



City & Guilds Level 1 Award /Certificate in Fashion (7160-01-11)

Version 2.2 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Crafts, creative arts, and design
City & Guilds number	7160
Age group approved	All ages
Entry requirements	None
Assessment	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 1 Award in Fashion (Sampling Fashion Techniques)*	7160-01	600/8745/6	30	
City & Guilds Level 1 Award in Textiles (Textile Decoration)	7160-01	600/7390/1	30	40
City & Guilds Level 1 Award in Fashion (Sewing Machine Skills)	7160-01	600/7408/5	30	40
City & Guilds Level 1 Award in Fashion (Shirts and Tops)	7160-01	600/7409/7	30	40
City & Guilds Level 1 Award in Fashion (Unlined Skirt)	7160-01	600/7410/3	30	40
City & Guilds Level 1 Award in Fashion (Casual Trousers)*	7160-01	600/7411/5	30	40

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 1 Award in Fashion (Costume Making Using Recycled Materials)*	7160-01	600/7412/7	33	40
City & Guilds Level 1 Award in Textiles (Feltmaking)*	7160-01	600/7395/0	32	
City & Guilds Level 1 Certificate in Fashion	7160-11	600/7413/9	118	140

* This qualification has been withdrawn and is no longer available for new learner registrations.

Version and date	Change detail	Section
1.0 January 2013	Initial version	All
2.0 April 2013	Amendment to the structure, a new award 'Sampling Fashion Techniques' has been added	1. Introduction
2.1 September 2017	Added GLH and TQT values Removed QCF	Structure Appendix 1
2.2 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 in Fashion design and construction.
What do the qualifications cover?	These qualifications cover the creative skills required for career progression in the Fashion sector. There is a focus on creativity.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 Award in Fashion (7160-02)• Level 2 Certificate in Fashion (7160-12)• Level 2 Diploma in Fashion (7160-22)

Structure

To achieve the City & Guilds Level 1 Award in Fashion (Sampling Fashion Techniques)*, learners must achieve 3 credits from the mandatory unit:

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
Y/504/5643	102	Sampling Fashion techniques	3	30

To achieve the City & Guilds Level 1 Award in Fashion (Sewing Machine Skills), learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
Y/504/5643	104	Sewing machine skills	4	30

To achieve the City & Guilds Level 1 Award in Fashion (Shirts and Tops), learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
H/504/5631	105	Make a shirt or top	4	30

To achieve the City & Guilds Level 1 Award in Fashion (Unlined Skirt), learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				

D/504/5644	106	Make an unlined skirt	4	30
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To achieve the City & Guilds Level 1 Award in Fashion (Casual Trousers)*, learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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Mandatory unit

H/504/5645	107	Make a pair of casual trousers	4	30
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To achieve the City & Guilds Level 1 Award in Fashion (Costume Making Using Recycled Materials)*, learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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Mandatory unit

K/504/5646	108	Make a costume from recycled materials	4	33
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Please note there are two pathways (shown below) from the 7161-01 Level 1 Award in Textiles that can be used under the 7160-01 Level 1 Award in Fashion.

To achieve the City & Guilds Level 1 Award in Textiles (Textile Decoration), learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
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Mandatory unit

R/504/5544	103	Textile decoration	4	30
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To achieve the City & Guilds Level 1 Award in Textiles (Feltmaking)*, learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory unit				
K/504/5551	109	Feltmaking	4	32

To achieve the City & Guilds Level 1 Certificate in Fashion, learners must achieve a minimum of **14** credits, **6** credits must come from the mandatory units and a minimum of **8** credits must come from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory units				
H/503/7139	101	Exploring design ideas	3	28
Y/504/5643	102	Sampling fashion techniques	3	30
Optional units				
R/504/5544	103	Textile decoration	4	30
H/504/5550	104	Sewing machine skills	4	30
H/504/5631	105	Make a shirt or top	4	30
D/504/5644	106	Make an unlined skirt	4	30
H/504/5645	107	Make a pair of casual trousers	4	30
K/504/5646	108	Make a costume from recycled materials	4	33
K/504/5551	109	Feltmaking	4	32

*This qualification has been withdrawn and is no longer available for new registrations.

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 of 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 1 Award in Fashion (Shirts and Tops)	30	40
City & Guilds Level 1 Award in Fashion (Unlined Skirt)	30	40
City & Guilds Level 1 Award in Fashion (Sewing Machine Skills)	30	40
City & Guilds Level 1 Award in Textiles (Textile Decoration)	30	40
City & Guilds Level 1 Certificate in Fashion	118	140

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 of 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 learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are approved for learners all ages, unless there is a legal requirement of the process or the 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 learners 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 learners 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 (www.cityandguilds.com).

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 these qualifications and consider reasonable and practical ways of delivering these qualifications 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 qualifications:

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

4 Assessment

Assessment of the qualification

Learners must:

- successfully complete x1 assignment for each mandatory unit
- successfully complete x1 assignment for each optional unit.

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 graded internally, using the information provided [in the assessment packs](#). Assessments are subject to internal and external quality assurance.

For further details please refer to the Assessment Pack.

Time constraints

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

- All assignments must be completed and assessed within the learner's period of registration.
- Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

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 these qualifications.

4 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)
- relationship to NOS/mapping to occupational/apprenticeship standards.
- endorsement by a sector or regulatory body
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information

Guidance for delivery of the units

These qualifications comprise 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 learner 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 101

Exploring design ideas

UAN:	H/503/7139
Level:	1
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills: CR 6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 5, 8, 10, 11.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design.
Aim:	This unit provides the learner with the practical skills and knowledge needed to understand how simple design ideas are created using materials for colour, line and texture.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

Regulations

COSHH, Health and Safety at Work Act.

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators

Materials

Colouring mediums, graphite, papers.

Learning outcome
The learner will: 2. be able to prepare for design work.
Assessment criteria
The learner can: 2.1 select craft materials to sample design idea 2.2 select tools and equipment to sample design ideas 2.3 store craft materials, tools and equipment correctly.
Range
Craft materials Common craft materials related to design – papers, drawing mediums, colouring mediums and similar items. Tools and equipment Adhesive, cutting tools, drawing tools, applicators.

Learning outcome
The learner will: 3. be able to experiment with design ideas.
Assessment criteria
The learner can: 3.1 experiment with design materials to create visuals 3.2 explore the potential of design materials through experimentation.
Range
Experiment eg bend, fold, ease, cut, colour. Explore the potential Use materials to experiment where there is no known outcome.

Learning outcome
The learner will: 4. be able to experiment with different materials, mediums and techniques to create designs.
Assessment criteria
The learner can:

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

Range

Primary

Magenta, cyan and yellow.

Secondary

Violet, green and orange.

Gradations of primary colours

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

Accent colours

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

Mediums

Wet mediums

eg Ink, paint and similar items.

Dry mediums

eg crayon, graphite, wax and similar items.

Marks

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

Low relief

Low level 3D effects.

Overlays

Transparent or translucent materials layered over underlying materials.

Visual texture

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

Learning outcome

The learner will:

- 5. be able to evaluate and record design work.

Assessment criteria

The learner can:

5.1 produce **records** of design ideas

5.2 **evaluate** results of design work.

Range**Records**

- Written record
- Visual record

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

Evaluate

Identify/record strengths and weaknesses of the designs undertaken.

Unit 102

Sampling fashion techniques

UAN:	Y/504/5643
Level:	1
Credit value:	3
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit enables learners to experiment with a range of techniques and materials used in fashion.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to **tools and equipment** used for sampling fashion techniques
- 1.2 list health and safety **risks** relating to **materials** used for sampling fashion techniques
- 1.3 **use tools, equipment and materials safely** when sampling fashion techniques.

Range

Regulations

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

Tools and equipment

eg tools for cutting, pressing, stitching.

Risks

eg fumes, irritation, melting point.

Materials

eg colouring materials, fabric dressings, man made and synthetic fabrics.

Use tools, equipment and materials safely

Daily use and maintenance eg care, cleaning and storage, visual checks of electrical equipment.

Use of PPE: masks gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

2. be able to prepare for sampling fashion techniques.

Assessment criteria

The learner can:

2.1 select tools and equipment to sample techniques for fashion

2.2 **prepare fabric** for use

2.3 cut paper patterns and fabrics **accurately to shape**.

Range

Prepare fabric

eg washing, pressing, colouring.

Fabric – woven natural, man made and synthetic fabrics.

Accurately to shape

eg place paper patterns accurately, cut out to the edge of paper patterns, use scissors to produce clean cut lines with no irregularity, tailor tack pattern markings.

Learning outcome

The learner will:

3. be able to sample techniques for fashion.

Assessment criteria

The learner can:

3.1 produce samples using a range of **techniques**

3.2 **experiment** with materials and techniques to explore their potential using

- colour
- line
- texture.

Range

Techniques

Stitching – place cut edges together and stitch at an even distance selecting type, tension and size for the fabric and task.

Seams – open neatened with clean finish, zigzag, 3 step zigzag, French, crossed.

Fullness – gathers, tucks, knife pleats, easing.

Shape – make single point darts, double point darts.

Fastenings – machine made buttonholes, flat button with short thread shank, concealed (lapped) and semi concealed zip (centred), hooks and eyes, press studs.

Elastication – insert elastic into a stitched channel.

Facings – curved neck edge, V-shaped neck edge, notching, layering, understitching.

Cuffs – straight.

Hems – neatened and machine stitched, neatened and hand stitched.

Pockets – unlined patch pocket.

Pressing – throughout the processes.

Experiment

Create samples of experimentations 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 of fashion techniques.

Assessment criteria

The learner can:

- 4.1 **evaluate** results of fashion techniques sampled
- 4.2 **present finished samples** in a style for display purposes.

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.

Unit 103

Exploring design ideas

UAN:	R/504/5544
Level:	1
Credit value:	4
GLH:	30
Assessment type:	Assignment
Aim:	This unit provides the learner with the practical skills and knowledge required to produce samples of decorated textiles by applying textile decoration techniques.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to decorating textiles
- 1.2 list **tools, equipment and materials** used to decorate textiles
- 1.3 **use tools, equipment and materials** safely to decorate textiles.

Range

Regulations

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

Tools, equipment and materials

eg Sewing machines, overlocker, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, dyes.

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks.

Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

- 2. know the characteristics of materials used for textile decoration.

Assessment criteria

The learner can:

- 2.1 identify a **range of fabrics** for textile decoration
- 2.2 list **characteristics** of a range fabrics
- 2.3 list **colouring materials** for creating simple decorative effects.

Range

Range of fabrics

eg natural, synthetic, man made.

Characteristics

Match fibre content to colouring medium.

Colouring materials

eg dyes, paint, coloured wax.

Learning outcome

The learner will:

- 3. be able to research and produce designs for decorated textiles.

Assessment criteria

The learner can:

- 3.1 **research** designs for textile decoration
- 3.2 sketch **own design ideas** for textile decoration to show the use of
 - colour
 - line
 - texture.

Range

Research

Research and collect a range of images from eg natural & man made environments, books, magazines, high street embellished textiles, websites.

Own design ideas

Develop original ideas eg thumbnails, quick sketches, collages etc.

Learning outcome

The learner will:

- 4. be able to plan, prepare and sample materials for textile decoration.

Assessment criteria

The learner can:

- 4.1 select **materials** for a chosen design
- 4.2 **prepare** materials ready for textile decoration
- 4.3 use materials to sample **techniques and processes**
- 4.4 estimate the cost and time required to decorate textiles.

Range

Materials

Fabrics, colouring mediums, beads, threads, stencils, print blocks.

Prepare

eg wash out dressing, iron, stretch, finish edges.

Techniques and Processes

eg Appliqué, stencil, dye, stitch, embellish, slash, block print

Record with a brief description the techniques used for the samples produced.

Learning outcome

The learner will:

- 5. be able to produce decorated textiles.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **produce** swatches of decorated textiles to a selected design
- 5.3 **finish** decorated textiles
- 5.4 **present** decorated textiles
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** decorated textiles.

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements.

Produce

Use techniques sampled to create swatches of decorated textiles.

Record the steps followed during the decorative process including any modifications eg photographic, written.

Finish

Fixing the colour eg steam, heat, dry, press, presentation edge.

Present

Photograph and display the finished length eg folded, on a hanger, mounted.

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish decorated textiles.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 104

Sewing machine skills

UAN:	H/504/5550
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make stitched samples using a sewing machine and its accessories.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

Regulations

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

Use tools, equipment and materials

Sewing machines and accessories, machine needles. Cutting tools, pins.

Daily use and maintenance ie care, cleaning and storage, visual checks, brush out the bobbin case.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

Types of domestic sewing machines

Mechanical, computerised, semi-automatic.

Controls and functions

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

Machine accessories

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

Light, medium and heavy weight fabrics

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

Haberdashery

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 set-up a **sewing machine for use**

4.2 select **machine needle, fabric, and threads** suitable for a range of samples

4.3 use a variety of threads, **fabrics**, needles and tensions to produce samples

4.4 construct samples showing the use of

- **practical stitches**
- **decorative stitches**
- **accessories**

4.5 record the stitch details and accessories used when creating samples.

Range

Sewing machine for use

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

Machine needle, fabric and threads

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

Fabrics

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

Practical stitches

1.5 cm seams using a light, medium, heavy weight and jersey fabrics. Neatened with zigzag or 3 step zigzag.

A 4 square patch stitched to match the corners.

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

Decorative stitches

Automatic decorative stitches, applied threads cords, ribbons.

Accessories

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

Unit 105

Make a shirt or top

UAN:	H/504/5631
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the practical skills and knowledge needed to make a simple shirt/blouse or top. The learner will develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of the finished garment.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to the making of shirts or tops
- 1.2 list **tools, equipment and materials** used to make shirts or tops
- 1.3 **use tools, equipment and materials** safely to make shirts or tops.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks.

Learning outcome

The learner will:

2. know the characteristics of materials required to make a shirt or top.

Assessment criteria

The learner can:

- 2.1 identify a range of **woven lightweight fabrics**
- 2.2 describe the **characteristics** of a range of lightweight fabrics
- 2.3 identify a range of **haberdashery** required for making shirts or tops.

Range

Woven lightweight fabrics

Non stretch fabric types (eg cotton, polyester cotton).

Characteristics

Washability, handleability, flammability.

Haberdashery

eg threads, fastenings, bias bindings, interfacing.

Learning outcome

The learner will:

3. be able to research and produce style ideas for shirts or tops.

Assessment criteria

The learner can:

- 3.1 **research** shirt or top styles
- 3.2 collect a range of **shirt or top styles** from printed sources
- 3.3 sketch **style ideas** for shirts or tops to show the use of:
 - colour
 - line
 - texture.

Range

Research

Magazines and high street fashion.

Shirt or top styles

eg tunic, smock, shirt, blouse.

Style ideas

Fastened opening to the neckline, loose fit, simple set-in sleeve, or sleeveless.
Guidance – these can be sketched on a simple template.

Learning outcome

The learner will:

- 4. be able to plan, prepare and sample materials for making a shirt or top.

Assessment criteria

The learner can:

- 4.1 select a **pattern** for a chosen sketch
- 4.2 select **materials** for a chosen pattern
- 4.3 use materials to sample **techniques and processes**
- 4.4 estimate the cost and time required to make a shirt or top.

Range

Pattern

Commercial pattern or simple drafted pattern.

Materials

Fabrics and haberdashery.

Colour, surface pattern, surface texture, properties (eg natural, man-made or mixed fibres).

Techniques and Processes

Stitch length and tension, facings, bias edge finish, seams and neatening, hem, machine stitched, fastenings eg buttons and loops, press studs, hooks and eyes.

Learning outcome

The learner will:

- 5. be able to construct a shirt or top.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **cut out** a pattern in fabric avoiding waste
- 5.3 **construct** a shirt or top using hand and machine stitching
- 5.4 **finish** a shirt or top
- 5.5 **present** a finished shirt or top following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed shirt or top.

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and mark up with tailor tacks.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the basic steps followed during the construction process including any adjustments eg photographic, written.

Press at each stage of the construction .

Finish

Press off a garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg folded, on a hanger, on a mannequin or modelled).

Cost sheet

Material costs.

Production timescale

The time taken to plan, construct and complete the shirt or top.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 106

Make an unlined skirt

UAN:	D/504/5644
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides learner with the practical skills and knowledge needed to make simple unlined skirts. The unit aims to develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of a finished unlined skirt.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to making an unlined skirt
- 1.2 list **tools, equipment and materials** used to make an unlined skirt
- 1.3 **use tools, equipment and materials** safely to make an unlined skirt.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks.

Learning outcome

The learner will:

2. know the characteristics of materials required to make an unlined skirt.

Assessment criteria

The learner can:

- 2.1 identify a range of woven **medium weight fabrics**
- 2.2 describe the **characteristics** of a range of medium weight fabric
- 2.3 identify a range of **haberdashery** required for making an unlined skirt.

Range

Medium weight fabrics

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

Characteristics

Washability, handleability, flammability.

Haberdashery

eg threads, fastenings, interfacing, zips.

Learning outcome

The learner will:

3. be able to research and produce style ideas for an unlined skirt.

Assessment criteria

The learner can:

- 3.1 **research** unlined skirts styles
- 3.2 collect a range of **unlined skirt styles** from printed sources
- 3.3 sketch **style ideas** for unlined skirts to show the use of:
 - colour
 - line
 - texture.

Range

Research

Magazines, Internet and high street fashion.

Unlined skirt styles

Styles (eg wrapped; A line).

Style ideas

Simple styles:

Waistband: elasticated or non-elasticated waistband.

Fastenings: eg zip, button and buttonhole, tie.

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making an unlined skirt.

Assessment criteria

The learner can:

- 4.1 select a **pattern** for a chosen design
- 4.2 select **materials** for a chosen pattern
- 4.3 use materials to sample **techniques and process**
- 4.4 estimate the cost and time required to make an unlined skirt.

Range**Pattern**

Commercial pattern or simple drafted pattern.

Materials

Fabrics and haberdashery.

Colour, surface pattern, surface texture, properties (eg natural, man-made or mixed fibres).

Techniques and Processes

Stitch length and tension, seams and neatening, hem (hand or machine stitched), fastenings eg buttons and button holes, press studs, hooks and eyes.

Sample waistlines to show eg channel with slots and tie, elasticated waistline within a grown-on shaped facing, straight cut waistband; inserted zip (eg centred, lapped).

Learning outcome

The learner will:

5. be able to construct an unlined skirt.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **cut out** a pattern in fabric avoiding waste
- 5.3 **construct** an unlined skirt using hand and machine stitching
- 5.4 **finish** an unlined skirt
- 5.5 **present** an unlined skirt following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed unlined skirt.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and mark up with tailor tacks.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the basic steps followed during the construction process including any adjustments eg photographic, written.

Press at each stage of the construction.

Finish

Press off a garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg folded, on a hanger, mannequin or modelled).

Cost sheet

Material costs.

Production timescales

The time taken to plan, construct and complete the unlined skirt.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 107

Make a pair of casual trousers

UAN:	H/504/5645
Level:	1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides the practical skills and knowledge needed to make simple casual trousers. The unit aims to develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of the finished casual trousers.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to the making of casual trouser
- 1.2 list **tools, equipment and materials** used to make casual trouser
- 1.3 **use tools, equipment and materials** safely to make casual trousers.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, needles pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks.

Learning outcome

The learner will:

- 2. know the characteristics of materials required to make casual trousers.

Assessment criteria

The learner can:

- 2.1 identify a range of woven **medium weight fabric**
- 2.2 describe the **characteristics** of a range of medium weight fabrics
- 2.3 identify a range of **haberdashery** required for making casual trousers.

Range

Medium weight fabrics

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

Characteristics

Washability, handleability, flammability.

Haberdashery

eg Threads, fastenings, bias bindings, interfacing, zips.

Learning outcome

The learner will:

- 3. be able to research and produce style ideas for casual trousers.

Assessment criteria

The learner can:

- 3.1 **research** casual trouser styles
- 3.2 collect a range of **casual trouser styles** from printed source
- 3.3 sketch **style ideas** for casual trousers to show the use of:
 - colour
 - line
 - texture.

Range

Research

Magazines and high street fashion.

Casual trouser styles

Styles (eg flared leg, straight leg, cuffed leg).

Style ideas

Waistband: elasticated or non-elasticated waistband.

Fastenings: eg zip, button and buttonhole, tie.

Learning outcome
The learner will: 4. be able to plan, prepare and sample materials for making casual trousers.
Assessment criteria
The learner can: 4.1 select a pattern for the chosen sketch 4.2 select materials for a chosen pattern 4.3 use materials to sample techniques and processes 4.4 estimate cost and time required to make a pair of casual trousers.
Range
Pattern Commercial pattern or simple drafted pattern. Materials Fabrics and haberdashery. Colour, surface pattern, surface texture, properties (eg natural, man-made or mixed fibres). Techniques and processes Stitch length and tension, bias edge finish, seams and neatening, hem (hand or machine stitched), fastenings eg buttons and button holes, press studs, hooks and eyes. Sample waistlines to show: elasticated waistline within a grown-on shaped facing, straight cut waistband; inserted zip (eg centred, lapped).

Learning outcome
The learner will: 5. be able to construct a pair of casual trousers.
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 cut out a pattern in fabric avoiding waste 5.3 construct a pair of casual trousers using hand and machine stitching 5.4 finish a pair of casual trousers 5.5 present a finished pair of casual trousers following a design specification 5.6 produce a cost sheet 5.7 produce production timescale 5.8 evaluate a completed pair of casual trousers.
Range
Statement of intent Brief description of suggested design to satisfy stated client requirements.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, Cut out fabric pattern pieces and mark up with tailor tacks.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the basic steps followed during the construction process including any adjustments eg photographic, written.

Press at each stage of the construction .

Finish

Press off a garment without marking the surface of the fabric.

Present

Photograph and display the finished garment (eg folded, on a hanger or modelled).

Cost sheet

Any costs incurred in the production of the pair of casual trousers.

Production timescales

The time taken to plan, construct and complete the pair of casual trousers.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 108

Make a costume from recycled materials

UAN:	K/504/5646
Level:	1
Credit value:	4
GLH:	33
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.
Aim:	This unit provides learner with the practical skills and knowledge needed to make a costume using recycled materials. The learner will develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of the costume.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to costume making
- 1.2 list **safety factors** to consider when using a range of **materials**
- 1.3 list **tools** and **equipment** used to make costumes
- 1.4 **use tools, equipment and materials** safely to make a costume.

Range

Regulations

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

Safety factors

Cleaned and hazard free.

Materials

Any materials can be used as long as the safety of the wearer is paramount.

Tools

Pins, needles, cutting tools.

Equipment

Sewing machines, irons, heat guns, hot points, tailors' dummies.

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks.

Learning outcome

The learner will:

2. know how to select and care for recycled materials used for costume making.

Assessment criteria

The learner can:

- 2.1 list a **range of recycled materials** suitable for costume making
- 2.2 check the **compatibility** of a range of recycled material
- 2.3 describe the **care and cleaning** methods for recycled materials.

Range**Range of recycled materials**

Fabrics, lace, paper, leather, faux skins, fur fabric, colouring mediums and similar items which have previously been used.

Compatibility

Materials that work well together in the development and use of the costume.

Care and cleaning

Recognise the different cleaning requirements of various components of costumes.

Learning outcome

The learner will:

3. be able to research and produce design ideas for costumes made from recycled materials.

Assessment criteria

The learner can:

- 3.1 **research** ideas for a **costume** theme
- 3.2 use design materials to sketch style ideas for costumes to show the use of:
 - colour
 - line
 - texture.

Range**Research**

Collect images and ideas from a range of primary and secondary sources.

Costume

For named characters or occasions.

Learning outcome

The learner will:

4. be able to plan, prepare and sample recycled materials for costumes.

Assessment criteria

The learner can:

- 4.1 select a **pattern** for a costume to the chosen sketch
- 4.2 select recycled materials to make a costume
- 4.3 use recycled materials to sample **construction techniques**
- 4.4 estimate the cost and time required to make a costume from recycled materials.

Range**Pattern**

The basic commercial or drafted pattern for the shape of the garment.

Construction techniques

eg seams, shapings, stitching, bonding, fastenings, facings, neatening, hems.

Learning outcome

The learner will:

5. be able to construct a costume from recycled materials.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
 - 5.2 **cut out** costume pieces avoiding waste
 - 5.3 **construct** a costume made from recycled materials
 - 5.4 **finish** a costume made from recycled materials
 - 5.5 **present** a finished costume following a design specification
 - 5.6 produce a **cost shee**
 - 5.7 produce **production timescale**
- evaluate** a completed costume created from recycled materials.

Range**Statement of intent**

Brief description of suggested design to satisfy stated client requirements.

Cut out

Lay and pin the pattern allowing for the difference in behaviour of previously used materials.

Construct

Use sampled techniques to make up the costume, tack, fit and adjust.

Use construction techniques from those sampled.

Record the basic steps followed during the construction process including any adjustments eg photographic, written.

Press at each stage of the construction.

Finish

Press off the costume, satisfy the design specifications and intended use.

Present

Photograph and display the finished costume (eg on a hanger or modelled).

Production timescales

The time taken to plan, construct and complete the costume.

Cost sheet

Any costs incurred in the production of the costume.

Evaluate

Identify the use and value of costumes made from recycled materials, any areas for improvement.

Unit 109

Feltmaking

UAN:	K/504/5551
Level:	1
Credit value:	4
GLH:	32
Assessment type:	Assignment
Aim:	This unit enables the learner to sample a range of feltmaking techniques and design and make a simple 3D felt item.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative Skillset, the Sector Skills Council for creative industries including fashion and textiles.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to feltmaking
- 1.2 list **tools, equipment and materials** used for feltmaking
- 1.3 **use tools, equipment and materials** safely for feltmaking.

Range

Regulations

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

Tools, equipment and materials

eg kettle, carders, felting needles, pressing tools, measuring tools. Design materials eg colouring materials, pencils, paper.

Use tools, equipment and materials

Daily use and maintenance eg storage, visual checks.

Avoid water slippage.

Use of PPE: apron, surface protection.

Learning outcome

The learner will:

- 2. know the characteristics of materials used for feltmaking.

Assessment criteria

The learner can:

- 2.1 identify a **range of fibres** for feltmaking
- 2.2 list **characteristics** of a range fibres used for feltmaking
- 2.3 list **colouring materials** used with fibres and felt.

Range

Range of fibres

Wool, silk and man-made fibres, undyed and dyed.

Characteristics

Fibre fibres which felt and fibres which are for surface decoration.
Care and cleaning instructions, flammability.

Colouring materials

eg paint, crayon, dyes.

Learning outcome

The learner will:

- 3. be able to research and produce designs for making felt samples.

Assessment criteria

The learner can:

- 3.1 **research** designs for feltmaking
- 3.2 sketch **own design ideas** for felt samples to show the use of:
 - colour
 - line
 - texture.

Range

Research

Research and collect a range of images from eg nature, books, magazines, and websites.

Own design ideas

Develop original ideas eg quick sketches, collages etc.

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for feltmaking.

Assessment criteria

The learner can:

- 4.1 select fibres for making felt sample
- 4.2 calculate shrinkage of wool fibres when making felt
- 4.3 make **felt samples** to show
 - colour blending
 - textured surfaces
 - embellished surfaces
 - 3D techniques
- 4.4 estimate the time required and cost to make felt samples.

Range

Felt samples

Make felt from wool tops using wet techniques and add to the surface with dry techniques.

Learning outcome

The learner will:

5. be able to make a 3D item in felt.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select fibres for a chosen design
- 5.3 make a resist template for a specific design
- 5.4 make a felted **3D item** to a chosen design
- 5.5 **present** a felted 3D item
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescale**
- 5.8 **evaluate** a completed felted 3D item.

Range

Statement of intent

Brief description of suggested design to satisfy stated client requirements.

3D item

A simple bag, hat, vessel or similar item made using a resist technique.

Present

Press or steam the finished item without damaging the felted surface.
Display the finished item.

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish the felt item.

Evaluate

Identify strengths and areas for improvement of the design and process.

Unit 109 Feltmaking

Supporting information

Unit guidance

1.3 Felt samples

Prepare wool fibres by carding to produce blended colours., produce half and fully felted samples, use undyed wool to make felt with different surface effects, use dyed wool to make different surface effects, make felt samples to show inlay and mosaic effects, make samples with decorative surfaces created by the addition of other fibres and yarns.

Use stitches to embellish the surface of felt samples, make a resist template and use it to produce a sample of three dimensional felt

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 learners 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.

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Published by City & Guilds, a registered charity established to promote education and training.

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