

Level 1 Award/Certificate in Creative Techniques - Interiors (7157)

January 2014 Version 1.1



Qualification at a glance

Subject area	Interiors
City & Guilds number	7157
Age group approved	All
Assessment	Assignment
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Creative Techniques - Interiors	7157-01	601/2102/6
Level 1 Certificate in Creative Techniques - Interiors	7157-11	601/2101/4

Version and date	Change detail	Section
1.1 Jan 2014	General formatting amends	Various



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	For learners who want to obtain the skills as a basic Interior Designer.
What do the qualifications cover?	They allow learners to learn, develop and practise the creative skills required for career progression in the design Industry. With a qualification in Creative Techniques you will become a well informed designer maker in your chosen craft subject, able to sample ideas and create well-designed, professional quality craft items. As an added option you can also learn the vital knowledge of the skills involved in how to run a creative business.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none">• City & Guilds L2 Certificate in Creative Techniques - Interiors (QCF)

Structure

To achieve the **Level 1 Award in Creative Techniques - Interiors**, learners must achieve a minimum of **4** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Optional			
H/504/5550	103	Using sewing machine skills	4
T/505/7363	104	Making lined curtains with tape heading	4
A/505/7364	105	Making a Traditional upholstered drop-in seat	4
J/505/7366	106	Design interiors for kitchen and living room	4
L/505/7367	107	Design interiors for bedroom and bathroom	4

To achieve the **Level 1 Certificate in Creative Techniques - Interiors**, learners must achieve a minimum of **14** credits. **6** credits from the mandatory units and a minimum of **8** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/503/7139	101	Exploring design ideas	3
R/505/7368	102	Sampling techniques and processes for Interiors	3
Optional			
H/504/5550	103	Using sewing machine skills	4
T/505/7363	104	Making lined curtains with tape heading	4
A/505/7364	105	Making a Traditional upholstered drop-in seat	4
J/505/7366	106	Design interiors for kitchen and living room	4
L/505/7367	107	Design interiors for bedroom and bathroom	4



2 Centre requirements

Approval

If your Centre is approved to offer the Level 1 Award/Certificate in Creative Techniques-Interiors you can apply for the new Level 1 Award in Creative Techniques – Interiors (7157-01) and Level 1 Certificate in Creative Techniques - Interiors (7157-11) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack for centres	www.cityandguilds.com
Fast track approval forms	www.cityandguilds.com



4 Assessment

Assessment of the qualifications

All units are assessed by assignments.

Please refer to the City & Guilds assessment pack which can be found at www.cityandguilds.com

Assessment strategy

Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of learner knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks

The assessments are set by City & Guilds and are administered by the centre when the learner is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.



5 Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to www.cityandguilds.com

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

Unit 101

Exploring design ideas

UAN:	H/503/7139
Level:	1
Credit value:	3
GLH:	28

Learning outcome
The learner will: 1. know how to work safely and effectively when exploring design ideas.
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment used in basic design work 1.2 identify health and safety risks relating to materials used in basic design work

Range
Regulations COSHH, Health and Safety at Work Act.
Tools and equipment Adhesive, cutting tools, drawing tools, applicators.
Materials Colouring mediums, graphite, papers.

Learning outcome
The learner will: 2. be able to prepare for design work.
Assessment criteria
The learner can: 2.1 select craft materials to sample design ideas 2.2 select tools and equipment to sample design ideas 2.3 store craft materials, tools and equipment correctly.

Range
Craft materials Common craft materials related to design – papers, drawing mediums, colouring mediums and similar items.

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators.

Learning outcome

The learner will:

3. be able to experiment with design ideas.

Assessment criteria

The learner can:

- 3.1 **experiment** with design materials to create visuals
- 3.2 **explore the potential** of design materials through experimentation.

Range**Experiment**

eg bend, fold, ease, cut, colour.

Explore the potential

Use materials to experiment where there is no known outcome.

Learning outcome

The learner will:

4. be able to experiment with different materials, mediums and techniques to create designs.

Assessment criteria

The learner can:

- 4.1 create a **primary** and **secondary** colour wheel with colouring materials
- 4.2 create **gradations of primary colours** with colouring materials
- 4.3 create **accent colours**
- 4.4 create **marks** and lines using **mediums**
- 4.5 create **low relief** using mediums
- 4.6 make overlays
- 4.7 create contrast using **overlays**
- 4.8 create **visual texture** using mediums.

Range**Primary**

Magenta, cyan and yellow.

Secondary

Violet, green and orange.

Gradations of primary colours

A colour ladder to show the central primary colour working out in stages to white and to black.

Accent colours

A small proportion of the complimentary colour adjacent to its primary.

Marks

Contrasting lines, expressive lines, dots, dashes and similar drawn expressions.

Mediums

Wet mediums

eg Ink, paint and similar items.

Dry mediums

eg crayon, graphite, wax and similar items.

Low relief

Low level 3D effects.

Overlays

Transparent or translucent materials layered over underlying materials.

Visual texture

eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar.

Learning outcome

The learner will:

5. be able to evaluate and record design work.

Assessment criteria

The learner can:

5.1 produce **records** of design ideas

5.2 **evaluate** results of design work.

Range**Records**

Written record

Visual record

The experimentations undertaken, or photographs where the life of the materials renders storage impractical.

Evaluate

Identify/record strengths and weaknesses of the designs undertaken.

Unit 102

Sampling techniques and processes for Interiors

UAN:	R/505/7368
Level:	1
Credit value:	3
GLH:	30

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment used for sampling techniques for interior design and décor 1.2 identify health and safety risks relating to materials used for sampling techniques for interior design and décor 1.3 describe the care of tools and equipment used for interior design and décor 1.4 use tools, equipment and materials safely when sampling techniques used for interior design and décor

Range
Regulations Health and Safety at Work Act, PAT testing, COSHH, General Product Safety Regulations,
The following as appropriate to the craft - Tools Measuring tools, cutting tools, brushes, scrapers, mark making tools
Equipment Sewing Machines, drawing boards
Materials Paper, card, drawing materials, fabrics, fillings and stuffings, colouring materials, varnishes, pins, needles, tacks, threads, wood and composite design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. be able to prepare for sampling techniques and processes for interior design and décor

Assessment criteria

The learner can:

- 2.1 select tools and equipment to sample techniques and processes for interior design and décor
- 2.2 **calculate** quantities of materials required
- 2.3 **prepare** materials for use

Range/Guidance**Calculate**

Eg. Measure accurately

Calculate the amount of materials required for a technique or process

The following as appropriate to the craft -**Prepare materials for use**

Eg. Prepare surfaces for working a technique or processes

Mix colouring materials

Press fabrics

stretch paper

Measure accurately

Learning outcome

The learner will:

3. be able to sample techniques and processes for interior design and decor

Assessment criteria

The learner can:

- 3.1 select materials
- 3.2 produce samples using a range of **techniques and processes**
- 3.3 **experiment** with materials and techniques to explore their potential using
 - a. colour
 - b. line
 - c. texture
- 3.4 record techniques and processes

Range/Guidance**Techniques and processes****The following as appropriate to the craft -**

Eg. Drawing, application of colour, stitching, pattern matching, webbing, stuffing, filling, application of decorative techniques

Experiment

Create samples using techniques and processes to achieve the anticipated or desired result, avoiding damage. Record the processes using written and visual records – photographs or simple sketches.

Learning outcome

The learner will:

4. be able to evaluate and present samples

Assessment criteria

The learner can:

4.1 **evaluate** results of processes sampled

4.2 **present finished samples** in a style for display purposes.

Range/Guidance**Evaluate**

Identify /record strengths and weaknesses of the techniques and sampling undertaken.

Present finished samples

Present samples of techniques undertaken in an organised manner in a folio or similar

Unit 102 Sampling Techniques for Interiors

Supporting information

Evidence requirements

- Sketches for processes undertaken
- Samples of making processes and techniques explored **within the craft undertaken**
- Evaluation
- Presentation style appropriate to the item to be displayed

Guidance

Sampling of processes and techniques applicable to the craft undertaken at this level

Unit 103

Sewing machine skills

UAN:	H/504/5550
Level:	1
Credit value:	4
GLH:	30

Learning outcome

The learner will:

1. be able to work safely and effectively using a sewing machine and accessories.

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to using a sewing machine
- 1.2 **use tools, equipment and materials** safely.

Range

Regulations

Portable Appliance Testing (PAT), Health and Safety at Work Act.

Use tools, equipment and materials

Sewing machines and accessories, machine needles. cutting tools, pins.
Daily use and maintenance ie care, cleaning and storage, visual checks, brush out the bobbin case.

Learning outcome

The learner will:

2. know the functions, controls and features on a sewing machine.

Assessment criteria

The learner can:

- 2.1 identify **types of domestic sewing machines**
- 2.2 describe the **controls and functions** on a sewing machine
- 2.3 identify the uses of a range of **machine accessories**.

Range

Types of domestic sewing machines

Mechanical, computerised, semi-automatic.

Controls and functions

Stitch length and width, tensioning, threading and bobbin winding, practical and automatic decorative stitches.

Machine accessories

Feet eg zipper, piping, darning/free machining, blind hem, button hole, other accessories eg quilting guide, spool carrier, sewing machine needles.

Learning outcome

The learner will:

3. know the characteristics of materials required to make samples.

Assessment criteria

The learner can:

- 3.1 identify a range of **light, medium and heavy weight fabrics**
- 3.2 list a range of **haberdashery** required for making samples.

Range**Light, medium and heavy weight fabrics**

Non-stretch fabric types (ie cotton, linen, crepe, denim).

Stretch fabric eg jersey.

Haberdashery

eg threads, pins, needles, ribbon, cord etc.

Learning outcome

The learner will:

4. be able to produce samples using a sewing machine.

Assessment criteria

The learner can:

- 4.1 set-up a **sewing machine for use**
- 4.2 select **machine needle, fabric, and threads** suitable for a range of samples
- 4.3 use a variety of threads, **fabrics**, needles and tensions to produce samples
- 4.4 construct samples showing the use of
 - practical stitches
 - decorative stitches
 - accessories
- 4.5 record the stitch details and accessories used when creating samples.

Range/Guidance**Sewing machine for use**

Wind the bobbin, thread the machine, adjust stitch patterns, lengths, widths, change machine feet.

Machine needle, fabric and threads

Ensure machine needle and thread used is appropriate for chosen fabric.

Fabrics

Woven, light, medium and heavy weight, knitted medium weight.

Practical stitches

1.5 cm seams using a light, medium, heavy weight and jersey fabrics.

Neatened with zigzag or 3 step zigzag.

A 4 square patch stitched to match the corners.

Gathers, blind hem stitch, top stitching, stitching on elastic.

Decorative stitches

Automatic decorative stitches, applied threads cords, ribbons.

Accessories

Piping around a corner, shell edge, zip insertion, buttonholes, sewing on a button, darning/ free machine embroidery, twin needles, embroidery stitches, parallel stitching using a quilting guide, satin stitch.

Unit 104

Making lined curtains with tape heading

UAN:	T/505/7363
Level:	1
Credit value:	4
GLH:	32

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to making lined curtains 1.2 list tools, equipment and materials used to make lined curtains 1.3 describe the care of tools and equipment used for making lined curtains 1.4 use tools, equipment and materials safely to make lined curtains

Range
Regulations Health and Safety at Work Act, (PAT testing). COSHH and current legislations, Fire Regulations
Tools pins, needles, scissors, metre stick, set square, retractable steel tape
Equipment sewing machine, iron, ironing board, steamer, , ,
Materials paper, pencils, crayons, fabrics, threads, heading tapes, tailors chalk design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know materials and techniques for making lined curtains with tape heading
Assessment criteria
The learner can: 2.1 identify types of fabrics and linings suitable to make lined curtains 2.2 identify types of haberdashery required 2.3 state the process of calculating material requirements for lined curtains with tape headings 2.4 identify techniques and processes to make lined curtains

Range
Fabrics and Linings medium, standard, thermal, blackout, fire retardation, care requirements
Haberdashery Threads - machine and hand needles - machine and hand curtain hooks, weights curtain tapes – pencil pleat, narrow gathered, pinch pleat, transparent
Process of calculating measure window - track to finished drop of curtain, width of track or pole calculate fullness required – spring back, return, overlap, fullness requirement for various tapes calculate fabric requirements
Techniques and processes hand-stitches – herring bone, lock stitch, invisible hemming stitch, ladder stitch, slip stitch lining – machine stitched hem curtain – pattern match join, hand-stitched side hems, mitred corner, weights, slip stitch lining to curtain, link lining to curtain with hand stitched chain at the hem heading tapes – machine stitched

Learning outcome
The learner will: 3. be able to research contextual influences relating to making lined curtains with tape heading
Assessment criteria
The learner can: 3.1 research ideas for curtain designs 3.2 research styles and fabrics using a. colour b. line c. texture

Range/Guidance

Research

From primary and secondary sources, e.g. current trends, websites, books, exhibitions and museums

Logical format

Research presented in an organised manner to present to an individual e.g. folio, electronic presentation

Learning outcome

The learner will:

4. be able to sample techniques to make lined curtains with tape headings

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials to sample techniques to make lined curtains
- 4.3 estimate the time and cost to make lined curtains

Learning outcome

The learner will:

5. be able to make a pair of lined curtains with tape heading

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make a pair of lined curtains
- 5.5 **record** the stages followed to make pair of lined curtains
- 5.6 **present** lined curtains following a statement of intent
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed lined curtains

Range/Guidance

Statement of intent

Written description of the suggested design which satisfies client requirements

Working drawing

Annotated sketch of the curtains with measurements

Record

stage photographs of the production process

Presentation

display finished item

Cost sheet

material costs

Production timescale

time taken to plan prepare and complete the item

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 104 Making lined curtains with tape heading

Supporting information

Guidance

Create simple designs

These can be coloured on a simple template or sketch, with fabric swatch, Minimum of 1m drop with single width in each curtain; use construction techniques from those sampled

Tapes should be pulled up to correct length and fullness distributed evenly with hooks in place to give a balanced hanging

Unit 105

Making a Traditional upholstered drop-in seat

UAN:	A/505/7364
Level:	1
Credit value:	4
GLH:	33

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 identify fire safety and health and safety regulations relating to the making of a traditional upholstered drop-in seat 1.2 list tools, equipment and materials used to make a traditional upholstered drop-in seat 1.3 describe the care of tools and equipment used for making traditional upholstered drop-in seat 1.4 use tools and equipment safely to make a traditional upholstered drop-in seat
Range
Regulations Current Furniture and Furnishings (Fire Safety) Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act COSHH
Tools and equipment Stripping down Ripping chisel, wooden mallet, tack lifter, craft knife, pliers and pincers, wire cutters
Materials Threads, needles, fixings. webbings, Hessian, calico, wadding, stuffing, fabric design materials eg colouring materials, pencils, paper Upholstery Magnetic tack hammer, webbing stretcher, needles, pins, scissors, stuffing regulator, measuring tools, upholsterer's horse
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials and techniques required to produce a traditional upholstered drop-in seat
Assessment criteria
The learner can: 2.1 identify a range of woven upholstery fabrics 2.2 identify the characteristics of a range of materials and covering fabrics 2.3 identify types of traditional techniques and processes for traditional drop-in seats 2.4 state the importance of material care 2.5 describe storage requirements for a range of upholstery fabrics and materials

Range
Woven upholstery fabrics Woven fabric (e.g., natural and man made fibres)
Characteristics: Webbings – inflexible, stable Hessian – strong, tight-weave Calico – smooth, tight- weave Wadding – softness, malleable Stuffing – softness, structure Bottoming – firm, tight-weave Twine – firm, non stretch Fabrics - functional and decorative
Covering Fabrics Size of pattern – large single patterns - to be contained within seat size All patterns to be centred Durability – weave not to contain floating threads Colour – to compliment colour of show wood
Types of traditional functional techniques and processes Estimate fabric quantity required Webbing Tacking Bridle ties Stuffing Regulating Wadding Calico cover
Material Care Scotch guard

Storage requirements

Dry Storage for all
Fabrics – rolled, horizontal

Learning outcome

The learner will:

3. be able to research designs of traditional upholstered drop-in seats

Assessment criteria

The learner can:

3.1 **research** traditional upholstered drop-in seats

3.2 research styles and fabrics using

a. colour

b. line

c. texture

3.3 present research in a **logical format**

Range/Guidance**Research**

From primary and secondary sources, e.g. current trends, websites, books, exhibitions and museums

Logical format

Research presented in an organised manner to present to an individual
e.g. folio, electronic presentation

Learning outcome

The learner will:

4. be able to sample techniques to produce a traditional upholstered drop-in seat

Assessment criteria

The learner can:

4.1 measure inner-seat frame and make a **paper pattern**

4.2 select upholstery materials and fabric suited to a traditional upholstered drop-in seat

4.3 use materials to sample traditional techniques and processes

4.4 **estimate** the cost and time required to produce a traditional upholstered drop-in seat

Range/Guidance**Paper pattern**

Mark centres in both directions

Mark grain line

Establish centre point for pattern placement

Estimate cost and time to produce a traditional upholstered drop-in seat

Learning outcome
The learner will: 5. be able to produce a traditional upholstered drop-in seat
Assessment criteria
The learner can: 5.1 develop statements of intent for a traditional upholstered drop-in seat 5.2 produce a paper pattern for a traditional upholstered drop-in seat 5.3 strip the drop-in seat 5.4 use traditional functional techniques and processes 5.5 make a cutting plan 5.6 record the steps followed during the production process 5.7 present the traditional upholstered drop-in seat following the design specification 5.8 produce a cost sheet 5.9 produce production timescales 5.10 evaluate the finished traditional upholstered drop-in seat against the statement of intent

Range
Statement of intent Written description of the suggested design which satisfies client requirements
Strip the drop-in seat, and check and restore frame. Replace if necessary
Use traditional techniques to comply with current Furniture and Furnishings (Fire Safety) Regulations
Cutting plan measure the drop-in seat, produce a cutting plan to scale, avoiding waste, Cut out, prepare and handle fabrics correctly
Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation
Present Display the finished traditional upholstered drop-in seat
Cost sheet Material costs
Production Timescales time taken to plan, construct and complete Drop-in seat
Evaluate Identify / record strengths and areas for improvement in the construction process

Unit 106

Design interiors for a Kitchen and Living Room

UAN:	J/505/7366
Level:	1
Credit value:	4
GLH:	33

Learning outcome

The learner will:

1. be able to work safely and effectively using tools and equipment and materials

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** related to creating an interior design scheme
- 1.2 identify **tools, equipment and materials** used for creating an interior design scheme
- 1.3 identify the **care** of tools and equipment and materials used for creating interior design schemes
- 1.4 use tools, equipment and materials safely when producing an interior design scheme

Range

Regulations

Health and Safety at Work Act, PAT testing, COSHH, PPE

Tools

scale rule, set square, circle template, compass, cutting knife, steel rule

Equipment

cutting mat, retractable steel tape

Materials

pencils, paper, fine markers, pens, graph paper, crayons, paint, adhesives, design materials eg colouring materials, pencils, paper

Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials and techniques required for a kitchen and living room
Assessment criteria
The learner can: 2.1 identify a range of materials for interior scheme of a kitchen and living room 2.2 identify characteristics of materials used for a kitchen and living room 2.3 list a range of techniques for interior design schemes 2.4 identify the types of positioning requirements

Range
Range of materials finishes for wall surfaces, floors, furniture and furnishings
Characteristics functional and decorative
Techniques site survey -measure record room size record aspect simple scale drawings of plans and elevations, correctly labelled using a scale of 1:20 layout – plan spaces effectively for traffic flow
Positioning requirements Services - electric switches, sockets and appliances, heating sources, water supply, waste water removal and telecommunications equipment. Furniture and furnishings - Safe traffic flow Accessories - mirrors, pictures, plants

Learning outcome
The learner will: 3. be able to research contextual influences on kitchens and living rooms
Assessment criteria
The learner can: 3.1 research the design development of kitchens and living rooms 3.2 present research in a logical format

Range/Guidance**Research**

research and collect a range of images from eg books, magazines, catalogues and websites, a range of layouts

Logical format

Research presented in an organised manner to present to an individual e.g. folio, electronic presentation

Learning outcome

The learner will:

4. be able to plan and manage the interior design of kitchens and living rooms

Assessment criteria

The learner can:

- 4.1 measure and record room sizes
- 4.2 plan positioning requirements
- 4.3 select materials
- 4.4 develop visuals of design ideas using
 - a. colour
 - b. line
 - c. texture
- 4.5 estimate the time and cost to make the room design

Learning outcome

The learner will:

5. be able to create an interior design scheme for kitchens and living rooms

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce **scale drawings** of a room plan
- 5.3 produce a **design board**
- 5.4 produce a **cost sheet**
- 5.5 produce a **production timescale** for design work
- 5.6 present interior design scheme following a statement of intent
- 5.7 **evaluate** the completed design scheme

Range**Statement of intent**

brief description of suggested design to satisfy stated client requirements

Scale drawings

use graph paper to produce plans on a scale of 1:20

Design board

Collection of images and samples for the rooms with the style of furniture furnishings and accessories

Cost sheet

material costs for the design work
material costs for the designed scheme

Production timescale

estimate of the time required to complete the design scheme

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 106

Designing interiors for a Kitchen and Living Room

Supporting information

Guidance

Colour use primary and secondary colours with tints and tones to produce samples of a harmonious, contrast and a monochromatic colour scheme

Line use examples of pattern and motif design for wall surfaces, floors, flooring, furniture and furnishings where appropriate to the room design.

Texture use examples of textured materials for wall surfaces, floors, flooring and furniture and furnishings.

Store

Select a suitable method of storing researched material and design work safely for easy reference.

Unit 107

Design interiors for a bedroom and bathroom

UAN:	L/505/7367
Level:	1
Credit value:	4
GLH:	33

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to creating an interior design scheme 1.2 identify tools, equipment and materials used for creating an interior design scheme 1.3 identify the care of tools and equipment and materials used for creating interior design schemes 1.4 use tools, equipment and materials safely when producing an interior design scheme

Range
Regulations Health and Safety at Work Act, PAT testing. COSHH, PPE
Tools pens, scale rule, set square, circle template, compass, cutting knife, steel rule
Equipment cutting mat, retractable steel tape
Materials pencils, paper, graph paper, crayons, paint, adhesives, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials and techniques required for a bedroom and bathroom
Assessment criteria
The learner can: 2.1 identify a range of materials for an interior scheme of a bedroom and bathroom 2.2 identify characteristics of a range of materials used for a bedroom and bathroom 2.3 list a range of techniques for designing bedrooms and bathrooms 2.4 identify the types of positioning requirements

Range
Range of materials finishes for wall surfaces, floors, furniture, furnishings and sanitary ware.
Characteristics Functional and decorative
Techniques site survey -measure and record room size record aspect simple scale drawings of plans and elevations, correctly labelled using a scale of 1:20 layout – plan spaces effectively for traffic flow
Positioning requirements Services - electric switches, sockets and appliances, heating sources, water supply, waste water removal and telecommunications equipment. Furniture and furnishings - safe traffic flow Sanitary ware Accessories - mirrors, pictures, plants

Learning outcome
The learner will: 3. be able to research contextual influences on bedrooms and bathrooms
Assessment criteria
The learner can: 3.1 research the design development of bedrooms and bathrooms 3.2 present research in a logical format

Range
<p>Research research and collect a range of images from eg books, magazines, catalogues and websites</p> <p>Logical format Research presented in an organised manner to present to an individual e.g. folio, electronic presentation</p>

Learning outcome
<p>The learner will:</p> <p>4. be able to plan and manage the interior design of bedrooms and bathrooms</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 measure and record room sizes</p> <p>4.2 plan positioning requirements</p> <p>4.3 select materials</p> <p>4.4 develop visuals of design ideas using</p> <p style="padding-left: 20px;">a. colour</p> <p style="padding-left: 20px;">b. line</p> <p style="padding-left: 20px;">c. texture</p> <p>4.5 estimate the time and cost to make the room design</p>

Learning outcome
<p>The learner will:</p> <p>5. be able to create an interior design scheme for bedrooms and bathrooms</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 produce scale drawings of a room plan</p> <p>5.3 produce a design board</p> <p>5.4 produce a cost sheet</p> <p>5.5 produce a production timescale for design work</p> <p>5.6 present interior design scheme following a statement of intent</p> <p>5.7 evaluate the completed design scheme</p>

Range
<p>Statement of intent brief description of suggested design to satisfy stated client requirements</p> <p>Scale drawings use graph paper to produce plans on a scale of 1:20</p> <p>Design board</p>

collection of images and samples for the rooms with the style of furniture furnishings and accessories

Cost sheet

material costs for the design work
material costs for the designed scheme

Production timescale

estimate of the time required to complete the design scheme

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 107 Designing interiors for a bedroom and bathroom

Supporting information

Guidance

Colour use primary and secondary colours with tints and tones to produce samples of a harmonious, contrast and a monochromatic colour scheme

Line use examples of pattern and motif design for wall surfaces, floors, flooring, furniture and furnishings where appropriate to the room design.

Texture use examples of textured materials for wall surfaces, floors, flooring and furniture and furnishings.

Store

Select a suitable method of storing researched material and design work safely for easy reference.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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Useful contacts

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International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
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Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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