



City & Guilds Level 2 Award/Certificate/Diploma in Fashion (7160-02-12-22)

Version 3.4 (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 2 Award in Fashion - Sampling Fashion Techniques*	7160-02	600/ 8746/8	33	40
City & Guilds Level 2 Award in Textiles– Textile Decoration*	7160-02	600/7422/X	33	60
City & Guilds Level 2 Award in Fashion - Blouses and Shirts	7160-02	600/7532/6	36	60
City & Guilds Level 2 Award in Fashion - Fitted Lined Skirt*	7160-02	600/7533/8	35	60
City & Guilds Level 2 Award in Fashion - Fitted Unlined Trousers	7160-02	600/7547/8	35	60
City & Guilds Level 2 Award in Fashion - Lined Jacket*	7160-02	600/7534/X	35	60

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Award in Fashion - Dress	7160-02	600/7536/3	41	60
City & Guilds Level 2 Award in Fashion - Lingerie*	7160-02	600/7537/5	42	60
City & Guilds Level 2 Award in Fashion - Fashion Corset*	7160-02	600/7538/7	42	60
City & Guilds Level 2 Award in Fashion - Character Costume*	7160-02	600/7539/9	41	60
City & Guilds Level 2 Award in Fashion - Pattern Cutting for Shirts and Blouses	7160-02	600/7540/5	39	60
City & Guilds Level 2 Award in Fashion - Pattern Cutting for a one-piece garment*	7160-02	600/7541/7	43	60
City & Guilds Level 2 Award in Fashion - Pattern Cutting for Skirts and Trousers	7160-02	600/7535/1	35	50
City & Guilds Level 2 Award in Fashion – Fashion Accessory*	7160-02	600/7542/9	42	60
City & Guilds Level 2 Award in Fashion – Illustration*	7160-02	600/7543/0	41	60
City & Guilds Level 2 Award in Fashion - Blocked Straw Hat*	7160-02	600/7544/2	43	60
City & Guilds Level 2 Award in Fashion - Blocked Felt Hat	7160-02	600/7545/4	42	60
City & Guilds Level 2 Certificate in Fashion	7160-12	600/7531/4	132	190
City & Guilds Level 2 Diploma in Fashion	7160-22	600/7619/7	315	490

* This qualification has been withdrawn and is no longer available for registration or certification.¹.

Version and date	Change detail	Section
1.0 January 2013	Initial version	All
2.0 March 2013	Addition of unit 223. Amendment to structure.	Units
3.0 April 2013	Amendment to structure, a new award 'Sampling Fashion Techniques' has been added.	Introduction
3.1 September 2017	Adding GLH and TQT Removed QCF	Structure Appendix 1
3.2 March 2022	Adding GLH and TQT to more single unit awards Amending address	Structure Appendix 1
3.3 February 2023	Added PoS to 'Pattern Cutting for Skirts and Trousers' in table.	Qualification at a glance
3.4 September 2024	Handbook reviewed and updated to the new template.	Throughout

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Unit 208	Design and make a dress	50
Unit 209	Design and make lingerie	54
Unit 210	Design and make a fashion corset	58
Unit 211	Design and make a character costume	62
Unit 212	Pattern cutting for shirts and blouses	66
Unit 213	Pattern cutting for a one piece garment	70
Unit 214	Pattern cutting for skirts and trousers	74
Unit 215	Design and make a fashion accessory	78
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Unit 217	Design and make a blocked straw hat with a brim	86
Unit 218	Design and make a blocked felt hat with a brim	91
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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 creativity in fashion design and construction.
What do the qualifications cover?	These qualifications cover the creative skills required for career progression in the fashion sector.
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 Award in Fashion (7160-03)• Level 3 Certificate in Fashion (7160-13)

Structure

To achieve the City & Guilds Level 2 Award in Fashion (Sampling Fashion Techniques)*, learners must achieve 4 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
L/504/5705	202	Sampling fashion techniques	4	33

To achieve the City & Guilds Level 2 Award in Fashion (Blouses and Shirts), learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
R/504/5706	204	Design and make a blouse or shirt	6	36

To achieve the City & Guilds Level 2 Award in Fashion (Fitted Lined Skirt)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
Y/504/5707	205	Design and make a fitted lined skirt	6	35

To achieve the City & Guilds Level 2 Award in Fashion (Fitted Unlined Trousers), learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
D/504/5708	206	Design and make fitted unlined trousers	6	35

To achieve the City & Guilds Level 2 Award in Fashion (Lined Jacket)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
T/504/5715	207	Design and make a lined jacket	6	35

To achieve the City & Guilds Level 2 Award in Fashion (Dress), learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
A/504/5716	208	Design and make a dress	6	41

To achieve the City & Guilds Level 2 Award in Fashion (Lingerie)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
F/504/5717	209	Design and make lingerie	6	42

To achieve the City & Guilds Level 2 Award in Fashion (Fashion Corset)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
L/504/5719	210	Design and make a fashion corset	6	42

To achieve the City & Guilds Level 2 Award in Fashion (Character Costume)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
R/504/5723	211	Design and make a character costume	6	41

To achieve the City & Guilds Level 2 Award in Fashion (Pattern Cutting for Shirts and Blouses) learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
K/504/5842	212	Pattern cutting for shirts and blouses	6	39

To achieve the City & Guilds Level 2 Award in Fashion (Pattern Cutting for a One Piece Garment)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
L/504/5736	213	Pattern cutting for a one piece garment)	6	43

To achieve the City & Guilds Level 2 Award in Fashion (Pattern Cutting for Skirts and Trousers)*, learners must achieve 5 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
R/504/5737	214	Pattern cutting for skirts and trousers	5	35

To achieve the City & Guilds Level 2 Award in Fashion (Fashion Accessory)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
Y/504/5738	215	Design and make a fashion accessory	6	42

To achieve the City & Guilds Level 2 Award in Fashion (Illustration)*, learners must achieve 6 credits from the mandatory unit

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

D/504/5739	216	Fashion illustration	6	41
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To achieve the City & Guilds Level 2 Award in Fashion (Blocked Straw Hat)*, learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
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Mandatory units:

R/504/5740	217	Design and make a blocked straw hat	6	43
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To achieve the City & Guilds Level 2 Award in Fashion (Blocked Felt Hat), learners must achieve 6 credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
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Mandatory units:

Y/504/5741	218	Design and make a blocked felt hat with a brim	6	42
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Please note there is one pathway (shown below) from the **7161-02 Level 2 Award in Textiles** that can be also achieved under **7160-02**.

To achieve the City & Guilds Level 2 Award in Textiles (Textile Decoration)*, learners must achieve 6 credits from the mandatory unit.

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

T/504/5648	203	Textile decoration	6	33
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To achieve the 7160-12 City & Guilds Level 2 Certificate in Fashion, learners must achieve a minimum of 19 credits, 8 credits must come from the mandatory units and a minimum of 11 credits must come from the optional units.

Unit Accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
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Mandatory units:

F/503/7147	201	Developing design ideas	4	31
L./504/5705	202	Sampling fashion techniques	4	33

Optional units:

T/504/5648	203	Textile decoration	6	33
R/504/5706	204	Design and make a blouse or shirt	6	36
Y/504/5707	205	Design and make a fitted lined skirt	6	35
D/504/5708	206	Design and make fitted unlined trousers	6	35
T/504/5715	207	Design and make a lined jacket	6	35
A/504/5716	208	Design and make a dress	6	41
F/504/5717	209	Design and make lingerie	6	42
L/504/5719	210	Design and make a fashion corset	6	42
R/504/5723	211	Design and make a main character costume	6	41
K/504/5842	212	Pattern cutting for shirts and blouses	6	39
L/504/5736	213	Pattern cutting for a one-piece garment	6	43
R/504/5737	214	Pattern cutting for skirts and trousers	5	35
Y/504/5738	215	Design and make a fashion accessory	6	42
D/504/5739	216	Fashion illustration	6	41
R/504/5740	217	Design and make a blocked straw hat with a brim	6	43
Y/504/5741	218	Design and make a blocked felt hat with a brim	6	42
L/504/7289	223	Design and make a 3D felt item	6	38

To achieve the 7160-22 City & Guilds Level 2 Diploma in Fashion, learners must achieve 49 credits, 14 credits must come from the mandatory units and a minimum of 35 credits must come from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
F/503/7147	201	Developing design ideas	4	31
L/504/5705	202	Sampling fashion techniques	4	33
M/504/5907	219	Understand how to work for a client to create a product	2	13
T/504/5908	220	Create a website using web design application templates	2	15
M/504/5910	222	Producing promotional publications	2	15
Optional units:				
T/504/5648	203	Textile decoration	6	33
R/504/5706	204	Design and make a blouse or shirt	6	36
Y/504/5707	205	Design and make a fitted lined skirt	6	35
D/504/5708	206	Design and make fitted unlined trousers	6	35
T/504/5715	207	Design and make a lined jacket	6	35
A/504/5716	208	Design and make a dress	6	41
F/504/5717	209	Design and make lingerie	6	42
L/504/5719	210	Design and make a fashion corset	6	42
R/504/5723	211	Design and make a main character costume	6	41
K/504/5842	212	Pattern cutting for shirts and blouses	6	39
L/504/5736	213	Pattern cutting for a one piece garment	6	43
R/504/5737	214	Pattern cutting for skirts and trousers	5	35
Y/504/5738	215	Design and make a fashion accessory	6	42
D/504/5739	216	Fashion illustration	6	41
R/504/5740	217	Design and make a blocked straw hat with a brim	6	43
Y/504/5741	218	Design and make a blocked felt hat with a brim	6	42
A/504/5909	221	Product promotion using social media	2	16
L/504/7289	223	Design and make a 3D felt item	6	38

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 2 Award in Fashion - Sampling Fashion Techniques*	33	40
City & Guilds Level 2 Award in Textiles - Textile Decoration	33	60
City & Guilds Level 2 Award in Fashion - Blouses and Shirts	36	60
City & Guilds Level 2 Award in Fashion - Fitted Lined Skirt	35	60
City & Guilds Level 2 Award in Fashion - Fitted Unlined Trousers	35	60
City & Guilds Level 2 Award in Fashion - Lined Jacket	35	60
City & Guilds Level 2 Award in Fashion - Dress	41	60
City & Guilds Level 2 Award in Fashion – Lingerie	42	60
City & Guilds Level 2 Award in Fashion - Fashion Corset	42	60
City & Guilds Level 2 Award in Fashion - Character Costume	41	60
City & Guilds Level 2 Award in Fashion - Pattern Cutting for Shirts and Blouses	39	60
City & Guilds Level 2 Award in Fashion - Pattern Cutting for a one-piece garment	43	60
City & Guilds Level 2 Award in Fashion - Pattern Cutting for Skirts and Trousers	35	50
City & Guilds Level 2 Award in Fashion – Fashion Accessory	42	60
City & Guilds Level 2 Award in Fashion - Illustration	41	60
City & Guilds Level 2 Award in Fashion - Blocked Straw Hat	43	60

Title and level	GLH	TQT
City & Guilds Level 2 Award in Fashion - Blocked Felt Hat	42	60
City & Guilds Level 2 Certificate in Fashion	132	190
City & Guilds Level 2 Diploma in Fashion	315	490

* This qualification has been withdrawn and is no longer available for new candidate registrations. However, learners who have already enrolled on the qualification will be granted a period of time to complete the qualification and achieve certification.

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 all learners, 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.

Equality legislation 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 Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents 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 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.

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

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 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.

Unit 201

Developing design ideas

UAN:	F/503/7147
Level:	2
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills: CR 2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31 DES 3, 4, 5, 8, 10, 11, 18
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 use a range of materials to create and develop design ideas using colour, line, texture, shape and form.

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 pattern 5.3 use areas of void .
Range
Shapes Random - freely 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 fashion techniques

UAN:	L/504/5705
Level:	2
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 enables learners to experiment with 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 describe health and safety **risks** relating to **materials** used for sampling fashion technique
- 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 colouring, 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 Personal Protective Equipment (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 fashion techniques
- 2.2 **prepare fabric** for use
- 2.3 cut paper pattern and fabrics **accurately** to shape.

Range**Prepare fabric**

Fabric – woven and knitted, natural, man-made and synthetic fabrics.

eg pre-wash, press, steam, dye, colour with fabric crayons, fabric paint.

Accurately

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

Learning outcome

The learner will:

3. be able to sample fashion techniques.

Assessment criteria

The learner can:

- 3.1 construct samples using a range of fabrics and **techniques** for

- seams
- shaping
- fastening
- finishing

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

- colour
- line
- texture
- shape
- form.

Range

Techniques

Stitching – selecting type, tension and size for the fabric and task.

Seams - open neatened with clean finish (turned and stitched), zig-zag, 3 step zig-zag, French, crossed, welt, top stitched, curved, shaped, bias cut, bound, channel.

Fullness - gathers, pin tucks, tucks, knife, box and inverted pleats, easing.

Shape – make single point darts, double point darts.

Fastenings –machine made buttonholes, piped, flat button, shank button, zips -centred (edge to edge), lapped (wrap over)and invisible zips, fly front, hooks and eyes, press studs, rouleau loops, lacing.

Elastication – insert elastic into a stitched channel, apply lingerie elastic.

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

Collars – flat, shaped.

Sleeve – set in one piece.

Cuff – straight with an opening.

Insertion – flat lace.

Embellishment - stitching (eg hand, top stitch, auto patterns), eyelets, beads, ribbon/braid.

Hems – neatened and machine stitched, neatened and hand stitched, tailors', lace edged.

Pockets - lined patch with flap, welt, in seam.

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.

Assessment criteria

The learner can:

4.1 **evaluate** results of techniques sampled

4.2 **present finished samples** in a style to use as a visual aid with a client.

Range

Evaluate

Describe strengths and weaknesses of the techniques and sampling undertaken.

Keep written and visual records, including tutor handouts, own notes and photographs or sketches.

Present finished samples

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

Unit 203

Textile decoration

UAN:	T/504/5648
Level:	2
Credit value:	6
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:	The unit provides the learner with the practical skills and knowledge needed to decorate a length of textiles 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 describe **tools, equipment and materials** used to decorate textiles
- 1.3 **use tools, equipment and materials** safely to decorate textiles.

Range

Regulations

COSHH, Portable Appliance Testing (PAT), Health & 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 Personal Protective Equipment (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 describe the **characteristics** of a **range of fabrics**

2.2 describe the characteristics of **colouring materials**.

Range

Characteristics

Match fibre content to colouring medium.

Range of fabrics

eg natural, synthetic, man-made fabrics in light and medium weights, with pile and flat surfaces.

Colouring materials

eg dyes, paint, coloured wax, metallics, sprays, 3D mediums.

Learning outcome

The learner will:

3. be able to research contextual influences on decorated textiles.

Assessment criteria

The learner can:

3.1 **research** designs in textile decoration

- historical
- cultural
- contemporary

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

Range

Research

From primary and secondary sources, eg key designer makers, the natural and man-made environment; websites; books, journals; exhibitions and shows; museums.

Logical format

Research 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 plan, prepare and sample materials for textile decoration.

Assessment criteria

The learner can:

4.1 develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

4.2 **experiment** with fabric to sample **techniques** and processes for textile decoration

4.3 estimate the cost and time required to produce decorated textiles.

Range

Own design ideas

Develop original ideas eg roughs, collages, developed design drawing.

Experiment

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

Use colouring mediums, beads, threads, stencils, print blocks, woven fabrics eg natural, synthetic, man-made fabrics.

Record results of techniques used/experimentations eg dye recipes, embellishment processes.

Techniques

eg appliqué, stencil, dye, stitch, embellish, slash, block print, fabric manipulation.

Learning outcome

The learner will:

5. be able to produce a length of decorated textiles.

Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 **produce** a length of decorated textiles to a selected design

5.3 **finish** decorated textiles

5.4 **present** decorated textiles following a design specification

5.5 produce a **cost sheet**

5.6 produce **production timescales**

5.7 **evaluate** completed decorated textiles.

Range

Statement of intent

Written description of the suggested design for the item which satisfies client requirements. This must include: a working drawing of the item to be created.

Produce

A length of embellished textile applying eg yarn/ colouring mediums etc.
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
eg fraying, couching, hemmed.

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

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 204

Design and make a blouse or shirt

UAN:	R/504/5706
Level:	2
Credit value:	6
GLH:	36
Assessment type:	Assignment
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 design and make a blouse or shirt using traditional and innovative techniques with a range of materials.

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 a blouse or shirt
- 1.2 describe **tools, equipment and materials** used to make a blouse or shirt
- 1.3 **use tools, equipment and materials** safely to make a blouse or shirt.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, 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. understand the characteristics of materials required to make blouses and shirts.

Assessment criteria

The learner can:

- 2.1 identify a range of **fabrics**
- 2.2 describe the **characteristics** of a range of fabrics
- 2.3 identify a range of **haberdashery** required for making a blouse or shirt.

Range

Fabrics

Woven, light and medium weight fabric or woven with stretch (eg natural and man-made fibres).

Characteristics

Functional and decorative.
State the care and cleaning instructions for fabrics.

Haberdashery

eg threads, needles, fastenings, bias bindings, interfacing, zips.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of blouses and shirts.

Assessment criteria

The learner can:

- 3.1 **research** blouse and shirt designs from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 present research in a **logical format**.

Range

Research

From primary and secondary sources.
eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for a shirt or blouse.

Assessment criteria

The learner can:

- 4.1 sample techniques and processes for shirt or blouse construction
- 4.2 select a **pattern** for a shirt or blouse
- 4.3 select a **fabric** suited to a shirt or blouse pattern
- 4.4 create a **working design visual** for a shirt or blouse
- 4.5 estimate the cost and time required to make a shirt or blouse.

Range

Pattern

Commercial or centre-devised.

Measure and record body sizes accurately.

Select and adjust pattern to complement client's figure type. Must include buttons and button holes, collar and sleeves.

Fabric

Select fabric and haberdashery that will complement the pattern.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

5. be able to construct a blouse or shirt.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** a blouse or shirt using hand and machine stitching to a selected design
- 5.5 **finish** a blouse or shirt
- 5.6 **present** a blouse or shirt following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**

5.9 **evaluate** a completed blouse or shirt.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen garment fabric must be used for these samples eg seams, fastenings, collars, placket opening, finishing and hems.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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

Time taken to plan, create and finish a blouse or shirt.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 205

Design and make a fitted lined skirt

UAN:	Y/504/5707
Level:	2
Credit value:	6
GLH:	35
Assessment type:	Assignment
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 design and make a fitted lined skirt using traditional and innovative techniques with a range of materials.

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 a fitted skirt
- 1.2 describe **tools, equipment and materials** used to make a fitted skirt
- 1.3 **use tools, equipment and materials** safely to make a fitted skirt.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, 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 fitted lined skirt.

Assessment criteria

The learner can:

2.1 identify a range of **fabrics**

2.2 describe the **characteristics** of a range of fabrics

2.3 identify a range of **haberdashery** required for making a tailored lined skirt.

Range

Fabrics

Woven medium and medium/heavy weight fabric or woven with stretch (eg natural and man-made fibres).

Lining: natural, synthetic or man-made.

Characteristics

Functional and decorative.

State the care and cleaning instructions for fabrics.

Haberdashery

eg threads, needles, fastenings, bias bindings, interfacing, waistbanding, zips.

Learning outcome

The learner will:

3. be able to research contextual influences on the design of fitted skirts.

Assessment criteria

The learner can:

3.1 **research** skirt designs from a range of sources

- historical
- cultural
- contemporary

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

Range

Research

From primary and secondary sources.

eg High Street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for a fitted lined skirt.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for fitted lined skirt construction
- 4.2 select a **pattern** for a fitted lined skirt
- 4.3 select a **fabric** suited to a fitted lined skirt pattern
- 4.4 create a **working design visual** for a fitted lined skirt
- 4.5 estimate the cost and time required to make a fitted lined skirt.

Range

Techniques and processes

Samples appropriate to fitted lined skirts.

Recommended to use medium weight cotton eg Calico.

Record annotated samples with instructions.

Pattern

Measure and record body sizes accurately.

Adjust pattern to complement client's figure type. The skirt will be shaped and fitted at the waist and hip. Must include a zip fastening, waist finishing and appropriate fastening.

Fabrics

Select fabrics and haberdashery that will complement the pattern.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

5. be able to construct a fitted lined skirt.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** a fitted lined skirt using hand and machine stitching to a selected design
- 5.5 **finish** a fitted lined skirt
- 5.6 **present** a fitted lined skirt following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a completed fitted lined skirt.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen garment and lining fabrics must be used for these samples eg seams, fastenings, finishing and hems.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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

Time taken to plan, create and finish a fitted lined skirt.

Evaluate

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

Unit 206

Design and make fitted unlined trousers

UAN:	D/504/5708
Level:	2
Credit value:	6
GLH:	35
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 design and make fitted unlined trousers using traditional and innovative techniques with a range of materials.

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 fitted unlined trousers
- 1.2 describe **tools, equipment and materials** used to make fitted unlined trousers
- 1.3 **use tools, equipment and materials** safely to make fitted unlined trousers.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, 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 produce fitted unlined trousers.

Assessment criteria

The learner can:

- 2.1 identify a range of **woven medium weight fabrics**
- 2.2 describe the **characteristics** and care of a range of medium weight fabrics
- 2.3 identify a range of **haberdashery** required for making fitted unlined trousers.

Range

Woven medium weight fabrics

Woven fabric or woven with stretch (eg natural and man-made fibres).

Characteristics

Functional and decorative.

State the care and cleaning instructions for fabrics.

Haberdashery

eg threads, needles, fastenings, bias bindings, interfacing, zips.

Learning outcome

The learner will:

3. be able to research contextual influences on the design of fitted unlined trousers.

Assessment criteria

The learner can:

- 3.1 **research** designs for trousers from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 present **research** in a **logical format**.

Range

Research

From primary and secondary sources eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for fitted unlined trousers.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for trouser construction
- 4.2 select a **pattern** for fitted unlined trousers
- 4.3 select a **fabric** suited to a fitted unlined trouser pattern
- 4.4 create a **working design visual** for fitted unlined trousers
- 4.5 estimate the cost and time required to make fitted unlined trousers.

Range

Techniques and processes

Samples appropriate to trousers.
Record annotated samples with instructions.

Pattern

Commercial or centre-devised.
Measure and record body sizes accurately.
Select and adjust pattern to complement client's figure type. Must include a zip, waist finishing and appropriate fastening. The style will be fitted with darts.

Fabric

Select fabric and haberdashery that will complement the pattern.

Working design visual

Must show the design influences eg colour, line, texture, shape, form and a line drawing of the selected pattern, fabric interfacing and haberdashery.

Learning outcome

The learner will:

5. be able to construct fitted unlined trousers.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** fitted unlined trousers using hand and machine stitching to a selected design
- 5.5 **finish** fitted unlined trousers
- 5.6 **present** fitted unlined trousers following a design specification
- 5.7 produce a **cost sheet**

5.8 produce **production timescales**

5.9 **evaluate** completed fitted unlined trousers.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen garment and lining fabrics must be used for these samples eg seams, darts, fastenings, finishing and hems.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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

Time taken to plan, create, and finish the garment.

Evaluate

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

Unit 207

Design and make a lined jacket

UAN:	T/504/5715
Level:	2
Credit value:	6
GLH:	35
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 design and make a lined jacket using traditional and innovative techniques with a range of materials.

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 the making of a lined jacket
- 1.2 describe **tools, equipment and materials** used to make a lined jacket
- 1.3 **use tools, equipment and materials** safely to make a lined jacket.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, 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 lined jacket.

Assessment criteria

The learner can:

- 2.1 identify a range of **fabrics**
- 2.2 describe the **characteristics** of a range of fabrics
- 2.3 identify a range of **haberdashery** required for making a lined jacket.

Range

Fabrics

Woven medium to heavy weight fabric or woven with stretch (eg natural and man-made fibres).

Characteristics

Functional and decorative.

State the care and cleaning instructions for fabrics.

Haberdashery

eg threads, needles, fastenings, interfacings, shoulder pads.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of a lined jacket.

Assessment criteria

The learner can:

3.1 **research** jacket designs from a range of sources:

- historical
- cultural
- contemporary

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

Range

Research

Primary and secondary sources eg High Street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for a lined jacket.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for lined jacket construction
- 4.2 select a **pattern** for a lined jacket
- 4.3 select a **fabric** suited to a lined jacket pattern
- 4.4 create a **working design visual** for a lined jacket
- 4.5 estimate the cost and time required to make a lined jacket.

Range

Techniques and processes

Samples appropriate to fitted lined skirts.
Recommended to use medium weight cotton eg Calico.
Record annotated samples with instructions.

Pattern

Measure and record body sizes accurately.
Adjust pattern to complement client's figure type. The jacket must include a fastening, two piece sleeve, and a pocket.

Fabrics

Select fabrics and haberdashery that will complement the pattern.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

5. be able to construct a lined jacket.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** a lined jacket using hand and machine stitching to a selected design
- 5.5 **finish** a lined jacket
- 5.6 **present** a lined jacket following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**

5.9 **evaluate** a completed lined jacket.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen garment fabric must be used for these samples eg seams, fastenings, collars, pockets, finishing, interfacings and hems.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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 on a hanger, mannequin or modelled).

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish a lined jacket.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 208

Design and make a dress

UAN:	A/504/5716
Level:	2
Credit value:	6
GLH:	41
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 design and make a dress using traditional and innovative techniques with a range of materials.

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 dresses
- 1.2 describe **tools, equipment and materials** used to make dresses
- 1.3 **use tools, equipment and materials** safely to make a dress.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, 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. understand the characteristics of materials required to make a dress.

Assessment criteria

The learner can:

- 2.1 identify a range of **fabrics**
- 2.2 describe the **characteristics** of a range of fabrics
- 2.3 identify a range of **haberdashery** required for making dresses.

Range

Fabrics

Woven light, medium and heavy weight fabrics, woven with stretch or single knit jerseys (eg natural and man-made fibres).

Characteristics

Functional and decorative.

State the care, cleaning and pre-shrink instructions for fabrics.

Haberdashery

eg threads, needles, fastenings, bias bindings, interfacing, zips.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of dresses.

Assessment criteria

The learner can:

- 3.1 **research** dress designs from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 present research in a **logical format**.

Range

Research

From primary and secondary sources eg High Street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for a dress.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for dress construction
- 4.2 select a **pattern** for a dress
- 4.3 select a **fabric** suited to a dress pattern
- 4.4 create a **working design visual** for a dress
- 4.5 estimate the cost and time required to make a dress.

Range

Techniques and processes

Samples appropriate to dresses.

Recommended to use medium weight cotton eg Calico.

Record annotated samples with instructions.

Pattern

Measure and record body sizes accurately.

Select and adjust pattern to complement a client's figure type. Style must include shaping for bust and waist, be with or without sleeve and have an appropriate fastening.

Fabric

Select fabric and haberdashery that will complement the pattern.

Pre-shrink if required.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

5. be able to construct a dress.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** a dress using hand and machine stitching to a selected design
- 5.5 **finish** a dress
- 5.6 **present** a dress following a design specification
- 5.7 produce a **cost sheet**

5.8 produce **production timescales**

5.9 **evaluate** a completed dress.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen garment fabrics must be used for these samples eg seams, control of fullness on bust and waist shaping seams, fastenings, finishing and hems.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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 on a hanger, mannequin or modelled).

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish a dress.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 209

Design and make lingerie

UAN:	F/504/5717
Level:	2
Credit value:	6
GLH:	42
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 the learner to develop the practical skills and knowledge needed to design and make a set of lingerie.

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 lingerie
- 1.2 describe **tools, equipment and materials** used to make lingerie
- 1.3 **use tools, equipment and materials** safely to make lingerie.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, 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. understand the characteristics of materials required to make lingerie.

Assessment criteria

The learner can:

- 2.1 identify a range of **light weight fabrics**
- 2.2 describe the **characteristics** of a range of light weight fabrics
- 2.3 identify a range of **haberdashery** required for making lingerie.

Range

Light weight fabrics

Fabric with or without stretch (eg natural and man-made fibres), lace.

Characteristics

Functional and decorative including specific bra lace, stretch/non stretch lace, power net, sheer tricot, light weight stretch satin, cotton jersey.
State the care and cleaning instructions for fabrics.

Haberdashery (notions)

eg threads, needles, fastenings, underwires, elastics, edge trims, bra padding, stabilising fabrics: rings, sliders, strapping.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of lingerie.

Assessment criteria

The learner can:

- 3.1 **research** lingerie design from a range of sources:
 - historical
 - cultural
 - contemporary
- 3.2 present research in a **logical format**.

Range

Research

From primary and secondary sources eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for lingerie.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for lingerie construction
- 4.2 select a **pattern** for lingerie
- 4.3 select a **fabric** suited to a lingerie pattern
- 4.4 create a **working design visual** for lingerie
- 4.5 estimate the cost and time required to make lingerie.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Techniques and processes

Samples appropriate to bra and pants.
Bra must include shaped seams.
Record annotated samples with instructions.

Pattern

Commercial or centre-devised.
Measure and record body sizes accurately.
Select and adjust pattern to complement client's figure type. The bra must include shaped seams to accommodate the bust, underwires with bra band (cradle), back hook closure, part of the strap must have self fabric for stabilizing.

Fabric

Select fabric and haberdashery to complement the pattern. Bra lace must be used in all or part of the cup. Padding may be used or sampled. Pants must have a knitted cotton lined gusset and elasticated upper edge.
Pre-shrink if required.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

- 5. be able to construct lingerie.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** lingerie using hand and machine stitching to a selected design
- 5.5 **finish** lingerie
- 5.6 **present** lingerie following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** completed lingerie.

Range

Samples specific to a chosen design

Chosen garment and lining fabrics must be used for these samples eg seams, fastenings and finishings.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

The bra and pants must be constructed so that the comfort of the wearer is paramount.

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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 boxed, on a hanger, mannequin or modelled).

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish bra and pants.

Evaluate

Describe strengths and areas for improvement of design and process.

Unit 210

Design and make a fashion corset

UAN:	L/504/5719
Level:	2
Credit value:	6
GLH:	42
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 the learner to develop the practical skills and knowledge needed to design and make a fashion corset.

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 a corset
- 1.2 describe **tools, equipment and materials** used to make a corset
- 1.3 **use tools, equipment and materials** safely to make a corset.

Range

Regulations

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

Tools, equipment and materials

Sewing machines, overlocker, needles, pressing tools, cutting tools, pins, measuring tools, eyelet pliers, hammer and punch, wire cutters. 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. understand the characteristics of materials required to make a corset.

Assessment criteria

The learner can:

- 2.1 identify a range of **woven supporting fabrics**
- 2.2 describe the **characteristics** of a range of fabrics
- 2.3 identify a range of **haberdashery**
- 2.4 describe the characteristic of a range of **boning and busks**.

Range

Woven supporting fabrics

Woven fabric (eg natural and man-made fibres).

Characteristics

Functional and decorative.

State the care and cleaning instructions for fabrics.

Haberdashery

(notions) eg threads, needles, fastenings, bias bindings, interfacing, zips, eyelets, laces.

Boning and busks

Plastic and metal boning including rigid and flexible steel and end caps.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of corsets.

Assessment criteria

The learner can:

- 3.1 **research** corset designs from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 present research in a **logical format**.

Range

Research

From primary and secondary sources eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

Research 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 plan, prepare and sample materials for a corset.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for corset construction
- 4.2 select a **pattern** for a corset
- 4.3 select **fabric** suited to corset patterns
- 4.4 create a **working design visual** for a corset
- 4.5 estimate the cost and time required to make a corset.

Range

Techniques and processes

General samples appropriate to corsetry.
Record annotated samples with instructions.

Pattern

Commercial or centre-devised.
Measure and record body sizes accurately.
Select and adjust pattern to complement client's figure type. Must include shaped seams to accommodate the bust, plus two fastenings for ease of dressing.

Fabric

Select fabric and haberdashery that will complement the pattern.
Supporting fabric must be woven and of sufficient strength for the close fit nature of the corset eg Coutil or similar, preferably natural fibre.
Interfacing eg for supporting decorative or fine fabrics or trims.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

5. be able to construct a corset.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**

- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in fabric avoiding waste
- 5.4 **construct** a corset using hand and machine stitching to a selected design
- 5.5 **finish** a corset
- 5.6 **present** a corset following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a completed corset.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen garment and lining fabrics must be used for these samples
eg seams, fastenings and finishing.

Cut out

Use an economical fabric lay; pin pattern pieces accurately to the grain line, cut out fabric pattern pieces and transfer the markings.

Construct

The corset must be constructed so that the comfort of the wearer is paramount.

Tack, fit and adjust the garment.

Use construction techniques from those sampled.

Record the 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 boxed, on a hanger, mannequin or modelled).

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish a corset.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 211

Design and make a character costume

UAN:	R/504/5723
Level:	2
Credit value:	6
GLH:	41
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 design and make a character costume using traditional and innovative techniques with a range of materials.

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 costumes
- 1.2 describe **tools, equipment and materials** used to make costumes
- 1.3 **use tools, equipment and materials** safely to make costumes.

Range

Regulations

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

Tools, equipment and materials

eg man-made, synthetic and natural fibres and fabrics, studs, sewing machines, irons, heat guns, hot points, tailors' dummies, colouring mediums, aerosol sprays, adhesives, wax, wire, pins, needles, cutting 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. understand the characteristics of materials used to make costumes.

Assessment criteria

The learner can:

- 2.1 describe the characteristics of a **range of materials** for use in costume making
- 2.2 identify a range of **haberdashery** used in costume making
- 2.3 identify **construction materials** used in costume making.

Range

Range of materials

Fabrics, lace, paper, card, leather, faux skins, fur fabric, plastics, metals, metallics, feathers, colouring mediums, adhesives, wax and similar items.

Comfort of the wearer is paramount, weight, longevity, static qualities, fluidity.

Haberdashery

eg threads, needles, fastenings, bias bindings, interfacing, zips, eyelets, laces.

Construction materials

eg adhesives, adhesive tape, rivets.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of character costumes.

Assessment criteria

The learner can:

- 3.1 **research costume designs** for characters from a range of sources

- historical
- cultural
- contemporary

- 3.2 **visually describe** a range of named character costumes

- 3.3 present research in a **logical format**.

Range

Research

Books, programmes, films, theatre collections, museums, websites.

Costume designs

Any garments which enhance the named character including accessories.

Visually describe

Annotated sketches of costumes from recognised sources.

Logical format

Research 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 plan, prepare and sample materials for character costumes.

Assessment criteria

The learner can:

- 4.1 sample **techniques and processes** for costume construction
- 4.2 select a **pattern** for a costume
- 4.3 select **materials** for a costume
- 4.4 create a **working design visual** for a costume with **accessories**
- 4.5 estimate the cost and time required to make a costume.

Range**Techniques and processes**

Samples appropriate to costumes eg stitched, adhesive webbed or glued as appropriate, seams, shapings, collars, fastenings, facings, sleeves, neatening, hems, embellishment. Record annotated samples with instructions.

Pattern

Commercial or centre devised.

Measure and record body sizes accurately.

Select and adjust pattern to client's figure type.

Materials

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

Pre-shrink if required.

Working design visual

Fabric swatches and a line drawing of the selected pattern showing the design influences using colour, line, texture, shape and form.

Accessories

Items which enhance the development of the character eg spectacles, monocle, pipe, hat, shoes and similar items.

Learning outcome

The learner will:

5. be able to construct a character costume.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **cut out** a pattern in material avoiding waste
- 5.4 **construct** a costume for a character to a selected design
- 5.5 **finish** a costume
- 5.6 **present** a costume following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a completed character costume.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen costume materials must be used for these samples eg joins in materials, seams, glued joins, neatened appropriately, shaping, fastenings appropriate to costume, finishing and hems.

Cut out

Use an economical material lay; pin pattern pieces accurately to any fabrics, cut out pattern pieces and transfer the markings.

Construct

Tack, fit and adjust the costume.

Use construction techniques from those sampled.

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

Finish

Press off the costume without marking the surface of any fabrics used.

Present

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

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish a costume.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 212

Pattern cutting for shirts and blouses

UAN:	K/504/5842
Level:	2
Credit value:	6
GLH:	39
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 adapt a block to create a pattern for a blouse or shirt with sleeves.

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 pattern cutting and **toiling**
- 1.2 describe **tools, equipment and materials** used for pattern cutting and **toiling**
- 1.3 **use tools, equipment and materials** safely for pattern cutting and toiling.

Range

Regulations

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

Toiling

Testing of block patterns in fabric.

Tools, equipment and materials

Rulers, graders, tracing wheels, pattern paper and card, cutting tools, sewing machines, needles, pressing 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. be able to draw block patterns for bodices and shirts with sleeves.

Assessment criteria

The learner can:

- 2.1 select materials and equipment for pattern cutting
- 2.2 record **personal measurements** for a client
- 2.3 estimate the time and cost involved in making block patterns
- 2.4 draw accurate **block** patterns for **bodices** with sleeves and **shirts** with sleeves to personal measurements
- 2.5 transfer recognised **markings** on blocks.

Range

Personal measurements

The client's measurements.

Block

Foundation pieces which may be developed into a fashion pattern.

Bodices

Shaped bodice with one piece sleeve.

Shirts

Classic shirt with sleeve, collar, placket and cuff.

Markings

Correct markings and labels to be used on every block – grainlines, notches, balance marks, darts.

Learning outcome

The learner will:

3. be able to make and fit a toile.

Assessment criteria

The learner can:

- 3.1 **make up** toiles for a bodice with sleeve and a shirt with sleeve
- 3.2 fit a toile recording **adjustments** made.

Range

Make up

Add seam allowance to the block and cut out.

Fabric for toiles: even weave, medium weight cotton eg Calico, mull appropriate to the design.

Adjustments

Amendments made at fitting, drawn onto the toile and transferred to the block.

Learning outcome

The learner will:

4 be able to research contextual influences on shirt and blouse designs.

Assessment criteria

The learner can:

4.1 **research** shirt and blouse designs from a range of sources

- historical
- cultural
- contemporary

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

Range

Research

From primary and secondary sources eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

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

Learning outcome

The learner will:

5 be able to create design ideas for blouses.

Assessment criteria

The learner can:

5.1 sketch designs for blouses with sleeves

5.2 produce a **working design visual** for a blouse with sleeves.

Range

Working design visual

Line drawing of the selected garment showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

6 be able to adapt a block to create a pattern for a blouse with sleeves.

Assessment criteria

The learner can:

6.1 develop a **statement of intent**

6.2 use $\frac{1}{4}$ scale templates to test **developments** for bodices with sleeves

6.3 produce a **fashion pattern** and toile for a client to a chosen design

6.4 **present** a finished pattern and toile

6.5 produce a **cost sheet**

6.6 produce **production timescales**

6.7 **evaluate** finished patterns and toiles.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements including costs and timescales.

Developments

Trials of design ideas in $\frac{1}{4}$ sized patterns eg bust dart manipulation, shaping with vertical seams and horizontal seams, tucks, yokes and button stands. Long and short sleeves with gathers and tucks. Collars – flat, Eton, shirt with stand, grown-on. Cuffs - straight and shaped.

Fashion pattern

An accurate paper pattern developed from the block pattern, labelled and correctly marked with grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances.

Use uniform seam allowance of 1.5cm.

Make up and fit a toile for the fashion garment without fastenings or finishing.

Present

Patterns: Flat folded in a wallet, clean, crisp. Sketch attached.

Toiles on hangers.

Cost sheet

Material costs.

Production timescales

Time taken to plan and create a pattern for a blouse with sleeves.

Evaluate

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

Unit 213

Pattern cutting for a one piece garment

UAN:	L/504/5736
Level:	2
Credit value:	6
GLH:	43
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 produce a pattern for a one piece fashion garment.

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 pattern cutting and **toiling**
- 1.2 describe **tools, equipment and materials** used for pattern cutting and **toiling**
- 1.3 **use tools, equipment and materials** safely for pattern cutting and **toiling**.

Range

Regulations

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

Toiling

Testing of block patterns in fabric.

Tools, equipment and materials

Rulers, graders, tracing wheels, pattern paper and card, cutting tools, sewing machines, needles, pressing 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. be able to construct a one piece garment block.

Assessment criteria

The learner can:

- 2.1 select materials and equipment for pattern cutting
- 2.2 record **personal body measurements** for a client
- 2.3 estimate the time and cost involved in adapting blocks
- 2.4 **join** upper and lower body blocks to create a one piece block
- 2.5 transfer recognised **markings** on blocks.

Range**Personal body measurements**

The client's measurements.

Join

Join upper and lower body blocks, blending darts and seams to create a one piece block.

Markings

Correct markings and labels to be used on every block – grainlines, notches, balance marks, darts.

Learning outcome

The learner will:

3. be able to make and fit a toile for a one piece garment.

Assessment criteria

The learner can:

- 3.1 **make up** a toile for a one piece block using **fabric**
- 3.2 fit a toile recording **adjustments** made.

Range**Make up**

Add seam allowance to the block, cut out and stitch together.

Fabric

Even weave, medium weight cotton eg Calico, mull.

Adjustments

Amendments made at fitting, drawn onto the toile and transferred to the block.

Learning outcome

The learner will:

- 4. be able to research contextual influences on the design of one piece garments.

Assessment criteria

The learner can:

4.1 **research garment designs** from a range of sources

- historical
- cultural
- contemporary

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

Range

Research

From primary and secondary sources eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

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

Garment designs

Designs for a one piece outfit eg dress, jump suit.

Learning outcome

The learner will:

- 5. be able to create design ideas for a one piece garment.

Assessment criteria

The learner can:

5.1 sketch possible designs for a one piece garment

5.2 produce a **working design visual** for a one piece garment.

Range

Working design visual

Line drawing of the selected garment showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

6. be able to adapt blocks to create a pattern for a one-piece garment.

Assessment criteria

The learner can:

- 6.1 develop a **statement of intent**
- 6.2 use $\frac{1}{4}$ scale templates to test **developments** for a one piece garment
- 6.3 produce a **fashion pattern** and toile for a client to a chosen design
- 6.4 **present** finished fashion pattern and toile following a design specification
- 6.5 produce a **cost sheet**
- 6.6 produce **production timescales**
- 6.7 **evaluate** finished patterns and toiles.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements including costs and timescales.

Developments

Trials of design ideas in $\frac{1}{4}$ sized patterns eg join upper and lower body blocks, blending darts and seams to create a one-piece block.

Bust dart manipulation, shaping with vertical seams and horizontal seams, tucks, yokes and button stands. Long and short sleeves with gathers and tucks. Collars – flat, Eton, shirt with stand, grown-on. Cuffs- straight and shaped.

Fashion pattern

An accurate paper pattern developed from the block pattern, labelled and correctly marked with grainlines, notches, balance marks, gathers, pleats, folds, darts, seam allowances.

Present

Patterns: Flat folded in a wallet, clean, crisp. Sketch attached.
Toiles on hangers.

Cost sheet

Material costs.

Production timescales

Time taken to plan and create a pattern for a one piece fashion garment.

Evaluate

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

Unit 214

Pattern cutting for skirts and trousers

UAN:	R/504/5737
Level:	2
Credit value:	5
GLH:	35
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 adapt a block to create a pattern for a skirt or 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 pattern cutting and **toiling**
- 1.2 describe **tools, equipment and materials** used for pattern cutting and **toiling**
- 1.3 **use tools, equipment and materials** safely for pattern cutting and **toiling**.

Range

Regulations

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

Toiling

Testing of block patterns in fabric.

Tools, equipment and materials

Rulers, graders, tracing wheels, pattern paper and card, cutting tools, sewing machines, needles, pressing 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. be able to draw block patterns for skirts and trousers.

Assessment criteria

The learner can:

- 2.1 select materials and equipment for pattern cutting
- 2.2 record accurate **personal measurements** for a client
- 2.3 estimate the time and cost involved in making block patterns
- 2.4 draw accurate **block** patterns for skirts and trousers to personal measurements
- 2.5 transfer recognised **markings** on blocks.

Range

Personal measurements

The client's measurements.

Block

Foundation pieces which may be developed into a fashion pattern.

Markings

Correct markings and labels to be used on every block – grainlines, notches, balance marks, darts.

Learning outcome

The learner will:

- 3. be able to make and fit a toile.

Assessment criteria

The learner can:

- 3.1 **make up** toiles for blocks using **fabric**
- 3.2 fit a toile recording **adjustments** made.

Range

Make up

Add seam allowance to the block and cut out.

Fabric

Even weave, medium weight cotton eg Calico, mull.

Adjustments

Amendments made at fitting, drawn onto the toile and transferred to the block.

Learning outcome

The learner will:

- 4. be able to research contextual influences on the design of skirts and trousers.

Assessment criteria

The learner can:

4.1 **research** skirt and trouser designs from a range of sources

- historical
- cultural
- contemporary

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

Range

Research

From primary and secondary sources eg high street trends, key designer makers, printed sources, galleries and museums, websites.

Logical format

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

Learning outcome

The learner will:

- 5. be able to create design ideas for a fashion skirt or trousers.

Assessment criteria

The learner can:

5.1 sketch designs for a skirt or trousers

5.2 produce a **working design visual** for a selected skirt or trousers style.

Range

Working design visual

Line drawing of the selected garment showing the design influences using colour, line, texture, shape and form.

Learning outcome

The learner will:

- 6. Be able to adapt a block to create a pattern for a skirt or trousers.

Assessment criteria

The learner can:

6.1 develop a **statement of intent**

6.2 use ¼ scale templates to test a **set of developments** for a skirt or trouser block

6.3 **produce an accurate fashion pattern and toile** for a client to a chosen design

6.4 **present** a finished pattern and toile

6.5 produce a **cost sheet**

6.6 produce **production timescales**

6.7 **evaluate** finished patterns and toiles.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements including costs and timescales.

Set of developments

eg flare, A line, panels, pleats, yokes, gores, vents and waistbands.

Produce an accurate Fashion pattern and toile

A styled development from the block pattern including correct markings and labels, grainlines, notches, balance marks, gathers, pleats, folds, darts, hem and seam allowances.

Make up and fit a toile for the fashion pattern.

Present

Flat folded in a wallet.

Cost sheet

Material costs.

Production timescales

Time taken to plan and create a pattern for a skirt or trousers.

Evaluate

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

Unit 215

Design and make a fashion accessory

UAN:	Y/504/5738
Level:	2
Credit value:	6
GLH:	42
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 design and make a fashion accessory using traditional and innovative techniques with a range of materials.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** relating to making fashion accessories
- 1.2 describe **tools, equipment and materials** used to make fashion accessories
- 1.3 **use tools, equipment and materials** safely when making fashion accessories.

Range

Regulations

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

Tools, equipment and materials

Sewing tools to include cutting tools, sewing machines, pressing equipment.

Design materials eg colouring materials, pencils, paper.

Embellishing materials eg threads, beads, sequins, fabric paint, studs.

Use tools, equipment and materials

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

Use of Personal Protective Equipment (PPE): masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

- 2. understand the characteristics of materials required to make fashion accessories.

Assessment criteria

The learner can:

- 2.1 describe a **range of materials for fashion accessories**
- 2.2 describe a range of **surface decoration techniques**
- 2.3 describe the **characteristics** of a range of materials used for making fashion accessories
- 2.4 identify a range of **haberdashery** required for making fashion accessories.

Range

Range of materials for fashion accessories

Materials

eg natural and synthetic fabrics in light, medium and heavy weights, faux and natural skins.

Accessories

eg body adornment, fabric hats, belts, waspies, bags, shawls, embellished scarves, gloves, waistcoats, boleros.

Surface decoration techniques

eg stitches, embellishments, fabric paint, studs, application of lace, eyelets and lacing.

Characteristics

Care and cleaning instructions for materials, flammability.

Haberdashery

eg threads, needles, embellishments, fastenings, bag handles.

Learning outcome

The learner will:

- 3. be able to research contextual influences relating to the design of fashion accessories.

Assessment criteria

The learner can:

- 3.1 describe **current trends** for accessory design
- 3.2 **research** designs in fashion accessories:
 - historical
 - cultural
 - contemporary
- 3.3 present research in a **logical format**.

Range

Current trends

In vogue fashion accessories.

Research

From primary and secondary sources, eg high street trends, key designer makers, websites, books, journals, exhibitions and shows, museums.

Logical format

Research 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 plan, prepare and sample materials for making a fashion accessory.

Assessment criteria

The learner can:

- 4.1 develop a range of **own design ideas**
- 4.2 sample **techniques and processes** for making fashion accessories
- 4.3 **estimate** the cost and time required to make fashion accessories.

Range**Own design ideas**

Develop original ideas for a fashion accessory eg roughs, collages, developed design drawings showing the use of colour, line, texture, shape and form, from a range of sources for inspiration.

Techniques and processes

Prepare, eg press, paint, embellish.

Explore the use of traditional and innovative techniques eg stitch, pierce, punch.

Apply: findings, studs, jewels, embellishments.

Record annotated samples.

Estimate

Rough calculation of the time needed and cost to make fashion accessories.

Learning outcome

The learner will:

5. be able to make a fashion accessory.

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**

- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **make** a fashion accessory to a selected design
- 5.4 **finish** a fashion accessory
- 5.5 **present** a finished fashion accessory following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce a **production timescale**
- 5.8 **evaluate** a completed fashion accessory.

Range

Statement of intent

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be made.

Samples specific to a chosen design

Materials chosen for the item must be used for these samples.

Make

Use the techniques sampled to make an accessory to the sketched design. Record the steps followed during the construction process including any adjustments eg photographic, written.

Finish

eg press off or steam the accessory without marking the surface, finish the edges.

Present

Photograph and display the finished item eg folded, on a hanger, modelled.

Cost sheet

Materials used – eg materials, embellishments, threads, etc.

Production timescale

Time taken to plan, prepare and create the fashion accessory.

Evaluate

Describe strengths and areas for further development of the design and process.

Unit 216

Fashion Illustration

UAN:	D/504/5739
Level:	2
Credit value:	6
GLH:	41
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 sample drawing techniques and create fashion illustrations.

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 fashion illustration
- 1.2 describe **tools, equipment and materials** used for fashion illustration
- 1.3 **use tools, equipment and materials safely** for fashion illustration.

Range

Regulations

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

Materials

eg paper, pencils, charcoal, colouring mediums.

Tools

eg scissors, knives, circle cutters, brushes.

Equipment

eg light box, drawing board.

Safely

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

Learning outcome

The learner will:

2. understand the characteristics of materials used for fashion Illustration.

Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of **materials** used for fashion Illustration.

Range

Characteristics

Suitable paper quality, ease of application of drawing and colouring mediums.

Materials

Paper, pencils, charcoal, colouring mediums.

Learning outcome

The learner will:

3. be able to research contextual influences on fashion illustration.

Assessment criteria

The learner can:

- 3.1 **research** fashion illustrations from a range of sources

- historical
- cultural
- contemporary

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

Range

Research

From primary and secondary sources eg key fashion illustrators, drawings created by fashion designers and couturiers, film, printed sources, pattern catalogues, galleries and museums, websites.

Logical format

Research 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 drawing techniques for fashion illustration.

Assessment criteria

The learner can:

4.1 **sample drawing techniques** used in illustration to show a range of fashion items

- thumb nail sketches
- roughs
- **developed drawings**

4.2 create **final sketches** for fashion illustrations which show the use of

- colour
- line
- texture
- shape
- form

4.3 **estimate** the cost and time required to create fashion illustrations.

Range

Sample drawing techniques

Use body templates for male, female and child illustrations.

Learners must be able to draw a full range of garments including blouses, shirts, tops, jackets, coats, skirts – straight and flared, trousers, dresses, casual wear, lingerie and accessories. Be able to show fashion details eg gathers, pleats, pockets, collars, fluidity of fabric.

Developed drawings

Preliminary sketches worked-up to the stage before final sketches are made.

Final sketches

Final developed design drawings and detail drawings for presentation

Store sketches in good order for future referral.

Estimate

Rough calculation of the time needed and cost to create fashion illustrations.

Learning outcome

The learner will:

5. be able to create fashion illustrations.

Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 select materials for illustrations to be achieved

5.3 **create** fashion illustrations to own designs for a **seasonal collection**

5.4 **finish** fashion illustrations

5.5 **present** fashion illustrations following a design specification

5.6 produce **cost sheets**

5.7 produce **production timescales**

5.8 **evaluate** completed fashion illustrations.

Range

Statement of intent

Written description of the suggested illustrations which satisfy client requirements.

Create

Draw a range of designs.

Record the steps followed during the making process including any modifications eg photographic or written.

Seasonal collection

A range of garments to cover daywear, outerwear, special occasion wear and accessories, developed for a specific season.

Finish

eg spray worked surfaces with fixative.

Present

eg photograph, scan and copy, display the finished illustrations on a vertical flat surface, in a sketch book or as a video production.

Cost sheet

Material costs.

Production timescales

The time taken to plan, construct and complete the fashion illustrations.

Evaluate

Describe the strengths of the fashion illustrations and detail any areas for improvement.

Unit 217

Design and make a blocked straw hat with a brim

UAN:	R/504/5740
Level:	2
Credit value:	6
GLH:	43
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 design and make a blocked straw hat with a brim.

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 millinery
- 1.2 describe **tools, equipment and materials** used for millinery
- 1.3 describe safety factors in the use of tools, equipment and materials relating to millinery
- 1.4 use tools, equipment and materials **safely** for millinery.

Range

Regulations

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

Tools

Pins, needles, scissors, knives.

Equipment

Sewing machines, steamers, millinery irons, needles, pins.

Materials

Natural fibres, studs, feathers, colouring mediums, wire, straw stiffener.

Safely

Daily use and maintenance eg care, cleaning and storage, visual checks.
 Use of Personal Protective Equipment (PPE): masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

2. understand the characteristics of materials for making blocked straw hats.

Assessment criteria

The learner can:

- 2.1 describe the characteristics of **materials suitable** for making blocked straw hats.

Range**Materials**

Straw cone and capelines, sinamay, bundle straw and similar items.

Suitable

Comfort of the wearer is paramount, weight, pliability.

Learning outcome

The learner will:

3. be able to research contextual influences on the design of straw hats.

Assessment criteria

The learner can:

- 3.1 **research** straw hat designs from a range of sources:

- historical
- cultural
- contemporary

- 3.2 **visually describe** a range of straw hats with brims

- 3.3 present research in a **logical format**.

Range**Research**

eg key designer makers, books, films, museums, websites, millinery magazines.

Visually describe

Annotated sketches of straw hats from recognised sources.

Logical format

Research 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 sketch styles for straw hats with brims.

Assessment criteria

The learner can:

4.1 select **design materials**

4.2 **sketch** a range of straw-hat styles including trims using

- colour
- line
- texture
- shape
- form.

Range

Design materials

Papers, pens, pencil, colouring mediums.

Sketch

Using a head and neck template and source material eg inspirational images from books, journals, films, retail outlets, museum visits.

Trims

Items which are added to the hat to enhance the style. The following trims must be included in the sketches: flowers, feathers, draped fabric, veiling.

Learning outcome

The learner will:

- 5. be able to plan, prepare and sample materials for straw hats with brims.

Assessment criteria

The learner can:

5.1 use a range of **woven millinery straw** pieces to sample **construction techniques**

5.2 measure and record head size accurately

5.3 create a **working design visual** for a straw hat with a brim

5.4 select **blocks** to ensure a desired hat shape and fit is achieved

5.5 estimate the cost and time required to make straw hats with brims.

Range

Woven millinery straw

Either straw hoods or sinamay lengths can be used.

Construction techniques

Steam, stitch, join, wire, hem, apply petersham, trim, rolled sinamay edges, embellish.

Brim edge finishes: petersham, folded, stitched, bound.

Application of trims: fabrics, bows, flowers, beads, veiling, feathers, suede, studs, created straw or sinamay shapes (leaves, flowers, geometric shapes).

Record annotated samples with instructions.

Working design visual

Develop original ideas eg roughs, collages, developed design drawing showing the design influences. Attach samples of materials used.

Blocks

Pre shaped, sized moulds of wood or similar material over which hats and brims are shaped.

Learning outcome

The learner will:

6. be able to construct a blocked straw hat with a brim.

Assessment criteria

The learner can:

- 6.1 develop a **statement of intent**
- 6.2 produce a range of **samples specific to a chosen design**
- 6.3 **block** the crown and brim of a straw hat
- 6.4 work the brim edge of a straw hat to achieve a chosen design
- 6.5 **stiffen** a straw hat
- 6.6 **fit** and **finish** a straw hat
- 6.7 **present** a straw hat following the design specification
- 6.8 produce a **cost sheet**
- 6.9 produce **production timescales**
- 6.10 **evaluate** a completed straw hat.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements including costs and timescales.

Samples specific to a chosen design

Chosen straw or sinamay must be used for these samples.

Block

Use water or steam to dampen and soften the straw sufficiently for shaping over the chosen block. Secure in place to dry.

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

Stiffen

Apply straw stiffener or PVA.

Fit

Personally fit the hat to ensure accuracy.

Finish

Add head ribbon to the head line, trim the hat, satisfy the design specifications and intended use.

Present

Photograph and display the finished hat eg on a mannequin head, hat stand, block or modelled.

Cost sheet

Material costs.

Production timescale

The time taken to plan, construct and complete the straw hat.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 218

Design and make a blocked felt hat with a brim

UAN:	Y/504/5741
Level:	2
Credit value:	6
GLH:	42
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 design and make a blocked felt hat with a brim.

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 millinery
- 1.2 describe **tools, equipment and materials** used for millinery
- 1.3 describe **safety factors** in the use of tools, equipment and materials relating to millinery
- 1.4 **use tools, equipment and materials safely** for millinery.

Range

Regulations

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

Tools

Pins, needles, scissors, knives.

Equipment

Sewing machines, steamers, millinery irons.

Materials

Natural fibres, studs, feathers, leather, colouring mediums, wire, felt stiffener.

Safely

Daily use and maintenance eg care, cleaning and storage, visual checks
Use of Personal Protective Equipment (PPE): masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

- 2. know the characteristics of materials for making blocked felt hats.

Assessment criteria

The learner can:

- 2.1 describe the characteristics of **materials suitable** for making blocked felt hats.

Range

Materials

Cones and capelines made from wool felts, peach bloom, fur felts and similar items.

Suitable

Comfort of the wearer is paramount, weight, pliability.

Learning outcome

The learner will:

- 3. be able to research contextual influences on the design of felt hats.

Assessment criteria

The learner can:

- 3.1 **research** felt hat designs from a range of sources

- historical
- cultural
- contemporary

- 3.2 **visually describe** a range of felt hats with brims

- 3.3 present research in a **logical format**.

Range

Research

eg key designer makers, books, films, museums, websites, millinery magazines.

Visually describe

Annotated sketches of felt hats from recognised sources.

Logical format

Research 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 sketch styles for felt hats with brims.

Assessment criteria

The learner can:

4.1 select **design materials**

4.2 **sketch** a range of felt hat styles including trims using

- colour
- line
- texture
- shape
- form.

Range

Design materials

Papers, pens, pencil, colouring mediums.

Sketch

Using a head and neck template and source material eg inspirational images from books, journals, films, retail outlets, museum visits.

Trims

Items which are added to the hat to enhance the style. The following trims must be included in the sketches: flowers, feathers, draped fabric, veiling.

Learning outcome

The learner will:

- 5. be able to plan, prepare and sample materials for felt hats with brims.

Assessment criteria

The learner can:

5.1 use a range of millinery felt pieces to sample **construction techniques**

5.2 measure and record head size accurately

5.3 create a working design visual for a felt hat with a brim

5.4 select **blocks** to ensure a desired hat shape and fit is achieved

5.5 select **felt hoods** which allow sufficient material for a desired hat shape to be achieved

5.6 estimate the cost and time required to make felt hats with brims.

Range

Construction techniques

Steam, stitch, join, wire, hem, apply petersham, trim, embellish.

Brim edge finishes: petersham, folded, cut, scalloped, punched, pierced, stitched.

Application of trims: fabrics, bows, flowers, veiling, feathers, leather, studs, created felt shapes (leaves, flowers, geometric shapes).

Record annotated samples with instructions.

Blocks

Pre shaped, sized moulds of wood or similar material over which hats and brims are shaped.

Felt hoods

Cones, capelines.

Learning outcome

The learner will:

6. be able to construct a blocked felt hat with a brim.

Assessment criteria

The learner can:

- 6.1 develop a **statement of intent**
- 6.2 produce a range of **samples specific to a chosen design**
- 6.3 **block** the crown and brim of a felt hat
- 6.4 work the brim edge of a felt hat to achieve a chosen design
- 6.5 **stiffen** a felt hat
- 6.6 **fit** and **finish** a felt hat
- 6.7 **present** a felt hat following the design specification
- 6.8 produce a **cost sheet**
- 6.9 produce **production timescales**
- 6.10 **evaluate** a completed felt hat.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements including costs and timescales.

Samples specific to a chosen design

Chosen hat fabrics must be used for these samples.

Block

Use water or steam to wet the felt sufficiently for shaping the hood over the chosen block. Secure in place to dry.

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

Stiffen

Apply felt stiffener.

Fit

Personally fit the hat to ensure accuracy.

Finish

Add head ribbon to the head line, line and trim the hat, satisfy the design specifications and intended use.

Present

Photograph and display the finished hat eg on a mannequin head, hat stand, block or modelled.

Cost sheet

Material costs.

Production timescale

The time taken to plan, construct and complete the felt hat.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 219

Understand how to work for a client to create a product

UAN:	M/504/5907
Level:	2
Credit value:	2
GLH:	13
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:	In this unit the learner will develop an understanding of the conventions and practices required for conducting a business meeting with a client, develop a brief for and plan the production of a creative product.

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 220

Create a website using web design application templates

UAN:	T/504/5908
Level:	2
Credit value:	2
GLH:	15
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:	In this unit the learner will develop the knowledge and skills for creating a website using design application techniques.

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 **proof read** 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 221

Product promotion using social media

UAN:	A/504/5909
Level:	2
Credit value:	2
GLH:	16
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:	In this unit the learner will learn the knowledge and skills for using social media to promote a product.

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

Assessment criteria

The learner can:

- 3.5 send messages to others using a social network to promote a product
- 3.6 create a group in a social networking site to share product information
- 3.7 post comments to a social network to promote a product.

Unit 222

Producing promotional publications

UAN:	M/504/5910
Level:	2
Credit value:	2
GLH:	15
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 produce promotion publications.

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.

Unit 223

Design and make a 3D felt item

UAN:	L/504/7289
Level:	2
Credit Value:	6
GLH:	38
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 3D item from hand-made felt. The learner will explore and develop traditional and innovative techniques in the creation of the item.

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 describe **tools, equipment and materials** used for feltmaking
- 1.3 **use tools, equipment and materials** safely to make 3D felt items.

Range

Regulations

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

Tools, equipment and materials

Kettles, carders, felting needles, pressing tools, 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: apron, surface protection

Learning outcome

The learner will:

2. know the characteristics of materials required for feltmaking

Assessment criteria

The learner can:

- 2.1 describe the **characteristics** of a **range of materials** used in feltmaking
- 2.2 describe a range of **colouring techniques** used in feltmaking.

Range

Characteristics

Care and cleaning instructions for felted 3D items - flammability; match fibre content to colouring medium.

Range of fabrics

Wool, silk, man-made fibres, dyed and undyed, natural and synthetic fabrics, natural and synthetic yarns.

Colouring materials

Methods of adding colour to fibres and to hand made felt eg dye, fabric paint, spray paint, fibre blending, embellishment with stitch, beads, studs.

Learning outcome

The learner will:

3. be able to research contextual influences relating to the design of 3D felt items

Assessment criteria

The learner can:

- 3.1 describe **current trends** in feltmaking
- 3.2 **research** designs in 3D felt items
 - historical
 - cultural
 - contemporary
- 3.3 present research in a **logical format**.

Range

Current trends

Work seen at major exhibitions. In vogue 3D felt items eg interior décor – cushions, wall hangings, textile jewellery, body accessories – hat, belt, bag, waistcoat

Research

From primary and secondary sources, eg key designer makers, the natural and man-made environment, websites, books, journals, exhibitions and shows, museums.

Logical format

Research 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 plan, prepare and sample materials for 3D felt items

Assessment criteria

The learner can:

4.1 develop a range of **own design ideas** incorporating

- colour
- line
- texture
- shape
- form

4.2 select **materials** for felt samples

4.3 **experiment** with fabric to make samples using **feltmaking techniques**

4.4 **record** techniques and processes used to make samples

4.5 estimate the cost and time required to make a 3D felt item.

Range

Own design ideas

Develop original ideas eg roughs, collages, templates, sample design drawings

Materials

Fibres, yarns, fabrics and embellishments

Experiment

Use fibres, yarns, fabrics, colouring mediums, embellishments, stencils, print blocks.

Feltmaking techniques

Explore the use of traditional and innovative techniques.

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

Calculate shrinkage, prepare wool fibres by carding, 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, add other fibres, yarns and stitches to the surface, make a resist template and use it to produce 3D felt, shape felt around found objects, colour wool tops, blend fibres to achieve colours, make single and multi coloured felt, nuno felt.

Record

Experiments - colour recipes; techniques, embellishment processes.

Learning outcome

The learner will:

5. be able to create a 3D felt item

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a range of **samples specific to a chosen design**
- 5.3 **create** a 3D felt item specific to a selected design
- 5.4 **finish** a 3D item
- 5.5 **present** a 3D felt item following a design specification
- 5.6 produce a **cost sheet**
- 5.7 produce **production timescales**
- 5.8 **evaluate** a completed 3D felt item.

Range

Statement of intent

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item to be created.

Samples specific to a chosen design

Materials chosen for the item must be used for these samples
eg selected wool tops, additional fibres and yarns, fabrics

Create

Use chosen techniques and record the steps followed during the construction process including any adjustments eg photographic, written

Finish

Press off or steam the 3D item without marking the surface of the felt.

Present

Photograph and display the finished item.

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and make the 3D felt item.

Evaluate

Record strengths and areas for further development of the design and process.

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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City & Guilds of London Institute
Giltspur House
5–6 Giltspur Street
London
EC1A 9DE

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