



City & Guilds Level 2 Award/Certificate/Diploma in Creative Techniques - Interiors (7157-02-12-13)

Version 1.3 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Crafts, creative arts and design
City & Guilds number	7157
Age group approved	All ages
Entry requirements	None
Assessment	Practical Demonstration/Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Award in Creative Techniques - Interiors	7157-02	601/2099/X	43	60
City & Guilds Level 2 Certificate in Creative Techniques - Interiors	7157-12	601/2071/X	154	200
City & Guilds Level 2 Diploma in Creative Techniques - Interiors	7157-13	601/2074/5	350	460

Version and date	Change detail	Section
1.0 November 2013	Initial version	All
1.1 January 2014	General formatting amends	All
1.2 September 2017	Added GLH and TQT	Structure
1.3 September 2024	Handbook reviewed and updated to the new template	Throughout

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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?	These qualifications are for those individuals who want to develop their skills and who are wishing to progress to obtain a strong foundation in the Interior design subject area. The level teaches skills to the designers who want to develop a business, excel in interior design or are working their way to Higher Education or onto a Craft Apprenticeship. This level is based on strong practical skills needed in the Interior Design Industry.
What do the qualifications cover?	These qualifications cover the creative skills required for career progression in the Interior design Industry. You will become a well-informed Interior designer in your chosen area. As an added option you can also learn the vital knowledge of 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">• Level 3 Diploma in Creative Techniques (7113-53)• Level 3 Diploma in Craft Skills for Creative Industries (7168-01)

Structure

To achieve the City & Guilds Level 2 Award in Creative Techniques - Interiors, learners must achieve a minimum of 6 credits from the optional units available:

City & Guilds unit number	Unit accreditation number	Unit title	Credit	GLH
Optional units:				
203	Y/505/7369	Design and make interlined curtains with handmade headings	6	45
204	L/505/7370	Design and make coordinated decorative cushions	6	46
205	R/505/7371	Making interlined Roman blinds	6	45
206	M/505/7376	Design and make a lined tailored lampshade	6	47
207	A/505/7378	Making a stuff over seat	7	48
208	F/505/7379	Upholster a modern ottoman or box with a buttoned lid	7	47
209	T/505/7380	Making a traditional upholstered stool	7	47
210	J/505/7383	Design and apply decorative techniques to textiles for interiors	6	46
211	L/505/7384	Design an interior loft space	6	46
212	R/505/7385	Design interiors for a home-based office	6	43
213	Y/505/7386	Design interiors for a bedroom with en suite shower room	6	46
214	D/505/7387	Using decorative colour techniques	6	46
215	K/505/7389	Creating decorative faux effects	6	46

To achieve the City & Guilds Level 2 Certificate in Creative Techniques - Interiors, learners must achieve a minimum of 20 credits. 8 credits from the mandatory units and a minimum of 12 credits from the optional units available:

City & Guilds unit number	Unit accreditation number	Unit title	Credit	GLH
Mandatory units:				
201	F/503/7147	Developing design ideas	4	31
202	R/505/7564	Sampling techniques and processes for Interiors	4	35
Optional units:				
203	Y/505/7369	Design and make interlined curtains with handmade headings	6	45
204	L/505/7370	Design and make coordinated decorative cushions	6	46
205	R/505/7371	Making interlined Roman blinds	6	45
206	M/505/7376	Design and make a lined tailored lampshade	6	47
207	A/505/7378	Making a stuff over seat	7	48
208	F/505/7379	Upholster a modern ottoman or box with a buttoned lid	7	47
209	T/505/7380	Making a traditional upholstered stool	7	47
210	J/505/7383	Design and apply decorative techniques to textiles for interiors	6	46
211	L/505/7384	Design an interior loft space	6	46
212	R/505/7385	Design interiors for a home-based office	6	43
213	Y/505/7386	Design interiors for a bedroom with en suite shower room	6	46
214	D/505/7387	Using decorative colour techniques	6	46
215	K/505/7389	Creating decorative faux effects	6	46

To achieve the City & Guilds Level 2 Diploma in Creative Techniques - Interiors, learners must achieve a minimum of 46 credits. 16 credits from the mandatory units and a minimum of 30 credits from the optional units available.

City & Guilds unit number	Unit accreditation number	Unit title	Credit	GLH
Mandatory units:				
201	F/503/7147	Developing design ideas	4	31
202	R/505/7564	Sampling techniques and processes for Interiors	4	35
216	M/504/5907	Understand how to work for a client to create a product	2	13
217	T/504/5908	Create a website using web design application templates	2	15
218	A/504/5909	Product promotion using social media	2	16
219	M/504/5910	Producing promotional publications	2	15
Optional units:				
203	Y/505/7369	Design and make interlined curtains with handmade headings	6	45
204	L/505/7370	Design and make coordinated decorative cushions	6	46
205	R/505/7371	Making interlined Roman blinds	6	45
206	M/505/7376	Design and make a lined tailored lampshade	6	47
207	A/505/7378	Making a stuff over seat	7	48
208	F/505/7379	Upholster a modern ottoman or box with a buttoned lid	7	47
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211	L/505/7384	Design an interior loft space	6	46
212	R/505/7385	Design interiors for a home-based office	6	43
213	Y/505/7386	Design interiors for a bedroom with en suite shower room	6	46
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Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Award in Creative Techniques - Interiors	43	60
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2 Centre requirements

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification 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 area(s) 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.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

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

Age restrictions

These qualifications are approved for all ages, unless there is a legal requirement of the process or environment.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of these qualifications and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website.

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 qualification
- 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.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible

- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualification(s):

Description	How to access
Qualification handbook	www.cityandguilds.com
Assessment pack	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

This qualification is assessed by assignments. These assignments assess learner knowledge and skills with:

- 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 assessed internally, using the marking guidance provided. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- Assessment must be completed within the candidate's period of registration.

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

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- unit accreditation number (UAN)
- Level
- credit value
- guided learning hours (GLH)
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information

Guidance for delivery of the units

These qualifications are comprised of a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 201

Developing design ideas

UAN:	F/503/7147
Level:	2
Credit value:	4
GLH:	31

Learning outcome

The learner will:

1. know how to work safely and effectively when developing design ideas.

Assessment criteria

The learner can:

- 1.1. identify health and safety **regulations** relating to **tools and equipment** used in design work
- 1.2 identify health and safety risks relating to **materials** used in design work.

Range

Regulations

COSHH, Health and Safety at Work Act.

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators.

Materials

Colouring mediums, drawing mediums, papers, card.

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

Craft materials related to design – colouring mediums, drawing mediums, papers, card 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 use different materials, mediums and techniques to create designs.

Assessment criteria
The learner can: 4.1 create a primary and secondary colour wheel by mixing colouring materials 4.2 create tints, tones and shades using colouring materials 4.3 create greyscale using colouring materials 4.4 make lines and marks using mediums 4.5 use lines and marks to evoke mood 4.6 produce low relief using a variety of materials 4.7 make overlays 4.8 create contrast using overlays 4.9 create textures using materials.

Range
Primary Magenta, cyan and yellow.
Secondary Violet, green and orange.
Tints, tones and shades Add white, grey and black to primary colours.
Greyscale Make a gradation ladder from white to black through the grey tones.
Lines and marks eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions.
Mediums Wet mediums eg Ink, paint and similar items. Dry mediums eg crayon, graphite, wax and similar items.
Mood eg anger, tranquillity, excitement and similar expressive ideas.
Low relief Low 3D effects, surface texture created by the addition and mixture of mediums.
Overlays Transparent or translucent materials layered over underlying materials.
Textures Visual texture eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar. Texture eg surface created by pleating, folding, embossing, crumpling and similar techniques.

Learning outcome
The learner will: 5. be able to develop shape.

Assessment criteria
The learner can: 5.1 create shapes using lines and marks 5.2 manipulate shapes to form use areas of void .

Range**Shapes**

- Random - formed.
- Geometric - regular or mathematical shapes.

Void

Space occurring between designed shapes, negative space.

Learning outcome

The learner will:

6. be able to develop form.

Assessment criteria

The learner can:

6.1 create 3D form using construction methods

6.2 construct 3D form using **2D materials**.

Range**2D materials**

eg acetate, balsa, card, paper, and similar items.

Learning outcome

The learner will:

7. be able to evaluate and record design work.

Assessment criteria

The learner can:

7.1 produce **records** of design ideas

7.2 **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 202

Sampling techniques and processes for Interiors

UAN:	R/505/7564
Level:	2
Credit value:	4
GLH:	35

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 describe health and safety **risks** relating to **materials** used for sampling techniques for interior design and décor
- 1.3 **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 - eg. Measuring tools, cutting tools, brushes, scrapers, sanding equipment, mark making tools, upholstery tools

Equipment - eg. Sewing Machines, drawing boards

Risks - eg fumes, irritation, dust, foreign bodies, fabric dressings

Materials - eg. Paper, card, drawing materials, fabrics, fillings and stuffings, colouring materials, varnishes, pins, needles, tacks, threads, dust repellent sprays

Use tools, equipment and materials safely

Daily use and maintenance e.g. care of tools, cleaning and storage, visual checks

Learning outcome

The learner will:

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

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

Calculate quantities

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
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

- colour
- line
- texture
- shape
- form

3.4 record techniques and processes

Range

Techniques and processes

The following as appropriate to the craft -

Eg. Drawing, layering, stripping, application of colour, application of surface protection – varnish, dust repellents, stitching, pattern matching, application of components - webbing, stuffing, filling, tapes, headings, 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 to use as a visual aid with a client

Range

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

Appendix 1 Sources of general information

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

Unit guidance

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

Unit 203

Design and make interlined curtains with handmade headings

UAN:	Y/505/7369
Level:	2
Credit value:	6
GLH:	45

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 describe health and safety regulations relating to making interlined curtains
1.2 describe tools, equipment and materials used to make interlined curtains
1.3 describe the care of tools and equipment used for making interlined curtains
1.4 use tools, equipment and materials safely to make interlined 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. understand materials and techniques for making interlined curtains
Assessment criteria
The learner can:
2.1 describe the characteristics of a range of fabrics and linings suitable to make interlined curtains
2.2 describe a range of haberdashery required
2.3 describe techniques and processes to make interlined curtains
Range

Characteristics

draping qualities, care requirements, fire retardation,

Fabrics - light, medium, heavyweight - natural, manmade, mixed fibres linings – woven, natural, manmade, mixed fibres, blackout interlinings - standard, thermal, synthetic, natural.

Haberdashery

threads: machine and hand. needles: machine and hand, buckrams, curtain weights and curtain hooks

Techniques

- hand-stitches – herring bone, lock stitch, invisible hemming stitch, ladder stitch, slip stitch
- lining – machine stitched bottom hem, hand stitched to side hem
- interlined mitred corner
- join widths of interlining fabrics
- pattern match join
- curtain – mitred corners with weights, hand-stitched hems, lock stitch linings and interlinings, chain link lining and curtain hem, attach buckram
- handmade headings –cartridge pleats, goblets, triple pleats
- dress the curtains

Learning outcome

The learner will:

3. be able to research contextual influences relating to making interlined curtains

Assessment criteria

The learner can:

3.1 **research** ideas for curtain designs

3.2 research contextual influences

- a. historical
- b. cultural
- c. contemporary

3.3 present research in a **logical format**

Range**Research**

from primary and secondary sources, eg current trends, key designer makers, printed sources, retail outlets, museums, websites

Logical format

research and designs presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

Learning outcome

The learner will:

4. be able to sample techniques and processes to make interlined curtains with handmade headings

Assessment criteria

The learner can:

4.1 produce visuals of design ideas using

- a. colour
- b. line
- c. texture
- d. form
- e. shape

- 4.2 select materials
- 4.3 use materials, techniques and processes to make inter lined curtain samples
- 4.4 estimate the time and cost to make interlined curtains

Learning outcome

The learner will:

- 5. be able to design and make a pair of interlined curtains with a handmade 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 interlined curtains
- 5.5 **record** the stages followed to make a pair of interlined curtains
- 5.6 **present** interlined curtains
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed interlined curtains

Range

Statement of intent;

Written description of the suggested design which satisfies client requirements

Working drawing

Annotated sketch of the curtains with fabric swatches and measurements clearly showing chosen heading

Record

record order of work, eg photographic or written; including any adjustments made during construction, photograph completed curtains

Present

All work produced for this unit will be collated and presented. eg folio, electronic presentation curtains to be labelled with details of fabric composition, care requirements

Cost sheet

itemised costing of all materials used

Timescale

time taken to plan, prepare and make a pair of interlined curtains with a handmade heading

Evaluate

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

Unit 204

Design and make coordinated decorative cushions

UAN:	L/505/7370
Level:	2
Credit value:	6
GLH:	46

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 describe health and safety **regulations** relating to the making of a decorative cushion
- 1.2 describe **tools, equipment and materials** used to make decorative cushions
- 1.3 describe the **care** of tools and equipment used for making decorative cushions
- 1.4 use tools, equipment and materials safely to make decorative cushions

Range

Regulations

Health and Safety at Work Act, (PAT testing). COSHH and current legislations, Fire Regulations

Tools

pins, needles, scissors, tape measures, retractable steel tape, set square

Equipment

sewing machine, iron, ironing board

Materials

paper, pencils, crayons, fabrics, threads, tailors chalk, fabric colouring mediums, zips, buttons, 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. understand materials and techniques for making decorative cushions

Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of a range of **materials** used to make decorative cushions
- 2.2 describe a range of **haberdashery** required
- 2.3 describe **techniques and processes** to make decorative cushions

Range

Materials

fabrics - light, medium and heavyweight, synthetic, natural, fire retardation, care requirements

trimmings - fringing, piping, braids, ribbons, beads, lace

decorative materials -surface colouring, fabric crayons, fabric paints, dye

Characteristics

synthetic – pressing temperatures

natural – care, washability

fringing – loop, cut, woven edge

pipng – sizes, density

braids – woven, flexibility

ribbons – woven, lack of flexibility

beads – sizes, composition, care

fabric crayons – composition, suitability

fabric paints – suitability, finish

Haberdashery

threads; machine and hand, needles: machine and hand, zips, buttons

Techniques and processes

insertions – frill, gathered, pleated, fringing, piping, lace

application of colouring materials – stencilling, stamping, painting,

decorative - beads, ribbons, braids, appliqué, hand and machine quilting

fabric manipulation – pintucks, tucks, smocking

closures - zip, button/buttonholes

Learning outcome

The learner will:

3. be able to research contextual influences relating to making decorative cushions

Assessment criteria

The learner can:

3.1 **research styles** and ideas for cushion designs

3.2 research contextual influences

a. historical

b. cultural

c. contemporary

3.3 present research in a **logical format**

Range

Research

from primary and secondary sources, current trends, key interior decorators, printed sources, retail outlets, museums, websites

Styles

Geometric shapes

sketches or templates showing suggested fabric swatches clearly showing a decorative feature

Logical format

research and designs presented in an organised manner to present to an individual - folio, sketch book, electronic presentation

Learning outcome

The learner will:

4. be able to sample materials and techniques to make decorative cushions

Assessment criteria

The learner can:

4.1 produce visuals of design ideas using

a. colour

b. line

c. texture

d. form

e. shape

4.2 select materials

- 4.3 use materials and techniques to make decorative cushions
4.4 estimate the time and cost to make decorative cushions

Learning outcome

The learner will:

5. be able to design and make decorative cushions

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 decorative cushion
5.5 **record** the stages followed to make decorative cushions
5.6 **present** decorative cushions
5.7 produce a **cost sheet**
5.8 produce **production timescales**
5.9 **evaluate** the completed decorative cushions

Range

Statement of intent

Written description of the suggested design which satisfies client requirements

Working drawing

Annotated sketch of the cushions with fabric swatches and measurements clearly showing decorative techniques

Record

Record stages of work eg photographic or written; including any adjustments made during construction, photograph completed cushion

Present

Folio, electronic presentation

cushion to be labelled with details of fabric composition and care requirements

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

Appendix 1 Sources of general information

Supporting information

Unit guidance

Construct

The cushion will have a decorative technique applied as the major design feature; the cushion cover must have a lining attached, this may be attached by hand or machine. Minimum size of cushion 40 cm diameter or side edge, use construction and decorative technique from those sampled, piping alone will not be sufficient. A commercial obtained cushion pad may be used.

Unit 205

Making interlined Roman blinds

UAN:	R/505/7371
Level:	2
Credit value:	6
GLH:	45

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 describe health and safety **regulations** relating to the making of a interlined Roman blinds
- 1.2 describe **tools, equipment and materials** used to make interlined Roman blinds
- 1.3 describe the **care** of tools and equipment used for making interlined Roman blinds
- 1.4 use tools, equipment and materials safely to make interlined Roman blinds

Range

Regulations

Health and Safety at Work Act, (PAT testing). COSHH and current legislations; ie Fire Regulations. European Standard for Internal Blinds (EN13120), cord breakers for blinds

Tools

Pins, needles, scissors

Equipment

Sewing machine, iron, ironing board, tape measures, retractable steel tape, set square

Materials

Paper, pencils, crayons, fabrics, threads, tailors chalk, rods, cord, cord guides, rings, hook and loop tape, head rails (wooden, commercial), 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. understand materials and techniques for making interlined Roman blinds

Assessment criteria

The learner can:

- 2.1 describe a range of **materials** to make interlined Roman blinds
- 2.2 describe the **characteristics** of a range of materials
- 2.3 describe a range of **haberdashery** required to make interlined Roman blinds
- 2.4 describe the **calculations** required for making Roman blinds
- 2.5 describe **components** used for Roman blinds

2.6 describe **techniques and processes** to make Roman blinds

Range

Materials

Fabrics - light, medium, heavyweight - natural, manmade, mixed fibres
linings – woven, natural, manmade, mixed fibres, blackout
interlinings standard, thermal, synthetic, natural

Characteristics

Synthetic – pressing temperatures
Natural – care, washability
Fringing – loop, cut, woven edge
Braids – woven, flexibility
Blackout – handling, stitching

Haberdashery

Threads - machine and hand. Needles - machine and hand. Braids and trims, hook and loop tape, cords, acorns, rings, cleats

Calculations

Measuring window – height, width, interior/exterior of the recess
Applying adjustments – thickness of fabric, functional spacing
Fabric requirement – pattern matching, hem allowances
Rod pocket spacing – effective division of length for spacing
Cord length calculations

Components

Head rails – wooden batten, commercially available systems
Cord control mechanisms and retainers (cleats)
Cord guides, bottom bar, rods

Techniques and processes

Hand-stitches – herring bone, stab stitch, lock stitch, ladder stitch, slip stitch
Hook and loop tape attached
Rings attached - hand, machine
Cording applied to the left or right
Decorative techniques eg braids and trims inserted and applied
Rod/dowel pockets integrated or applied to lining
Interlined mitres
Pattern match

Learning outcome

The learner will:

3. be able to research contextual influences relating to making interlined Roman blinds

Assessment criteria

The learner can:

3.1 **research** styles and ideas for blinds designs

3.2 research contextual influences

- a. historical
- b. cultural
- c. contemporary

3.3 present research in a **logical format**

Range

Research

From primary and secondary sources, current trends, key soft furnishers, printed sources, retail outlets, museums, websites

Logical format

Research and designs presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

Learning outcome

The learner will:

4. be able to sample materials and techniques to make interlined Roman blinds

Assessment criteria

The learner can:

- 4.1 produce visuals of design ideas using
 - a. colour
 - b. line
 - c. texture
 - d. for
 - e. shape
- 4.2 select materials
- 4.3 use materials and techniques to make interlined Roman blinds
- 4.4 estimate the time and cost to make interlined Roman blind

Learning outcome

The learner will:

5. be able to design and make interlined Roman blinds

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 interlined Roman blinds
- 5.5 **record** the stages followed to make interlined Roman blinds
- 5.6 **present** interlined Roman blinds
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed interlined Roman blinds

Range

Statement of intent

Written description of the suggested design which satisfies client Requirements

Working drawing

Annotated sketch of interlined Roman blind with fabric swatch and measurements

Record

Record stages of work, eg photographic or written; including any adjustments made during construction, photograph completed blind

Present

Folio, electronic presentation

Roman blind to be labelled with details of fabric composition and care requirements

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

Appendix 1 Sources of general information

Supporting information

Unit guidance

2.5 Identify their suppliers and cost Use appropriate fabric to machine stitch a pattern match, minimum size A3 finished with pattern match on long side

Construct

Make a Roman blind minimum size of 1m drop, 60cm width. Use construction techniques from those sampled, machine stitching must not be visible from right side of blind

Unit 206

Design and make a lined tailored lampshade

UAN:	M/505/7376
Level:	2
Credit value:	6
GLH:	47

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 describe fire safety and health and safety **regulations** relating to the making of a lined tailored lampshade
- 1.2 describe **tools, equipment and materials** used to make a lined tailored lampshade
- 1.3 describe the **care** of tools and equipment used for making lined tailored lampshade
- 1.4 use tools and equipment safely to make a lined tailored lampshade

Range

Regulations:

Furniture and Furnishings (Fire Safety) Regulations 1988/1989, 1993 and 2010 or An understanding of the domestic Fire Regulations

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

COSHH

Tools and equipment

Sewing machine, Pins, Needles, scissors, thimble, threads, tape measure, lampshade frame

Materials

Woven and knitted fabrics, natural man-made fibres, lampshade tape, 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. understand the characteristics of materials and techniques required to produce a lined tailored lampshade

Assessment criteria

The learner can:

- 2.1 describe types of **lampshade frames** suitable for a lined tailored lampshade
- 2.2 describe the **characteristics** of lampshade materials
- 2.3 describe the **techniques** for making a lined tailored lampshade and hand-made trimmings

Range

Lampshade Frames:

Styles- Empire, Bowed, Fluted, Oval

With or without collar

Height in relation to size of base

Characteristics:

Woven – good bias stretch, close-weave, natural, man-made fibres

Knitted fabrics – man-made, silk

Narrow tape – cotton, loose-weave with bias stretch

Techniques

Strip old materials from frame

Restore frame

Tape frame

Establish centre point for pattern placement, measuring width and length of segment

Fit fabric to frame segments

mark strut placement

Stitch – by hand -streatly stitch, machine stitch

Lining pattern

Fit and stitch to the frame

Neaten gimble fitting

hand-made trimming - pleated, gathered ribbons, manipulated fabric edge, beaded trim, piped edge, placement of join

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of a lined tailored lampshade

Assessment criteria

The learner can:

3.1 **research** lined tailored lampshades

a. historical

b. cultural

c. contemporary

3.2 present research in a **logical format**

Range

Research

From primary and secondary sources, e.g. current trends, key designer makers (national and international), websites, books, journals, exhibitions and shows, 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 and processes for a lined tailored lampshade and hand-made trimmings

Assessment criteria

The learner can:

4.1 produce visuals of design ideas using

a. colour

b. line

<ul style="list-style-type: none"> c. texture d. form e. shape <p>4.2 select materials and fabric suited to lined tailored lampshade</p> <p>4.3 use materials to sample techniques</p> <p>4.4 estimate the cost and time required to produce lined tailored lampshade</p>
Range
Estimate cost and time to produce a lined tailored lampshade, Estimate fabric quantity required

Learning outcome
The learner will:
5. be able to produce a lined tailored lampshade with handmade trimmings
Assessment criteria
The learner can:
5.1 develop statements of intent for a lined tailored lampshade
5.2 make the lined tailored lampshade
5.3 make a cutting plan
5.4 record the steps followed during the production construction process
5.5 present the lined tailored lampshade
5.6 produce a cost sheet
5.7 produce production timescales
5.8 evaluate the finished lined tailored lampshade against the statement of intent
Range
Statement of intent Written description of the suggested design which satisfies client requirements. Include a story board showing fabric and trimming samples and how they would compliment the and style of the lampshade and lamp base.
Cutting plan measure the lampshade, produce a cutting plan to scale, avoiding waste
Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation
Present: display the finished Lined tailored lampshade
Cost sheet Material costs
Production Timescales time taken to plan, construct and complete Lined tailored lampshade
Evaluate Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 207

Make a stuff over seat

UAN:	A/505/7378
Level:	2
Credit value:	7
GLH:	48

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 describe the fire safety and health and safety **regulations** relating to the making of stuff over seat
- 1.2 describe **tools, equipment and materials** used to make stuff over seat
- 1.3 describe the **care** of tools and equipment used for making stuff over seat
- 1.4 use tools and equipment safely to make stuff over 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

Upholstery

Magnetic tack hammer, webbing stretcher, needles, pins, scissors, adhesive, stuffing regulator, measuring tools, upholsterer's horse

Materials

Threads, twine, needles, fixings, webbings, Hessian, calico, wadding, stuffing

Care

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

Learning outcome

The learner will:

2. understand the characteristics of materials required to produce stuff over seats

Assessment criteria

The learner can:

- 2.1 identify a range of **woven upholstery fabrics**
- 2.2 describe the **characteristics** of a range of materials and covering fabrics
- 2.3 describe **types of traditional techniques** and processes for stuff over seat
- 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)

Edge trimmings- fringes, braids, studs – single, strip

Characteristics

Webbing – inflexible and stable

Hessian – strong, tight-weave

Calico – smooth, tight- weave

Wadding – softness, malleable

Stuffing – softness, structure

Bottoming – firm, tight-weave

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

webbing

tacking

bridle ties

stuffing

stitching – blind, ladder, edge roll

regulating

calico covering

wadding

top covering – taut, matching corners

Material Care

Scotch guard

Storage requirements

Dry Storage for all

Fabrics – rolled, horizontal

Stuffings/Waddings – in contained packaging

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of stuff over seats

Assessment criteria

The learner can:

3.1 **research** stuff over seats

a. historical

b. cultural

c. contemporary

3.2 present research in a **logical format**

Range**Research**

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

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 produce samples for traditional stuff over seats

Assessment criteria

The learner can:

4.1 produce visuals of design ideas using

- a. colour
- b. line
- c. texture
- d. form
- e. shape

4.2 **measure** the stuff over seat

4.3 estimate fabric quantity required

4.4 select upholstery materials and fabrics suited to stuff over seats

4.5 use materials to sample traditional techniques and processes

4.6 **estimate the cost and time** required to produce stuff over seats

Range/Guidance

Measure

Establish centre point for pattern placement, measuring width and length, front to back and side to side at widest point taking into account depth of seat and under-wrap allowance for fixing

Estimate cost and time to produce a traditional upholstered stuff over seat

Learning outcome

The learner will:

5. be able to make a stuff over seat

Assessment criteria

The learner can:

5.1 develop **statements of intent** for a stuff over seat

5.2 **prepare** the frame for the stuff over seat

5.3 make a **cutting plan**

5.4 **make the stuff over seat** using traditional techniques and processes

5.5 **record** the steps followed during the production process

5.6 **present** the stuff over seat

5.7 produce a **cost sheet**

5.8 produce **production timescales**

5.9 **evaluate** the finished stuff over seat against the statement of intent

Range

Statement of intent

Written description of the suggested design which satisfies client requirements. Include a Story board showing fabric and trimming samples and how they would compliment the style

Prepare the frame

Strip - Repairing wooden joints, replacing losses,

Show wood - stripping finishes, staining, replacing and restoring finishes, polishing, colour matching new to old finishes, wax or varnish.

Cutting plan

Measure the stuff over seat, produce a cutting plan to scale, avoiding waste

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 stuff over seat

Cost sheet

Material costs

Production Timescales

Time taken to plan, construct and complete stuff over seat

Evaluate

Identify / record strengths and areas for improvement in the construction process.

Unit 208

Upholster a modern Ottoman or Box, with a buttoned lid

UAN:	F/505/7379
Level:	2
Credit value:	7
GLH:	47

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 describe fire safety and health and safety **regulations** relating to the making of a modern upholstered ottoman or box, with a buttoned lid
- 1.2 describe **tools, equipment and materials** used to make a modern upholstered ottoman or box with a lid
- 1.3 describe the **care** of tools and equipment used for making modern upholstered ottoman or box with a lid
- 1.4 use tools and equipment safely to make a modern upholstered ottoman or box with a lid

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, foam cutter, pliers and pincers

Upholstery: Hammer, Staple gun, needles, pins, scissors, adhesives, measuring tools, 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. understand the characteristics of materials and techniques required to produce an ottoman or box with a lid

Assessment criteria

The learner can:

- 2.1 describe a range of woven upholstery **fabrics** and trimmings
- 2.2 describe the **characteristics** of a range of materials and covering fabrics and trimmings
- 2.3 describe **types of techniques and processes** for a modern upholstered ottoman or box with a lid
- 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:

Calico – smooth, tight- weave

Bottoming – firm, tight-weave

Seating foam – firm, depth: not less than 7.5cm for the top, not more than 2 cm from the sides

Stay chain – strong, fixed, angle of open lid

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

Trimmings:

Needs to compliment style of stool

Woven braid

Piping – single and double

Durability – weave not to contain long floating threads

Colour – to compliment show wood and top fabric

Handle – tassel/knob

Types of techniques and processes

Smooth wooden surfaces

Identify button placement

Drill buttoning holes

Adhere foam to wood

Consideration of placement of join for side covering

Attach calico sub-cover to achieve clean lines

Attach top cover side and lid

Attach button/s

Attach lining to box and lid

Add trimming

Attach stay chain

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of a modern ottoman or box with a lid

Assessment criteria

The learner can:

3.1 **research** upholstered ottomans and boxes with button lids

- a. historical
- b. cultural
- c. contemporary

3.2 present research in a **logical format**

Range**Research**

From primary and secondary sources, e.g. current trends, key designer makers (national and international), websites, books, journals, exhibitions and shows, 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 the techniques and processes for an upholstered modern ottoman or box with a lid

Assessment criteria

The learner can:

- 4.1 produce visuals of design ideas using
 - a. colour
 - b. line
 - c. texture
 - d. form
 - e. shape
- 4.2 **measure** the modern upholstered ottoman or box with a lid
- 4.3 estimate fabric quantity required
- 4.4 select a upholstery materials and fabric suited to upholstered ottoman or box with a lid
- 4.5 use materials to sample techniques and processes
- 4.6 **estimate the cost and time** required to produce modern upholstered ottoman or box with a lids

Range

Measure

Establish centre point for pattern placement, measuring width and length, front to back and side to side. lid measurements to include any underwrap allowance needed for fixing.

Estimate cost and time to produce a traditional upholstered stuff over seat

Learning outcome

The learner will:

5. be able to upholster a modern ottoman or box with a lid

Assessment criteria

The learner can:

- 5.1 develop **statements of intent** for a modern ottoman or box with a lid
- 5.2 **prepare** the modern ottoman or box with a lid
- 5.3 use techniques and processes
- 5.4 make **cutting plans**
- 5.5 **record** the steps followed during the production process
- 5.6 **present** the modern ottoman or box with a lid
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the finished modern ottoman or box with a lid against the statement of intent

Range

Statement of intent

Written description of the suggested design which satisfies client requirements. Include a story board showing fabric and trimming samples and how they would compliment the style.

Prepare

Strip - Make good any defects

Cutting plan

measure the ottoman or box , produce a cutting plan to scale, avoiding waste

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 Ottoman or box

Production Cost sheet

Material costs

Production Timescales

time taken to plan and construct ottoman

Evaluate

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

Unit 209

Making a Traditional Upholstered stool

UAN:	T/505/7380
Level:	2
Credit value:	7
GLH:	47

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 describe fire safety and health and safety **regulations** relating to the making of a traditional upholstered stool
- 1.2 describe **tools, equipment and materials** used to make a traditional upholstered stool
- 1.3 describe the **care** of tools and equipment used for making traditional upholstered stool
- 1.4 use tools and equipment safely to make a traditional upholstered stool

Range

Regulations

Furniture and Furnishings (Fire Safety) Regulations or an understanding of the domestic Fire 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
Upholstery

Magnetic tack hammer, webbing stretcher, needles, pins, scissors, adhesive, stuffing regulator, measuring tools, upholsterer's horse

Materials

Threads, twine, needles, fixings, webbings, Hessian, calico, wadding, stuffing, 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. understand the characteristics of materials, fabrics and trimmings required to produce a traditional upholstered stool

Assessment criteria

The learner can:

- 2.1 describe a range of **woven upholstery fabrics and trimmings**
- 2.2 describe the **functional** and **decorative characteristics** of a range of materials and **covering fabrics and trimmings**
- 2.3 describe **types of traditional functional techniques and processes** for traditional upholstered stools
- 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)

Functional Characteristics:

Webbings – inflexible, stable

Hessian – strong, tight-weave

Calico – smooth, tight- weave

Wadding – softness, malleable

Stuffing – softness, structure

Bottoming – firm, tight-weave

Decorative Characteristics

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

Trimmings:

Needs to compliment style of stool, Woven braid,

Piping – single and double

Durability – weave not to contain long floating threads

Colour – to compliment show wood and top fabric

Types of traditional functional techniques and processes:

Webbing, Tacking, Bridle ties, Stuffing ties, Stuffing, Blind stitching, Regulating, Edge roll, Wadding

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of a traditional upholstered stool

Assessment criteria

The learner can:

- 3.1 **research** exemplar pieces of furniture

- a. historical
- b. cultural
- c. contemporary

- 3.2 present research in a **logical format**

Range

Research

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

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 produce samples for traditional upholstered stools

Assessment criteria

The learner can:

- 4.1 produce visuals of design ideas using:

- a. colour
- b. line
- c. texture
- d. form
- e. shape

- 4.2 **measure** the upholstered stool
- 4.3 estimate fabric quantity required
- 4.4 select a upholstery **materials and fabric** suited to upholstered seats
- 4.5 use materials to sample **traditional functional techniques and processes**
- 4.6 **estimate the cost and time** required to produce upholstered stools

Range/Guidance

Measure

Establish centre point for pattern placement, measuring width and length, front to back and side taking into account depth of stool and under-wrap allowance for fixing

Traditional functional techniques and processes

Webbing, Tacking, Bridle ties, Stuffing ties, Stuffing, Regulating, Wadding, Calico cover, Trimming

Braid: attachment by stitching, attachment by gluing

Piping: Attachment with tacks

Consideration of placement of join

Estimate cost and time to produce a traditional upholstered stuff over seat

Learning outcome

The learner will:

- 5. be able to produce a traditional upholstered stool

Assessment criteria

The learner can:

- 5.1 develop **statements of intent** for a traditional upholstered stuff over seat
- 5.2 produce a **story board** for upholstered stools
- 5.3 **strip** the upholstered stools
- 5.4 use traditional functional techniques and processes
- 5.5 **cut out** fabric avoiding waste
- 5.6 **record** the steps followed during the production process
- 5.7 **present** the upholstered stools
- 5.8 produce a **cost sheet**
- 5.9 produce **production timescales**
- 5.10 **evaluate** the finished upholstered stools against the statement of intent

Range

Statement of intent

Written description of the suggested design which satisfies client requirements

Story board

Fabric and trimming samples to show how they would compliment the colour of show wood and style of piece. Visuals of piece of furniture, in-situ to show the setting. Sketch of the piece with selected fabric indicated

Strip, clean and restore The stool will have wooden legs finished by the candidate with stain varnish or polish,

Use traditional production techniques

Webbing, tacking, hessian, stuffing ties, bridle ties, stuffing, regulating, edge roll, felt, and fitting of a calico sub cover, to achieve clean lines prior to top cover. Fit top cover with tacks, mitre corners, Fix trimmings with gip pins or stitching. Attach bottoming, secure legs in place.

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 stuff over seat

Production Cost sheet Material costs

Production Timescales time taken to plan, construct and complete Stuff over seat

Evaluate

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

Unit 210

Design and apply decorative techniques to textiles for interiors

UAN:	J/505/7383
Level:	2
Credit value:	6
GLH:	46

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 describe health and safety regulations relating to the making of decorative textiles for interiors 1.2 describe tools, equipment and materials used to make decorative textiles for interiors 1.3 describe the care of tools and equipment used for making decorative textiles for interiors 1.4 use tools, equipment and materials safely to make decorative textiles for interiors
Range
Regulations Health and Safety at Work Act, (PAT testing), COSHH and current legislations, Fire Regulations, PPE
Tools pins, needles, scissors, stamps, stencil, paint brushes, printing blocks
Equipment sewing machine, iron, ironing board, tape measures, retractable steel, tape, set square
Materials paper, pencils, crayons, fabrics, threads, fabric colouring mediums, dye, 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. understand the characteristics of materials used for decorative textiles for interiors
Assessment criteria
The learner can: 2.1 describe a range of materials to make decorative textiles for interiors 2.2 describe the characteristics of a range of fabrics to make decorative textiles for interiors 2.3 describe the characteristics of colouring materials to make decorative textiles for interiors 2.4 describe techniques and processes to make decorative textiles for interiors
Range
Materials fabrics - light, medium and heavyweight, synthetic, natural

colouring - surface colouring, fabric crayons, fabric paints, dye, wax, foils
thread

Characteristics (fabrics)

synthetic – pressing temperatures, pile, weave, washability, fire retardation

natural – care, washability, weave, pile, fire retardation

Characteristics (colouring)

fabric crayons – ease of use

fabric paints - finish

dye – solid colour

wax - resist

foils – patina

Techniques and process

shibori, painting, fabric crayon, dyeing

marbling, printing, heat transfer, discharge, batik, stencilling,

stitch - line stitches, texture stitches

appliqué

pattern repeat

edge techniques - fraying, hemming.

Learning outcome

The learner will:

3. be able to research contextual influences relating to decorative textiles for interiors

Assessment criteria

The learner can:

3.1 **research** ideas for decorative textiles for interiors

a. historical

b. cultural

c. contemporary

3.2 present research in a **logical format**.

Range

Research

from primary and secondary sources, current trends, key designer makers, printed sources, retail outlets, museums, websites

Logical format

research and designs presented in an organised manner to present to an individual - folio, sketch book

Learning outcome

The learner will:

4. be able to apply decorative techniques to textiles for interiors

Assessment criteria

The learner can:

4.1 produce **visuals** using

a. colour

b. line

c. texture

d. shape

e. form

4.2 select materials

4.3 use materials and techniques to apply decorative techniques to textiles

4.4 **record** techniques and processes used

4.5 estimate the time and cost to apply decorative techniques to textiles

Range

Visuals

develop original design ideas thumbnails, roughs, developed design ideas

Record

label with details of the material composition and the care requirements for fabrics and yarns.

Learning outcome

The learner will:

5. be able to apply decorative techniques to textiles for interiors

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 apply decorative techniques to textiles for interiors

5.5 record the stages followed to apply decorative techniques to textiles for interiors

5.6 **present** decorative textiles for interiors following a statement of intent

5.7 produce a **cost sheet**

5.8 produce **production timescales**

5.9 **evaluate** the completed decorative textiles

Range

Statement of intent

written description of the suggested design which satisfies client requirements

Working drawing

sketch of the designs for the length of fabric, showing the decoration

Finish

fixing colour, finish the presentation edge

Present

Folio, decorated interior textile to be labelled with details of fabric composition and care requirements

Cost sheet

material costs for the decorated length of fabric

Production timescales

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

Appendix 1 Sources of general information

Supporting information

Unit guidance

Produce

A decorative length of embellished interior textile applying eg yarn, colouring mediums etc
Record the steps followed during the decorative process including any modifications eg
photographic, written

Unit 211

Design an interior loft space

UAN:	L/505/7384
Level:	2
Credit value:	6
GLH:	46

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 describe health and safety **regulations** related to creating an interior design scheme
- 1.2 describe **tools, equipment and materials** used for creating an interior design scheme.
- 1.3 describe 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

drawing board, cutting mat, retractable steel tape

Materials

pencils, paper, fine markers, board, 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. understand the characteristics of materials and techniques required for designing an interior loft space

Assessment criteria

The learner can:

- 2.1 describe a range of **materials** for the design of a loft space
- 2.2 describe the **characteristics** of a range of materials used in designing an interior loft space
- 2.3 describe a range of **techniques** for interior design schemes
- 2.4 describe the importance of **positioning** requirements in designing an interior loft space

Range

Materials

wall, floor, ceiling coverings, window treatments, furniture and furnishings incorporating colour, line, texture, shape and form.

Characteristics

functional, decorative

Techniques

create and adjust room designs to compliment a variety of interior styles

colour rendering - applicable to scale

Positioning requirements

Services - electric switches, sockets and appliances, heating sources, 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 designing an interior loft space

Assessment criteria

The learner can:

3.1 **research** the design development of loft spaces

- a. historical
- b. cultural
- c. contemporary

3.2 present research in a **logical format**.

Range/Guidance**Research**

primary and secondary sources eg designers, printed sources including design and architecture magazines, journals, exhibitions, museums and websites

Logical format

research presented in an organised manner to present to an individual e.g. folio, sketchbook

Learning outcome

The learner will:

4. be able to plan and manage the designing of an interior loft space

Assessment criteria

The learner can:

4.1 develop visuals of design ideas using

- a. colour
- b. line
- c. texture
- d. shape
- e. form

4.2 select materials

4.3 produce **site surveys**

4.4 sketch a range of **layouts**

4.5 estimate the time and cost to make the room design

Range/Guidance**Site survey**

measure and record room size accurately. record aspect

Layout

plan space effectively for the function of the room, traffic flow, positioning of services, heating, lighting – full, accent, task sloping ceilings/walls, angles and skylights, dormers

Learning outcome

The learner will:

5. be able to create an interior design scheme for a domestic loft space

Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 produce **plan and elevations** of loft space

5.3 produce a **design board**

5.4 produce a **cost sheets**

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

Written description of the suggested design which satisfies client requirements and considers the aspect of the room - to include a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories

Scale drawings

A scale of 1:50 and 1:20

Room Plan

Labelled floor plan

Wall elevations

Design board

Visual description of the colour scheme for a room and the style of furniture, furnishings fittings and accessories.

Cost sheet

Material costs for the design work

Material costs for the designed scheme

Production timescales

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

Appendix 1 Sources of general information

Supporting information

Unit guidance

Can use electronic drawing packages for some elements of work, but must be able to produce hand-drawn visuals to scale – Learning outcome 5 must be hand-drawn,

Requirements

Primary use as sleeping accommodation with secondary use as a personal space. There will be no bathroom provision

Unit 212

Design interiors for a home based office

UAN:	R/505/7385
Level:	2
Credit value:	6
GLH:	43

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 describe health and safety **regulations** related to creating an interior design scheme
- 1.2 describe **tools, equipment and materials** used for creating an interior design scheme
- 1.3 describe 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

Tools, equipment and materials

drawing board and drawing tools, measuring tools, cutting tools, painting tools. design materials e.g. colouring materials, pencils, paper, fine markers, board, 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. understand the characteristics of materials required for the design of home based offices

Assessment criteria

The learner can:

- 2.1 describe a range of **materials** for the design of a home based office
- 2.2 describe the **characteristics** of a range of materials used in the design of home based offices
- 2.3 describe a range of **techniques and processes** for design of home based offices
- 2.4 describe the importance of positioning **services** in designing home based offices

Range

Materials

Wall, floor and ceiling coverings window treatments, furniture and furnishings

Characteristics

Functional, Decorative

Techniques and processes

Create and adjust room designs to compliment a variety of interior styles

Learning outcome
The learner will: 3. be able to research contextual influences on the design of a home based office
Assessment criteria
The learner can: 3.1 research the design development of home based offices <ul style="list-style-type: none"> a. historical b. cultural c. contemporary 3.2 present research in a logical format
Range
Research primary and secondary sources eg current designers, printed sources including magazines, journals, exhibitions, museums and websites. Logical format research presented in an organised manner to present to an individual e.g. folio, sketchbook

Learning outcome
The learner will: 4. be able to plan and manage the design of home-based offices
Assessment criteria
The learner can: 4.1 develop visuals of design ideas using <ul style="list-style-type: none"> a. colour b. line c. texture d. shape e. form 4.2 select materials 4.3 produce site surveys 4.4 sketch a range of layouts 4.5 estimate the time and cost to make the room design
Range
Site survey Measure and record room size accurately, record aspect Layout Plan space effectively for the function of the room, traffic flow, positioning of services, heating, lighting – full, accent, task

Learning outcome
The learner will: 5. be able to create an interior design scheme for a home based office
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/Guidance
Statement of Intent

written description of the suggested design which satisfies client requirements and considers the aspect of the room - to include a coordinated colour scheme for walls, floors, furniture, furnishings and accessories.

Scale drawings

a scale of 1:50 and 1:20

Room Plan

labelled floor plan

wall elevations

Design board

Visual description of the colour scheme for a room and the style of furniture, furnishings fittings and accessories.

Cost sheet

material costs for the design work

material costs for the designed scheme

Production timescales

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 213

Design interiors for a bedroom with en suite shower room

UAN:	Y/505/7386
Level:	2
Credit value:	6
GLH:	46

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 describe health and safety **regulations** related to creating an interior design scheme
- 1.2 describe **tools, equipment and materials** used for creating an interior design scheme
- 1.3 describe 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

Tools, equipment and materials

Drawing board and drawing tools, measuring tools, cutting tools, painting tools.

Design materials e.g. colouring materials, pencils, paper/ fine markers, board

Care

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

Learning outcome

The learner will:

2. understand the characteristics of materials required for designing interiors for bedrooms with en suite shower rooms

Assessment criteria

The learner can:

- 2.1 describe a range of **materials** for designing interiors for bedrooms with en suite shower rooms
- 2.2 describe the **characteristics** of a range of materials used for designing interiors for bedrooms with en suite shower rooms
- 2.3 describe a range of **techniques and processes** for interior design
- 2.4 describe the importance of positioning services in designing bedrooms with en suite shower rooms

Range

Materials

wall, floor and ceiling coverings window treatments, furniture and furnishings

Characteristics

Functional and decorative

Techniques and processes

Create and adjust room designs to compliment a variety of interior styles

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 designing interiors for bedrooms with en suite shower rooms

Assessment criteria

The learner can:

- 3.1 **research** the design development of bedrooms with en suite shower rooms

- a. historical
- b. cultural
- c. contemporary

- 3.2 present research in a **logical format**

Range/Guidance**Research**

primary and secondary sources eg current designers, printed sources including magazines, journals, exhibitions, museums and websites

Logical format

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

Learning outcome

The learner will:

4. be able to plan and manage the designing of interiors for bedrooms with en suite shower rooms

Assessment criteria

The learner can:

- 4.1 develop visuals of design ideas using:

- a. colour
- b. line
- c. texture
- d. shape
- e. form

- 4.2 select materials

- 4.3 produce **site surveys**

- 4.4 sketch a range of **layouts**

- 4.5 estimate the time and cost to make the room design

Range/Guidance**Site survey**

Measure and record room size accurately, record aspect

Layout

Plan space effectively for the function of the room, traffic flow, positioning of services, heating, lighting – full, accent, task

Learning outcome

The learner will:

5. be able to create a interior design scheme for bedrooms with en suite shower rooms

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce **scale drawings** of **room plans**
- 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/Guidance

Statement of Intent

Written description of the suggested design which satisfies client requirements and considers the aspect of the room - to include a coordinated colour scheme for walls, floors, furniture, furnishings and accessories

Scale drawings

a scale of 1:50 and 1:20

Room Plan

labelled floor plan

wall elevations

Design board

Visual description of the colour scheme for a room and the style of furniture, furnishings, fittings and accessories.

Cost sheet

Material costs for the design work

Material costs for the designed scheme

Production timescales

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 214

Using Decorative Colour Techniques

UAN:	D/505/7387
Level:	2
Credit value:	6
GLH:	46

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 describe health and safety regulations relating to using decorative colour techniques 1.2 describe tools, equipment and materials used for decorative colour techniques 1.3 describe the care of tools and equipment used for decorative colour techniques 1.4 use tools and equipment safely to create decorative colour techniques
Range
Regulations Health and Safety at Work Act, PAT testing. COSHH, Safe wet cleaning of workstations
Tools Brushes, sponges, rag, texturing tools, stencils
Equipment Kettles, boards
Materials Paint, thinners, glazes, varnishes, 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. understand the characteristics of materials for decorative colour techniques
Assessment criteria
The learner can: 2.1 describe characteristics of materials used for applying decorative colour techniques 2.2 describe decorative colour techniques 2.3 describe techniques for applying paint through stencils 2.4 describe processes for varnishing 2.5 explain the importance of drying times 2.6 describe storage requirements for decorated items in work and complete
Range
Materials Different types of each of the following materials: - paints, glazes, varnishes and brush cleansers
Characteristics Fluidity of materials Transparency – use of glazes

Finish – gloss or matt Types – oil based, water based, acrylic Drying times Techniques Application of flat surface colour Combing, dragging, sponging, rag rolling, ragging, stippling, stencilling, distressing for “shabby chic” effects Storage requirements Temperature Atmospheric Dryness

Learning outcome
The learner will:
3. be able to research contextual influences on the use of decorative colour techniques
Assessment criteria
The learner can:
3.1 research contextual influences in the use of decorative colour techniques
a. historical
b. cultural
c. contemporary
3.2 present research in a logical format
Range
Research
From primary and secondary source material, websites; books, journals, exhibitions, shows, and museums
Logical format
Research presented in an organised manner, eg folio, sketchbook, electronic presentation

Learning outcome
The learner will:
4. be able to plan, select materials to create decorative colour samples
Assessment criteria
The learner can:
4.1 select materials
4.2 use materials and techniques to produce decorative colour samples
4.3 create a stencil
4.4 produce sample boards using
a. colour
b. line
c. texture
d. shape
e. form
4.5 record techniques used
4.6 estimate the time and cost to produce the samples
Range/Guidance
Techniques
Application of flat surface colour to all surfaces
Application of techniques listed can be on diagonally split boards with two techniques per board – combing, dragging, sponging, rag rolling, ragging, stippling, stencilling
Create a stencil
Design, cut and apply a stencil
Stencilling can be applied to sponged, rag rolled, ragged, stippled or distressed surfaces
Each technique must be completed to final finish
Samples must show half the technique left unvarnished and half varnished

Learning outcome

The learner will:

5. be able to finish an artefact with a decorative colour technique

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 finish an item using a decorative colour technique, to the specified requirement

5.5 **record** the stages followed to finish an item using a decorative colour technique

5.6 **present** an item using a decorative colour technique

5.7 produce a **production timescale**

5.8 produce a **cost sheet**

5.9 **evaluate** an item using a decorative colour technique

Range/Guidance

Statement of intent

Written description of the suggested design which satisfies client requirements

Working drawing

Sketch of the artefact indicating, colour, line, texture, shape, form, surface decoration, dimensions, exploded drawing of any detailed areas

Record

Record the steps followed during the decorative process including any adjustments e.g. stage photographs, notes, electronic presentation

Present

Display the finished artefact

Production Timescales

Time taken to plan, produce and complete an artefact using decorative colour techniques

Cost sheet

Material costs

Evaluate

Identify / record strengths and areas for improvement in the design and process

Appendix 1 Sources of general information

Supporting information

Unit guidance

The artefact may be selected from a wooden or metal product, functional or decorative

The artefact must be in a full state of repair. Surfaces must be clean, smooth and primed before flat surfaces are applied

Decorative colour techniques must be appropriate in scale to the size of the artefact

Unit 215

Creating decorative Faux Effects

UAN:	K/505/7389
Level:	2
Credit value:	6
GLH:	46

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 describe health and safety **regulations** relating to creating faux effects
- 1.2 describe **tools, equipment and materials** used for creating faux effects
- 1.3 describe the **care** of tools and equipment used for creating faux effects
- 1.4 use tools and equipment safely to create faux effects

Range

Regulations

Health and Safety at Work Act, PAT testing. COSHH
Safe wet cleaning of workstations

Tools

Brushes, sponges, corks, feathers, rag, texturing tools

Equipment

Kettles, boards

Materials

Paint, glazes, thinners, varnishes, brush cleanser, 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. understand the characteristics of materials for faux effects work

Assessment criteria

The learner can:

- 2.1 describe **characteristics of materials** used for creating faux effects
- 2.2 describe **techniques** used for creating faux effects
- 2.3 describe processes for varnishing
- 2.4 explain the importance of drying times
- 2.5 describe **storage requirements** for decorated items in work and complete

Range

Materials

paints, glazes, varnishes and brush cleanser

Characteristics

Fluidity of materials

<p>Transparency – use of glazes Finish – gloss or matt Types – oil based, water based, acrylic Drying times Techniques Application of flat surface colour Shading and blending, fantasy marble, white vein marble, siena marble, lapis lazuli, polished concrete, oak graining, mahogany graining, cracklure for ageing effects Storage requirements Temperature Atmospheric dryness</p>

Learning outcome
The learner will:
3. be able to research contextual influences on the use of decorative faux effects
Assessment criteria
The learner can:
3.1 research contextual influences in the use of decorative faux effects
a. historical
b. cultural
c. contemporary
3.2 present research in a logical format
Range/Guidance
Research
From primary and secondary source material, websites; books, journals, exhibitions, shows, and museums
Logical format
Research presented in an organised manner, eg folio, sketchbook, electronic presentation

Learning outcome
The learner will:
4. be able to plan and select materials to create decorative faux effect samples
Assessment criteria
The learner can:
4.1 select materials
4.2 use materials and techniques to produce decorative faux effect samples
4.3 produce sample boards using
a. colour
b. line
c. texture
d. shape
e. form
4.4 record techniques used
4.5 estimate the time and cost to produce the samples
Range
Techniques
Application of flat surface colour to all surfaces
Shading and blending, fantasy marble, white vein marble, siena marble, lapis lazuli, polished concrete, oak graining, mahogany graining, cracklure ageing effects
Each technique must be completed to final finish
Samples must show half the technique left unvarnished and half varnished

Learning outcome
The learner will:

5. be able to finish an artefact with a decorative faux effect

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 finish an item using a decorative faux effect, to the specified requirement

5.5 **record** the stages followed to finish an item using a decorative faux effect

5.6 present an item using a decorative faux effect

5.7 produce a **production timescale**

5.8 produce a **cost sheet**

5.9 **evaluate** an item using a decorative faux effect

Range

Statement of intent

Written description of the suggested design which satisfies client requirements

Working drawing

Sketch of the artefact indicating, colour, line, texture, shape, form, surface decoration, dimensions

Record

Record the steps followed during the decorative process including any adjustments e.g. stage photographs, notes, electronic presentation

Present

Display the finished artefact

Production Timescales

Time taken to plan, produce and complete the artefact decorated with faux effects

Cost sheet

Material costs

Evaluate

Identify / record strengths and areas for improvement in the design and process

Appendix 1 Sources of general information

Supporting information

Unit guidance

The artefact may be selected from a wooden or metal product, functional or decorative

The artefact must be in a full state of repair. Surfaces must be clean, smooth and primed before flat surfaces are applied

Faux effects must be appropriate in scale to the size of the artefact

Unit 216

Understand how to work for a client to create a product

UAN:	M/504/5907
Level:	2
Credit value:	2
GLH:	13

Learning outcome
The learner will: 1. understand conventions and practices for a meeting with a client.
Assessment criteria
The learner can: 1.1 describe key aspects of meeting processes and procedures 1.2 describe the importance of taking notes and recording outcomes at meetings 1.3 describe professional practice when dealing with clients.
Range
Key aspects eg the notification of meeting, agenda, location, post meeting procedures. Recording outcomes Taking notes eg as a reminder, and the formal recording of outcomes and key decisions. Professional practice Maintaining personal safety, time keeping, appropriate dress, appropriate body language, polite and focused communication, respecting the contributions of others.

Learning outcome
The learner will: 2. know how to present a viable product to a client.
Assessment criteria
The learner can: 2.1 describe methods of presenting product ideas to a client 2.2 explain why a product meets the requirements of a particular client 2.3 describe the requirements for an agreement to proceed with a project.
Range
Presenting eg visuals, sketches, photographs, maquette, scale model, electronic presentation. Requirements Time, cost, specification, quality. Agreement to proceed Signed off drawings, dated, payment terms, staged payment, timescales for delivery. Any special conditions eg delivery to a particular venue, installation.

Learning outcome
The learner will:

3. know how to plan the production of a creative product.

Assessment criteria

The learner can:

3.1 identify **stages in an action plan** for the production of a product

3.2 identify **considerations** for sourcing materials

3.3 describe the **importance of monitoring** a project.

Range

Stages in an action plan

eg preparing for production, production timescales, evaluating.

Considerations

Catalogue specialist suppliers, check delivery times, check current costings, possible alternatives, risks.

Importance of monitoring

To ensure that timescales and budget are adhered to, to be able to update the client.

Unit 217

Create a website using web design application templates

UAN:	T/504/5908
Level:	2
Credit value:	2
GLH:	15

Learning outcome

The learner will:

1. know the features of a website.

Assessment criteria

The learner can:

- 1.1 identify different styles of multiple page websites used to promote products
- 1.2 describe the effectiveness of different features used on websites
- 1.3 describe the features for navigating a website
- 1.4 describe the effects of image sizes in downloading web pages.

Learning outcome

The learner will:

2. know the implications for creating a website.

Assessment criteria

The learner can:

- 2.1 identify **guidelines** that affect the creation of websites
- 2.2 describe how **copyright constraints** affect the use of information
- 2.3 describe **ways to make a website accessible** to all users.

Range

Guidelines

WC3, Worldwide Web Consortium.

Copyright constraints

Having written permission to use text or images generated by others.

Use of copyright to protect intellectual property rights.

Ways to make a website accessible

WC3, Websafe/browser safe colour palette.

Learning outcome

The learner will:

3. be able to create a multiple page website using web design application templates.

Assessment criteria

The learner can:

- 3.1 plan the **layout** of website content
- 3.2 input **content** for a website
- 3.3 use templates, editing and formatting tools to create a website
- 3.4 check size, alignment and orientation of images

3.5 **proofread** a website to ensure quality

3.6 **publish** a finished website.

Range

Layout

Page design, how features will be used, navigation.

Content

Images and text.

Proof read

Check: spelling and grammar, accuracy of content, image quality, page layout.

Publish

Upload to a local network or public host.

Unit 218

Product promotion using social media

UAN:	A/504/5909
Level:	2
Credit value:	2
GLH:	16

Learning outcome

The learner will:

1. know the benefits and risks of promoting a product through social networks.

Assessment criteria

The learner can:

- 1.1 describe how **social networks** are used to promote products
- 1.2 describe the **benefits** of using social networks to promote a product
- 1.3 describe the **risks** of using social networks to promote a product.

Range

Social networks

Web based means for users to interact via the internet.

Benefits

Speed, accessibility, ease of use.

Risks

Threats to privacy, personal safety, trustworthiness.

Learning outcome

The learner will:

2. know how social network applications are used.

Assessment criteria

The learner can:

- 2.1 define what is meant by social media
- 2.2 identify common social networking sites
- 2.3 outline what is meant by an online identity
- 2.4 identify ways in which social networks can be accessed
- 2.5 describe the concept of social media 'friends'
- 2.6 identify guidelines and **ethical considerations** concerning the use of social networks.

Range

Ethical considerations

Moral issues or principles to be considered when using social networks.

Learning outcome

The learner will:

3. be able to create a social networking profile for a product.

Assessment criteria

The learner can:

- 3.1 use a social networking application template to create a **profile for a product**
- 3.2 upload **digital media** content to a social networking site to promote a product

3.3 add contacts to a social networking profile
3.4 take precautions to ensure own safety and privacy when working online.

Range

Profile for a product

A page on a web based site containing promotional details for a product.

Digital media

Digital images, scans of images or drawings.

Learning outcome

The learner will:

4. be able to use a social network to communicate with others to promote a product.

Assessment criteria

The learner can:

4.1 send messages to others using a social network to promote a product

4.2 create a group in a social networking site to share product information

4.3 post comments to a social network to promote a product.

Unit 219

Producing promotional publications

UAN:	M/504/5910
Level:	2
Credit value:	2
GLH:	15

Learning outcome

The learner will:

1. know how designs and page layouts are used for promotional publications.

Assessment criteria

The learner can:

- 1.1 describe different types of documents used to promote products
- 1.2 identify **restrictions** on the use of promotional materials
- 1.3 describe how **page design and layout** increases the effectiveness of a publication
- 1.4 compare different types of **paper and inks** used for publications.

Range

Restrictions

Distribution, placement, language, copyright, size.

Page design and layout

Visual appeal, key information easily visible, visuals relevant to the product. Size, colour, position of logo, white space.

Paper and inks

Weight and surface finish of papers and card stock, inks: eg gloss medium, satin, colour, permanence of ink CMYK.

Learning outcome

The learner will:

2. be able to create publications for creative products.

Assessment criteria

The learner can:

- 2.1 describe how **copyright constraints** affect the use of information
- 2.2 select page design and layout for promotional publications
- 2.3 input **product information** into templates for editing and formatting
- 2.4 save electronic files securely for retrieval.

Range

Copyright constraints

Having written permission to use text or images generated by others.

Use of copyright to protect intellectual property rights.

Product information

Self-developed text, image(s) of own product, artwork or craftwork.

Learning outcome

The learner will:

3. be able to edit and format publications.

Assessment criteria

The learner can:

- 3.1 edit publications using template editing and formatting tools
- 3.2 manipulate images and graphics **accurately**
- 3.3 format page layout for **effective presentation**
- 3.4 proof read documents to ensure a **quality output**.

Range**Accurately**

Image and font clarity and sizing.

Effective presentation

Visually appealing.

Formatted to avoid 'widows and orphans' in columns and pages.

Economical use of paper and card.

Quality output

Accuracy of content, quality of images, positioning on the page within printable boundaries, print quality.

Learning outcome

The learner will:

- 4. be able to evaluate publications.

Assessment criteria

The learner can:

- 4.1 evaluate publications for **impact**.

Range**Impact**

Visually appealing, concise information in a readable format.

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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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