required. Claims for certificates can be made year round and students can be added to the scheme at any time.

Case study: Brunel and Burton Academies

Mandy Seymour, teacher and SENCO at Brunel and Burton Academies in Devon, explains how Unit Award Scheme (UAS) continues to be a success with both students and teachers.

Re-engaging students

I'm the UAS coordinator in a small school for pupils permanently excluded from mainstream, 100% with an Education Health Care Plan and all within the main area of need in social, emotional and mental health. As a body, our students struggle with attendance and being in learning spaces. They've all travelled a tough road to get to us and feel disaffected with education. Their self-esteem is low which has a big effect on how they perceive learning and themselves as learners.

UAS has been fantastic; it enables us to teach groups or individuals on a wide variety of topics and to evidence to the students how well they can learn, providing them with a real sense of achievement. One pupil, on completing some Entry, 1, 2 and 3 maths units (UAS can be used as a stepping stone towards the achievement of AQA's Entry Level Certificates) asked "does this mean I could do a GCSE?" When the teacher replied "what do you think?", the answer was "I know I can now, I've got no excuse – you'll just keep reminding me of all these certificates!"

Textiles L2 Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products (QCF). This work-based qualification is aimed at learners who are working, or want to work, in the fashion and textiles sector. It could lead to employment in textile manufacturing or quality control

Or

Edexcel Level 2 NVQ Certificate in Manufacturing Sewn Products (QCF). This work-based qualification is aimed at learners who are working, or want to work, in the textiles sector. It could lead to employment as a sewn manufacture operative, dyer or printer for textiles, leather and other clothing materials.



This is just an example of some of the units that will be covered

In successfully completing this unit, the learner will have	Evidence Needed
Demonstrated the ability to 1. Identify the key parts on a sewing machine.	Summary Sheet
2. Thread the machine correctly.	Summary Sheet
3. Carry out a test sample of stitching, checking for correct tension and stitch length.	Summary Sheet or Student completed work
4. Make a simple garment or accessory.	Student Completed work

In successfully completing this unit, the learner will have	Evidence Needed
<p>Demonstrated the ability to</p> <ol style="list-style-type: none"> 1. cut a suitable length of elastic thread, to fit own wrist, to form the basis of a beaded bracelet 	<p>Summary Sheet</p>
<ol style="list-style-type: none"> 2. Select beads from a given supply and thread the beads onto the elastic in a pattern of own choice 	<p>Summary Sheet</p>
<ol style="list-style-type: none"> 3. Ensure that enough beads have been threaded onto the elastic to fit around own wrist 	<p>Summary Sheet</p>
<ol style="list-style-type: none"> 4. Tie a knot in the elastic to secure the beads in place. 	<p>Summary Sheet</p>

In successfully completing this unit, the learner will have	Evidence Needed
Demonstrated the ability to 1. Research the style of a particular item of clothing or accessory using visits to shops and magazines	Summary Sheet
2. Record the results of the research on a poster	Student Completed Work
3. Create a design for a chosen piece of clothing or accessory arising from their own research.	Student Completed Work

In successfully completing this unit, the learner will have	Evidence Needed
<p>Demonstrated the ability to</p> <p>1. Discuss and identify appropriate clothing for men, women and children on at least three occasions</p>	Summary Sheet
<p>2. Discuss and identify appropriate clothing for a man, woman and child, for each season</p>	Summary Sheet
<p>3. Discuss and identify appropriate clothing for a man, woman and child, for various weather conditions</p>	Summary Sheet
<p>4. Discuss and identify appropriate clothing for a man, woman and child, for special occasions.</p>	Summary Sheet



For more information regarding FreshSteps Sixth Form Hub and for application forms please go to our school website or contact the school.

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Acknowledgements

- FAB Constructions
- Propertec Builders (LFKD) for donations of hair dressing equipment (Supporting Black Businesses)
- To all the teachers, staff and governors at FreshSteps

Notes