City & Guilds Level 2 Award/Certificate/Diploma in Textiles (7161-02-12-22)

Version 3.3 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Crafts, creative arts and design
City & Guilds number	7161
Age group approved	All
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 Textiles (Sampling Techniques for Textile Design)*	7161-02	600/8749/3	31	-
City & Guilds Level 2 Award in Textiles (Textile Decoration)	7161-02	600/7422/X	33	60
City & Guilds Level 2 Award in Textiles (Hand Embroidery)	7161-02	600/7419/X	34	60
City & Guilds Level 2 Award in Textiles (Patchwork and Quilting)	7161-02	600/7418/8	39	60
City & Guilds Level 2 Award in Textiles (Appliqué and Quilting)	7161-02	600/7417/6	39	60
City & Guilds Level 2 Award in Textiles (Machine Embroidery)	7161-02	600/7415/2	33	60
City & Guilds Level 2 Award in Textiles (Collection of Machine Embroidered Textiles)*	7161-02	600/7414/0	33	-
City & Guilds Level 2 Award in Textiles (3D Felt Item)*	7161-02	600/8377/3	38	60
City & Guilds Level 2 Certificate in Textiles	7161-12	600/7420/6	128	200
City & Guilds Level 2 Diploma in Textiles*	7161-22	600/7546/6	316	-

* This qualification has been withdrawn and is no longer available for new candidate registrations or certification.

Version and date	Change detail	Section
1.0 November 2012	Initial version	All
2.0 March 2013	Addition of unit 213. Amendment to structure. New Level 2 Award	5. Units
3.0 April 2013	Addition of a new Award, therefore amendment to the structure page	1. Introduction
3.1 September 2017	Added GLH and TQT Removed QCF	Structure Appendix 1
3.2 March 2022	Added GLH and TQT for Level 2 Award In Textiles - Hand Embroidery	Page 12
3.3 September 2024	Handbook reviewed and updated to new template	Throughout

Contents

1 Introduction

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

Area	Description
Who are the qualifications for?	For learners who want to develop their skills and creativity in textiles
What do the qualifications cover?	They allow learners to learn, develop and practise the creative skills required for career progression in the textiles sector.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: • Level 3 Award in Textiles (7161-03) • Level 3 Certificate in Textiles (7161-13)

Structure

To achieve the **7161-02 Level 2 Award in Textiles** (**Sampling Techniques for Textile Design)** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
M/504/5647	202	Sampling techniques for textile design	4	31

To achieve the **7161-02 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
Mandatory units:				
T/504/5648	203	Textile decoration	6	33

To achieve the **7161-02 Level 2 Award in Textiles (Hand Embroidery)** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory unit				
M/504/5650	204	Design and make a hand embroidered item	6	34

To achieve the **7161-02 Level 2 Award in Textiles (Patchwork and Quilting)** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
T/504/5651	205	Design and make an item of patchwork with quilting	6	39

To achieve the **7161-02 Level 2 Award in Textiles (Appliqué and Quilting)*** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
F/504/5653	206	Design and make an item of appliqué with quilting	6	39

To achieve the **7161-02 Level 2 Award in Textiles (Collection of Machine Embroidered Textiles)*** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
J/504/5654	207	Create a collection of machine embroidery samples	6	33

To achieve the **7161-02 Level 2 Award in Textiles (Machine Embroidery)** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
R/504/5656	208	Design and make a machine embroidered item	6	33

To achieve the **7161-02 Level 2 Award in Textiles (3D Felt Item)** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
L/504/7289	213	Design and make a 3D felt item	6	38

To achieve the **7161-12 Level 2 Certificate in Textiles**, learners must achieve a minimum of **20** credits, 8 credits must come from the mandatory units and a minimum of 12 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
M/504/5647	202	Sampling techniques for textile design	4	31
Optional units:				
T/504/5648	203	Textile decoration	6	33
M/504/5650	204	Design and make a hand embroidered item	6	34

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
T/504/5651	205	Design and make an item of patchwork with quilting	6	39
F/504/5653	206	Design and make an item of appliqué with quilting	6	39
J/504/5654	207	Create a collection of machine embroidery samples	6	33
R/504/5656	208	Design and make a machine embroidered item	6	33
L/504/7289	213	Design and make a 3D felt item	6	38

To achieve the **7161-22 Level 2 Diploma in Textiles**, learners must achieve a minimum of **50** credits, **14** credits must come from the mandatory units and a minimum of **36** 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
M/504/5647	202	Sampling techniques for textile design	4	31
M/504/5907	209	Understand how to work for a client to create a product	2	13
T/504/5908	210	Create a website using web design application templates	2	15
M/504/5910	212	Producing promotional publications	2	15
Optional units:				
T/504/5648	203	Textile decoration	6	33
M/504/5650	204	Design and make a hand embroidered item	6	34
T/504/5651	205	Design and make an item of patchwork with quilting	6	39

F/504/5653	206	Design and make an item of appliqué with quilting	6	39
J/504/5654	207	Create a collection of machine embroidery samples	6	33
R/504/5656	208	Design and make a machine embroidered item	6	33
A/504/5909	211	Product promotion using social media	2	16
L/504/7289	213	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 Textiles (Hand Embroidery)	34	60
City & Guilds Level 2 Award in Textiles (Patchwork and Quilting)	39	60
City & Guilds Level 2 Award in Textiles (Appliqué and Quilting)	39	60
City & Guilds Level 2 Award in Textiles (Textile Decoration)	33	60
City & Guilds Level 2 Award in Textiles (Machine Embroidery)	33	60
City & Guilds Level 2 Certificate in Textiles	128	200

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 candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for these qualifications unless this 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 their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

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

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 candidates 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 qualification(s)
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Inclusion and diversity

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

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

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

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

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

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

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

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

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

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack	www.cityandguilds.com

4   Assessment

Assessment of the qualification

All units are assessed by assignments.

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

Assessment strategy

These qualifications are assessed by assignments. These assignments assess in a number of ways to provide a clear indication of learner knowledge and skills. These include:
- practical tasks
- knowledge and understanding tasks.

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

For further details please refer to the Assessment Pack.

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 this qualification.

5   Units

Structure of the units

These units each have the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes, which are comprised of a number of assessment criteria
- range statement

Guidance for delivery of the units

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

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

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

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

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

Unit 201　　　　Developing design ideas

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

LO1　　know how to work safely and effectively when developing design ideas

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating **to tools and equipment** used in basic design work

AC1.2 identify health and safety risks relating to **materials** used in design work

Range

Regulations

OSHH, Health and Safety Legislation

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators

Materials

Colouring mediums, drawing mediums, papers, and card.

Learning outcome

The learner will:

LO2   be able to prepare for design work

Assessment criteria

The learner can:

AC2.1 select **craft materials** to sample design ideas
AC2.2 select **tools and equipment** to sample design ideas
AC2.3 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:

LO3   be able to experiment with design ideas

Assessment criteria

The learner can:

AC3.1 **experiment** with design materials to create visuals
AC3.**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:

LO4 be able to use different materials, mediums and techniques to create designs

Assessment criteria

The learner can:

AC4.1 create a **primary** and **secondary** colour wheel with colouring materials
AC4.2 create tints, tones and shades using colouring materials
AC4.3 create **greyscale** using colouring materials

AC4.4 create marks and lines using **mediums**
AC4.5 use lines and marks to evoke **mood**
AC4.6 produce **low relief** using a variety of materials
AC4.7 make **overlays**
AC4.8 create contrast using overlays
AC4.9 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:

LO5   be able to develop shape

Assessment criteria

The learner can:

AC5.1 create **shapes** using lines and marks
AC5.2 manipulate shapes to form pattern
AC5.3 use areas of **void**.

Range

Shapes
Random - shape freely formed.
Geometric - shape regular or mathematical shapes.
Void
Space occurring between designed shapes, negative space.

Learning outcome

The learner will:

LO6   be able to develop form

Assessment criteria

The learner can:

AC6.1 create 3D form using construction methods
AC6.2 construct 3D form using **2D materials**.

Range

2D materials
eg acetate, balsa, card, paper, and similar items.

Learning outcome

The learner will:

LO7   be able to evaluate and record design work

Assessment criteria

The learner can:

AC7.1 produce **records** of design ideas
AC7.2 **evaluate** results of design work.

Range

Records
- written record
- visual record

The experimentations undertaken, or photographs where the life of the materials renders storage impractical.
Evaluate
Identify/record strengths and weaknesses of the designs undertaken.

Unit 202   Sampling techniques for textile design

UAN:	M/504/5647
Level:	Level 1
Credit value:	4
GLH:	31
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 textile design.

Learning outcome

The learner will:

LO1   be able to work safely and effectively when using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to **tools and equipment** used for textile design

AC1.2 identify health and safety **risks** relating to **materials** used for textile design

AC1.3 **use tools, equipment and materials safely** for textile design

Range

Regulations
COSHH, Health and Safety Legislation, Portable Appliance Testing (PAT)
Tools and equipment
eg tools for colouring, cutting, pressing, stitching
Risks
eg fumes, irritation, melting point, burns
Materials
eg adhesives, colouring materials, wax, discharge materials.
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, and surface protection.

Learning outcome

The learner will:

LO2   be able to experiment with materials and techniques for textile design

Assessment criteria

The learner can:

AC2.1 identify tools and equipment to sample textile design ideas for a **range of techniques**
AC2.2 select **materials** to sample textile design ideas and techniques
AC2.3 **manipulate** textile design materials
- traditional
- non-traditional

AC2.4 **experiment** with materials and techniques to explore their potential using
- colour
- line
- texture
- shape
- form

Range

Range of techniques
Ensure a range of disciplines are explored: hand and machine stitch, felt, knit, weave.
Materials
Traditional materials eg colouring materials - fabric wax crayons, wax, fabric paint, fabric pens, resists, dye, print blocks, stencils, mask; natural man made and synthetic fibres and fabrics, thread, yarn, cane, raffia, rush, willow.
Non-traditional materials eg sisal, hessian, metallic, wax, shim, handmade paper, plastics.
Prepare
eg remove dressing, press, steam.
Manipulate
eg Twist, turn, bend, fold, pleat, loop, thread, ease, cut, piece, pierce, weave, texture and similar
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:

LO3   be able to evaluate and present samples of textile design techniques

Assessment criteria

The learner can:

AC3.1 **evaluate** results of textile design techniques sampled

AC3.2 **display finished samples** in a style suitable for a client.

Range

Evaluate
Describe strengths and weaknesses of the techniques and sampling undertaken.
Display finished samples
Present samples of experimentations undertaken in an organised manner in a folio, sketch book 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:

LO1   be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to decorating textiles
AC1.2 list **tools, equipment and materials** used to decorate textiles
AC1.3 **use tools, equipment and materials** safely to decorate textiles

Range

Regulations
COSHH, Health & Safety at Work, Portable Appliance Testing (PAT)
Tools, equipment and materials
eg Sewing machines, overlocker, needles, pressing tools, cutting tools, pins, measuring tools.
Design materials eg colouring materials, pencils, paper, and dyes.
Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks.
Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

LO2   know the characteristics of materials used for textile decoration

Assessment criteria

The learner can:

AC2.1 describe the characteristics of a range of fabrics
AC2.2 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, metallic, sprays, 3D mediums.

Learning outcome

The learner will:

LO3   be able to research and produce designs for decorated textiles

Assessment criteria

The learner can:

AC3.1 **research** designs for textile decoration
- historical
- cultural
- contemporary

AC3.2 present research in a l**ogical format**.

Range

Research
From primary and secondary sources, eg key designer makers, the natural and manmade 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:

LO4   be able to plan, prepare and sample materials for textile decoration

Assessment criteria

The learner can:

AC4.1 develop a range of **own design ideas** incorporating
- colour
- line
- texture
- shape
- form

AC4.2 **experiment** with fabric to sample techniques and processes for textile decoration.

AC4.3 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, and 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:

LO5   be able to produce a length of decorated textiles

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**
AC5.2 **produce** a length of decorated textiles to a selected design
AC5.3 **finish** decorated textiles
AC5.4 **present** decorated textiles following a design specification
AC5.5 produce a **cost sheet**
AC5.6 produce production timescales
AC5.7 **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 hand embroidered item

UAN:	M/504/5650
Level:	2
Credit value:	6
GLH:	34
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 an item of hand embroidery to a saleable standard using either traditional or innovative techniques.

Learning outcome

The learner will:

LO1   be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to hand embroidery
AC1.2 describe **tools, equipment and materials** used for hand embroidery
AC1.3 use tools, equipment and materials safely to hand embroider

Range

Regulations
COSHH, Health & Safety at Work, Portable Appliance Testing (PAT).
Tools, equipment and materials
eg needles, pressing tools, cutting tools, pins, measuring tools. Design materials eg colouring materials, pencils, paper, and dyes.
Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks
Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

LO2   know the characteristics of materials used for hand embroidery

Assessment criteria

The learner can:

AC2.1 describe **characteristics** of a range of fabrics
AC2.2 describe the characteristics of **colouring materials** used for hand embroidery.

Range

Characteristics
Care and cleaning instructions for fabrics and threads; flammability.
Range of fabrics
Light, medium or heavy weight threads, metallic, synthetic and natural woven fabrics
eg cotton, silk, linen, wool, bamboo, hessian, sinamay.
Colouring materials
eg dyes, paint, coloured wax, sprays, metallic.

Learning outcome

The learner will:

LO3   be able to research contextual influences on hand embroidery

Assessment criteria

The learner can:

AC3.1 **research** designs in hand embroidery
        • historical
        • cultural
        • contemporary
AC3.2 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:

LO4   be able to plan, prepare and sample materials for hand embroidery

Assessment criteria

The learner can:

AC4.1 develop a range of **own design ideas** incorporating
- colour
- line
- texture
- shape
- form

AC4.2 **experiment** with fabrics and threads to make samples using hand embroidery **techniques**

AC4.3 estimate the cost and time required to make a hand embroidered item.

Range

Own design ideas
Develop original ideas eg roughs, collages, developed design drawing
Experiment
Prepare eg press, stretch, finish edges
Use colouring mediums, beads, threads, stencils, print blocks, woven fabrics eg natural, synthetic, metallic.
Record results of techniques used/experimentations eg colourant recipes, embellishment processes.
Techniques
eg Appliqué, stencil, dye, stitch, embellish, slash, block print, fabric manipulation
Stitch eg linear surface stitch and textural stitch effects
Complex stitches, composite stitches.

Learning outcome

The learner will:

LO5   be able to create a hand embroidered item

Assessment criteria

The learner can:

AC5.1 develop a statement of intent
AC5.2 produce a range of samples specific to a chosen design
AC5.3 create an item of hand embroidery to a selected design
AC5.4 **finish** a hand embroidered item
AC5.5 **present** a hand embroidered item following a design specification
AC5.6 produce a **cost sheet**
AC5.7 produce production timescales
AC5.8 **evaluate** a completed hand embroidered 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 made.
Samples specific to a chosen design
Materials chosen for the item must be used for these samples.
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
Materials costs.
Production timescales
Time taken to plan, prepare and make the hand embroidered item.
Evaluate
Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 205　　　Design and make an item of patchwork with quilting

UAN:	T/504/5651
Level:	Level 1
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 produce an item of patchwork with quilting to a saleable standard using either traditional or innovative techniques.

Learning outcome

The learner will:

LO1　　be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to patchwork and quilting
AC1.2 describe **tools, equipment and materials** used in patchwork and quilting
AC1.3 **use tools, equipment and materials** safely for patchwork and quilting.

Range

Regulations
Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation.
Tools, equipment and materials
eg Sewing machines, needles, pressing tools, cutting tools, pins, measuring tools.
Design materials eg colouring materials, pencils, paper, dyes, fabric paints etc.
Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks
Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2   know the characteristics of materials required for patchwork and quilting

Assessment criteria

The learner can:

AC2.1 describe the characteristics of a **range of fabrics and threads**
AC2.2 describe the characteristics of **colouring materials** for patchwork and quilting.

Range

Characteristics
Match fibre content to colouring medium.
Range of fabrics and threads
eg natural, light and medium weight fabrics, with pile and flat surfaces. Threads, natural and man made in a variety of thickness.
Waddings/battings, natural and man made.
Colouring materials
eg dyes, paint, coloured wax.

Learning outcome

The learner will:

LO3   be able to research contextual influences on patchwork and quilting

Assessment criteria

The learner can:

AC3.1 **research** designs in patchwork and quilting
        • historical
        • cultural
        • contemporary
AC3.2 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:

LO4   be able to plan, prepare and sample materials for patchwork and quilting

Assessment criteria

The learner can:

AC4.1 develop a range of **own design ideas** incorporating
- colour
- line
- texture
- shape
- form

AC4.2 **experiment** with a range of fabric colourants
AC4.3 sample **techniques and processes** for patchwork and quilting
AC4.4 estimate the cost and time required to make an item of patchwork and quilting.

Range

Own design ideas
Develop original ideas eg roughs, collages, developed design drawing
Experiment
Prepare wash out dressing and iron fabrics.
Colour fabrics and threads eg, dyes, stencils, print blocks, wax, mediums.
Record results of experimentation
Techniques and processes
Methods of suspension for hanging quilts
Use templates produced during the course. Using both hand and machine stitching.
Sample: block and non-block patchwork, both traditional and contemporary, English mosaic patchwork sewn over papers, crazy, folded, and template free patchwork using a rotary cutter
Quilting by hand, machine and free machine
Record the results of the techniques and processes

Learning outcome

The learner will:

LO5   be able to create an item of patchwork with quilting

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**
AC5.2 produce a range of **samples specific to a chosen design**
AC5.3 **create** an **item** of patchwork with quilting to a selected design
AC5.4 **finish** an item of patchwork with quilting
AC5.5 present an item of patchwork with quilting following a design specification
AC5.6 produce a **cost sheet**
AC5.7 produce **production timescales**
AC5.8 **evaluate** a completed item of patchwork with quilting

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
Create
Use hand or machine stitching to make the patchwork, layer in the wadding and back, quilt.
Item
eg quilt, hanging, throw, garment, cushion, panel, 3D item
Record the steps followed during the stitching process including any modifications eg photographic or written.
Finish
eg bind the edge, hem, press, label with care instructions.
Present
Photograph and display the finished item of patchwork and quilting on a flat surface, hung or modelled
Cost sheet
Materials used
Production timescales
Time taken to plan, prepare and make the item of patchwork with quilting.
Evaluate
Describe strengths and areas for further development of the design and process.

Unit 206   Design and make an item of appliqué with quilting

UAN:	F/504/5653
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 produce an item of appliqué with quilting to a saleable standard using either traditional or innovative techniques.

Learning outcome

The learner will:

LO1   be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to appliqué and quilting
AC1.2 list **tools, equipment and materials** used for appliqué and quilting
AC1.3 **use tools, equipment and materials** safely for appliqué and quilting

Range

Regulations
Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation
Tools, equipment and materials
eg Sewing machines, needles pressing tools, cutting tools, pins, measuring tools,
Bonding materials.
Design materials eg colouring materials, pencils, paper, dyes, fabric paints etc.
Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks
Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome

The learner will:

LO2   know the characteristics of materials used for patchwork and quilting

Assessment criteria

The learner can:

AC2.1 describe the **characteristics** of a **range of fabrics and threads**
AC2.2 describe the characteristics of **colouring materials** for appliqué and quilting.

Range

Characteristics
Match fibre content to colouring medium.
Range of fabrics and threads
Fabrics eg natural, fabrics in medium weights, with pile and flat surfaces.
Threads eg natural and man made in a variety of thickness, bonding materials
Waddings: natural and man made.
Colouring materials
eg dyes, paint, coloured wax.

Learning outcome

The learner will:

LO3   be able to research contextual influences relating to design in appliqué and quilting

Assessment criteria

The learner can:

AC3.1 **research** designs in appliqué and quilting
          • historical
          • cultural
          • contemporary
AC3.2 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:

LO4   be able to plan, prepare and sample materials for appliqué and quilting

Assessment criteria

The learner can:

AC4.1 develop a range of **own design ideas** incorporating
- colour
- line
- texture
- shape
- form

AC4.2 **experiment** with a range of fabric colourants
AC4.3 sample **techniques and processes** for appliqué and quilting
AC4.4 estimate the cost and time required to make an item of appliqué and quilting

Range

Own design ideas
Develop original ideas eg roughs, collages, developed design drawing
Experiment
Prepare, wash out dressing and iron fabrics.
Colour fabrics and threads, use dyes, stencils, print blocks. Record the results of the experiments.
Techniques and processes
Methods of suspension for hanging quilts
Use templates produced during the course. Using both hand and machine stitching, sample. appliqué - traditional and contemporary methods.
hand using an invisible stitch, machine, free machine, bonded, reverse appliqué, shadow appliqué, layering and slashing
Quilting by hand, machine and free machine
Record the results of the techniques and processes

Learning outcome

The learner will:

LO5   be able to create an item of appliqué with quilting

Assessment criteria

The learner can:
AC5.1 develop a **statement of intent**
AC5.2 produce a range of **samples specific to a chosen design**
AC5.3 **create** an **item** of appliqué with quilting to a selected design
AC5.4 produce a **cost sheet**
AC5.5 produce **production timescales**
AC5.6 **evaluate** a completed item of appliqué with quilting.

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.
Create
Use hand or machine stitching to make the appliqué, layer, add in wadding if required, add backing, and quilt.
Item
eg quilt, hanging, throw, item for interior décor, panel, 3D item
Record the steps followed during the stitching process including any modifications eg photographic or written.
Finish
eg finishing the edge, hem, press, label with care instructions.
Present
Photograph and display the finished appliquéd item eg on a flat surface or hanging.
Cost sheet
Material costs.
Production timescales
Time taken to plan, create, and finish the item of appliqué with quilting
Evaluate
Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 207   Create a collection of machine embroidery samples

UAN:	J/504/5654
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:	This unit provides the learner with the practical skills and knowledge needed to create a collection of machine embroidered textiles using traditional and innovative techniques and processes.

Learning outcome

The learner will:

LO1   be able to work safely and effectively using tools, equipment and materials

Assessment criteria

The learner can:

AC1.1 identify health and safety **regulations** relating to machine embroidery
AC1.2 describe **tools, equipment and materials** used for machine embroidery
AC1.3 **use tools, equipment and materials** safely to machine embroider.

Range

Regulations
Portable Appliance Testing (PAT), COSHH, Health and Safety Legislation.
Tools, equipment and materials
Sewing tools to include cutting tools, sewing machines, irons, dye baths, etc.
Design materials eg colouring materials, pencils, paper, and dyes.
Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks
Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

LO2   know the characteristics of materials required for machine embroidery

Assessment criteria

The learner can:
AC2.1 describe the **characteristics** of a **range of fabrics**
AC2.2 describe a **range of fabric** colouring techniques
AC2.3 identify a range of **haberdashery** required for making machine embroidered samples.

Range

Fabric colouring techniques
Methods of adding colour to fabric eg dye fabric paint, crayon, oil pastel, spray paint.
Characteristics
Care and cleaning instructions for fabrics and threads; flammability; match fibre content to colouring medium.
Range of fabrics
eg natural and synthetic fabrics in light, medium weights, with flat or lightly textured surfaces.
Haberdashery
eg Threads, needles, soluble fabrics, embellishments.

Learning outcome

The learner will:

LO3   be able to research contextual influences on the design of machine embroidery

Assessment criteria

The learner can:

AC3.1 describe current trends for machine embroidery
AC3.2 **research** designs in machine embroidery from a range of sources
       • historical
       • cultural
       • contemporary
AC3.3 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:

LO4   be able to plan, prepare and sample materials for machine embroidery

Assessment criteria

The learner can:

AC4.1 develop a range of **own design** ideas incorporating
   • colour
   • line
   • texture
   • shape
   • form
AC4.2 **experiment** with fabrics and threads to make samples using **machine embroidery techniques**
AC4.3 estimate the cost and time required to make machine embroidery samples.

Range

Own design ideas
Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence machine embroidery techniques, from a range of sources - eg from images of architecture, nature, art, landscape, etc.
Experiment
Prepare eg remove dressing, press, stretch, finish edges
Use colouring mediums, beads, threads, stencils, print blocks
Woven fabrics eg natural, synthetic, metallic, singe, distress
Record results of experimentation eg colourant recipes; embellishment processes.
Machine embroidery techniques
Stitching with the feed raised and a presser foot on the machine, stitching free motion, appliqué, quilting, shadow effects using stitching and layering, cut through effects, use of stabilizers and soluble fabrics
Edge finishing effects – eg binding, piping, Prairie points, fraying, braids, and tassels.

Learning outcome

The learner will:

LO5   be able to create a collection of machine embroidery samples

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**
AC5.2 **create** machine embroidered samples specific to a **selected design**
AC5.3 **finish** a collection of machine embroidery samples
AC5.4 **present** finished machine embroidery samples following a design specification
AC5.5 produce a **cost sheet**

AC5.6 produce **production timescales**
AC5.7 **evaluate** completed machine embroidery samples.

Range

Statement of intent
Written description of the suggested design which satisfies client requirements.
Create
Use the selected fabric colouring, machine embroidery and edge finishing techniques to make a collection of samples. Press work correctly.
Record the steps followed during the stages of making the samples including care requirements.
Selected design
Developed drawing in colour with fabric swatches and threads.
Finish
Press off the samples without marking the surface of the fabric, trim loose threads.
Present
Display the finished samples, developed design drawing and swatches as a folio eg sketchbook, folder.
Cost sheet
Materials used – eg dyes, fabrics, and threads.
Production timescales
Time taken to plan, prepare and create the machine embroidered samples.
Evaluate
Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 208   Design and make a machine embroidered item

UAN:	R/504/5656
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:	This unit provides the learner with the practical skills and knowledge needed to make an item using machine embroidered textiles and traditional and innovative techniques.

Learning outcome

The learner will:

LO1   be able to work safely and effectively using tools and equipment

Assessment criteria
The learner can:

AC1.1 identify health and safety **regulations** relating to machine embroidery
AC1.2 **describe tools, equipment and materials** used for machine embroidery
AC1.3 **use tools, equipment and materials** safely to machine embroider.

Range

Regulations
COSHH, PAT testing, Health & Safety at Work
Tools, equipment and materials
Sewing tools to include cutting tools, sewing machines, irons, textile colouration materials.
Design materials eg colouring materials, pencils, paper, and dyes.
Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks
Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

LO2   know the characteristics of materials required for machine embroidery

Assessment criteria

The learner can:

AC2.1 identify **types of domestic sewing machines**
AC2.2 describe the **controls and functions** on a sewing machine
AC2.3 identify the uses of a range of **machine accessories**

Range

Types of domestic sewing machines
Mechanical, computerised, semi-automatic
Controls and functions
Stitch length and width, tensioning, threading and bobbin winding, practical and automatic decorative stitches
Machine accessories
Feet eg zipper, piping, darning/free machining, blind hem, button hole, other accessories eg quilting guide, spool carrier, sewing machine needles.

Learning outcome

The learner will:

LO3   be able to research contextual influences on the design of machine embroidered items

Assessment criteria

The learner can:

AC3.1 describe **current trends** for machine embroidery
AC3.2 **research** designs in machine embroidery:
- historical
- cultural
- contemporary

AC3.3 present research in a **logical format**.

Range

Current trends
Work seen at major exhibitions. In vogue machine embroidered items
eg soft furnishings; textile jewellery; body accessories – hat, belt, bag.
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:

LO4   be able to plan, prepare and sample materials for machine embroidery

Assessment criteria
The learner can:

4.1 develop a range of **own design ideas** incorporating
   • colour
   • line
   • texture
   • shape
   • form
4.2 experiment with fabrics and threads to make samples using **machine embroidery techniques**
4.3 estimate the cost and time required to a machine embroidered item.

Range

Own design ideas
Develop original ideas eg roughs, collages, templates, sample design drawings
Experiment
Use colouring mediums, embellishments, threads, stencils, print blocks, woven fabrics - natural, synthetic, metallic.
Record results of experimentation eg colourant recipes; embellishment processes.
Machine embroidery techniques
Explore the use of traditional and innovative machine embroidery techniques: machine stitching with the feed raised and a presser foot on the machine; machine stitching feed lowered and a darning foot on the machine; machine appliqué; machine quilting, shadow effects using stitching and layering, cut through effects, use of stabilizers and soluble fabrics
Edge finishing effects – eg, binding, piping, Prairie points, fraying, braids, tassels.

Learning outcome

The learner will:

LO5   be able to make a machine embroidered item

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**
AC5.2 produce a range of **samples specific to a chosen design**
AC5.3 **make** a machine embroidered item to a selected design
AC5.4 **finish** a machine embroidered item
AC5.5 **present** a finished machine embroidered item following a design specification
AC5.6 produce a **cost sheet**
AC5.7 produce **production timescales**
AC5.8 **evaluate a** completed machine embroidery samples.

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
eg machine embroidery technique, seams, fastenings and finishings.
Make
Use chosen techniques and record the steps followed during the construction process
including any adjustments eg photographic, written.
Finish
Press off the samples without marking the surface of the fabric, trim loose threads.
Present
Photograph and display the finished item
Cost sheet
Materials used.
Production timescale
Time taken to plan, prepare and make the machine embroidered item.
Evaluate
Describe strengths, areas for improvement and any adjustments made for the design and
process.

Unit 209   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:

LO1   understand conventions and practices for a meeting with a client

Assessment criteria

The learner can:

AC1.1 describe **key aspects** of meeting processes and procedures
AC1.2 describe the importance of taking notes and **recording outcomes** at meetings
AC1.3 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:

LO2   know how to present a viable product to a client

Assessment criteria

The learner can:

AC2.1 describe methods of **presenting** product ideas to a client
AC2.2 explain why a product meets the **requirements** of a particular client
AC2.3 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:

LO3   know how to plan the production of a creative product.

Assessment criteria

The learner can:

AC3.1 identify **stages in an action plan** for the production of a product
AC3.2 identify **considerations** for sourcing materials
AC3.3 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 210 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:

LO1   know the features of a website

Assessment criteria
The learner can:

AC1.1 identify different styles of multiple page websites used to promote products
AC1.2 describe the effectiveness of different features used on websites
AC1.3 describe the features for navigating a website
AC1.4 describe the effects of image sizes in downloading web pages.

Learning outcome

The learner will:

LO2   know the imlications for creating a website

Assessment criteria

The learner can:

AC2.1 identify **guidelines** that affect the creation of websites
AC2.2 describe how **copyright constraints** affect the use of information
AC2.3 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:

LO3   be able to create a multiple page website using web design application templates

Assessment criteria

The learner can:

AC3.1 plan the **layout** of website content
AC3.2 input **content** for a website
AC3.3 use templates, editing and formatting tools to create a website
AC3.4 check size, alignment and orientation of images
AC3.5 **proof read** a website to ensure quality
AC3.6 **publish** a finished website.

Range

Layout
Page design, how features will be used, and navigation.
Content
Images and text.
Proofread
Check: spelling and grammar, accuracy of content, image quality, page layout.
Publish
Upload to a local network or public host.

Unit 211   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:

LO1   know the benefits and risks of promoting a product through social networks

Assessment criteria

The learner can:

AC1.1 describe how **social networks** are used to promote products
AC1.2 describe the **benefits** of using social networks to promote a product
AC1.3 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:

LO2   know how social network applications are used

Assessment criteria

The learner can:

AC2.1 define what is meant by social media
AC2.2 identify common social networking sites
AC2.3 outline what is meant by an online identity
AC2.4 identify ways in which social networks can be accessed
AC2.5 describe the concept of social media 'friends'
AC2.6 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:

LO3   be able to create a social networking profile for a product

Assessment criteria

The learner can:

AC3.1 use a social networking application template to create a **profile for a product**
AC3.2 upload **digital media** content to a social networking site to promote a product
AC3.3 add contacts to a social networking profile
AC3.4 take precautions to ensure own safety and privacy when working online.

Range

Profile for a product
A page on a web based site containing promotional details for a product
Digital media
Digital images, scans of images or drawings.

Learning outcome

The learner will:

LO4   be able to use a social network to communicate with others to promote a product

Assessment criteria
The learner can:

AC4.1 send messages to others using a social network to promote a product
AC4.2 create a group in a social networking site to share product information
AC4.3 post comments to a social network to promote a product.

Unit 212   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:

LO1   know how designs and page layouts are used for promotional publications

Assessment criteria

The learner can:

AC1.1 describe different types of documents used to promote products
AC1.2 identify **restrictions** on the use of promotional materials
AC1.3 describe how **page design and layout** increases the effectiveness of a publication
AC1.4 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:

LO2   be able to create publications for creative products

Assessment criteria

The learner can:

AC2.1 describe how **copyright constraints** affect the use of information
AC2.2 select page design and layout for promotional publications
AC2.3 input **product information** into templates for editing and formatting
AC2.4 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:

LO3   be able to edit and format publications

Assessment criteria

The learner can:

AC3.1 edit publications using template editing and formatting tools
AC3.2 manipulate images and graphics **accurately**
AC3.3 format page layout for **effective presentation**
AC3.4 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:

LO4   be able to evaluate publications

Assessment criteria

The learner can:

AC4.1 evaluate publications for **impact**

Range

Impact
Visually appealing, concise information in a readable format.

Range

Unit 213   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:

LO1   be able to work safely and effectively using tools, equipment and materials

Assessment criteria
The learner can:

AC1.1 identify health and safety **regulations** relating to feltmaking
AC1.2 describe **tools, equipment and materials** used for feltmaking
AC1.3 **use tools, equipment and materials** safely to make 3D felt items.

Range

Regulations
COSHH, Health and Safety Legislation, 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:

LO2   know the characteristics of materials required for feltmaking

Assessment criteria

The learner can:

AC2.1 describe the **characteristics** of a **range of materials** used in feltmaking
AC2.2 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:

LO3   be able to research contextual influences relating to the design of 3D felt items

Assessment criteria

The learner can:

AC3.1 describe **current trends** in feltmaking
AC3.2 **research** designs in machine embroidery:
- historical
- cultural
- contemporary

AC3.3 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:

LO4   be able to plan, prepare and sample materials for 3D felt items

Assessment criteria

The learner can:

AC4.1 develop a range of **own design ideas** incorporating
- colour
- line
- texture
- shape
- form

AC4.2 select **materials** for felt samples
AC4.3 **experiment** with fabric to make samples using **feltmaking techniques**
AC4.4 **record** techniques and processes used to make samples
AC4.5 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:

LO5   be able to create a 3D felt item

Assessment criteria

The learner can:

AC5.1 develop a **statement of intent**
AC5.2 produce a range of **samples specific to a chosen design**
AC5.3 **create** a 3D felt item specific to a selected design
AC5.4 **finish** a 3D item
AC5.5 **present** a 3D felt item following a design specification
AC5.6 produce a **cost sheet**
AC5.7 produce **production timescales**
AC5.8 **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 candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:
- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

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

City & Guilds

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

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

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