

City & Guilds Level 3 Award and Certificate in Textiles (7161-03-13)

March 2022
Version 2.2



Qualification at a glance

Subject area	Textiles
City & Guilds number	7161
Age group approved	16-18, 19+
Assessment	Assignment
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Textiles (Hand Embroidered Panel)	7161-03	600/7660/4
Level 3 Award in Textiles (Hand Embroidered Functional Item)	7161-03	600/7661/6
Level 3 Award in Textiles (Experimental Collection of Machine Embroidery)	7161-03	600/7664/1
Level 3 Award in Textiles (Machine Embroidered Panel)	7161-03	600/7665/3
Level 3 Award in Textiles (Machine Embroidered 3D Item)	7161-03	600/7666/5
Level 3 Award in Textiles (Textile Decoration)	7161-03	600/7659/8
Level 3 Award in Textiles (Quilted Patchwork Panel)	7161-03	600/7662/8
Level 3 Award in Textiles (Quilted Patchwork 3D Item)	7161-03	600/7663/X
Level 3 Award in Textiles (Sampling Techniques for Textile Design)	7161-03	600/8725/0
Level 3 Certificate in Textiles	7161-13	600/7658/6

Version and date	Change detail	Section
2.0 April 2013	Sampling Techniques for Textile Design added to the structure	Structure
2.1 October 2017	Added TQT and GLH details Deleted QCF	Qualification at a Glance, Structure Appendix
2.2 March 2022	Added City & Guilds to title / footer Amended address	Various



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1 Introduction

Structure

To achieve **Level 3 Award in Textiles (Sampling Techniques for Textile Design)**. Learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5953	302	Sampling Techniques for Textile Design	6

To achieve the **Level 3 Award in Textiles (Textile Decoration)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/5954	303	Textile decoration	9

To achieve the **Level 3 Award in Textiles (Hand Embroidered Panel)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/5971	304	Design and make a hand embroidered panel	9

To achieve the **Level 3 Award in Textiles (Hand Embroidered Functional Item)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/504/5974	305	Design and make a hand embroidered 3D item	9

To achieve the **Level 3 Award in Textiles (Quilted Patchwork Panel)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/504/5975	306	Design and make a quilted patchwork panel	9

To achieve the **Level 3 Award in Textiles (Quilted Patchwork 3D Item)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/504/5976	307	Design and make a quilted 3D Item	9

To achieve the **Level 3 Award in Textiles (Experimental Collection of Machine Embroidery)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/5980	308	Create an experimental collection of machine embroidery	9

To achieve the **Level 3 Award in Textiles (Machine Embroidered Panel)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5984	309	Design and make a machine embroidered panel	9

To achieve the **Level 3 Award in Textiles (Machine Embroidered 3D Item)**. Learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/504/5985	310	Design and make a machine embroidered 3D item	9

To achieve the **Level 3 Certificate in Textiles**, learners must achieve **11** credits from the mandatory units and a minimum of **18** credits from the optional units available.

Level 3 Certificate in Textiles

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value
Mandatory			
K/503/7174	301	Researching design ideas and concepts	5
H/504/5953	302	Sampling techniques for textile design	6
Optional			
K/504/5954	303	Textile decoration	9
K/504/5971	304	Design and make a hand embroidered panel	9
A/504/5974	305	Design and make a hand embroidered 3D item	9
F/504/5975	306	Design and make a quilted patchwork panel	9
J/504/5976	307	Design and make a quilted 3D Item	9
L/504/5980	308	Create an experimental collection of machine embroidery	9
H/504/5984	309	Design and make a machine embroidered panel	9
K/504/5985	310	Design and make a machine embroidered 3D item	9

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Certificate in Textiles	190	290



2 Centre requirements

Approval

If your Centre is approved to offer the Level 3 Award/Certificate in Creative Techniques - Textiles (7113) you can apply for the new Level 3 Award in Textiles (7161-03) and the Level 3 Certificate in Textiles (7161-13) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

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

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

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

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

Resource requirements

Centre staffing

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

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

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

Assessors and Internal Quality Assurer

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

Continuing professional development (CPD)

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

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

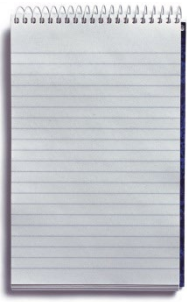
The following resources are available for these qualifications:

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

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



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

Assessments

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

- practical tasks
- knowledge and understanding tasks.

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

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

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

RPL is not allowed for this qualification.



5 Units

Availability of units

The following units are also on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 301

Researching design ideas and concepts

UAN:	K/503/7174
Level:	Level 3
Credit value:	5
GLH:	32
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22, 24, 28, 30, 31, 46 DES 1, 3, 4, 8, 10, 11, 12, 14, 17, 18, 19, 20,21, 32, 36, 37, 38
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 enables a learner to research themes or concepts to inform design ideas focussing on an historical, contemporary or cultural influences

Learning outcome

The learner will:

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

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 develop design ideas
- 2.2 select **tools and equipment** to develop 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 research themes or concepts to inform design ideas

Assessment criteria

The learner can:

- 3.1 **research** the **contextual influences** relating to an in-depth focus on a **theme** or concept
- 3.2 research the work of **artisans** related to a theme or concept
- 3.3 experiment with **designs** stimulated by research.

Range**Research**

Use primary and secondary sources

Contextual influences

Historical, contemporary, cultural

Theme

The subject of the inspiration

Artisans

Designer makers, artists or craftsmen

Designs

Traditional eg pattern, shape, modelling and similar ideas

Innovative eg abstraction, maquettes, modelling and similar ideas.

Learning outcome
The learner will: 4. Evaluate and present design ideas and concepts
Assessment criteria
The learner can: 4.1 analyse and refine preliminary designs 4.2 produce records of design work 4.3 evaluate design work 4.4 use a method of display to present a body of design work 4.5 present design work verbally to a target audience .

Range
Refine Develop the preliminary designs.
Records Visual records of the selected theme.
Evaluate A thorough evaluation of the concept, its potential and all working ideas necessary to stimulate inspiration.
Method of display Professional standard, method applicable to the body of work.
Target audience eg clients, peer group, arts funding manager or similar.

Unit 302

Sampling techniques for textile design

UAN:	H/504/5953
Level:	Level 3
Credit value:	6
GLH:	40
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 materials and advance techniques used in textile design.

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 tools and equipment used for textile design 1.2 describe health and safety risks relating to materials used for textile design 1.3 use tools, equipment and materials safely for textile design.

Range
Regulations COSHH, Health and Safety at Work Act, 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, devoré paste.
Use tools, equipment and materials safely Daily use and maintenance eg care, cleaning and storage, visual checks of electrical equipment Use of PPE: masks gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

2. Be able to research contextual influences on textile design

Assessment criteria

The learner can:

- 2.1 **research trends** in the use of textile design materials
 - historical
 - cultural
 - contemporary
- 2.2 analyse research of contextual influences on textile design
- 2.3 present research in a **format** suitable for a client.

Range

Research trends

eg websites, books, journals, exhibitions and shows

Historical

eg historic use of mediums, materials and techniques

Cultural

eg the use of mediums, materials and techniques applicable to named cultures.

Contemporary

eg In vogue mediums, materials, techniques.

Learning outcome

The learner will:

3. Be able to experiment with materials and techniques for textile design

Assessment criteria

The learner can:

- 3.1 select materials to sample textile design techniques and ideas
- 3.2 **prepare** materials for sampling textile design techniques
- 3.3 **manipulate** textile design materials
 - **traditional**
 - **non-traditional**
- 3.4 **experiment** using materials and techniques to **explore their potential** incorporating
 - colour
 - line
 - texture
 - shape
 - form.

Range**Prepare**

eg remove dressing, press, steam, add temporary stitches.

Manipulate

eg cutting, easing, folding, gluing, layering, looping, plaiting, piecing, piercing, rolling, sculpturing, threading twisting, weaving, de-constructing, fringing, texturing and similar.

Traditional

eg beads, colouring materials, natural, man-made and synthetic fibres and fabrics, paper, thread, yarn, cane, raffia, rush, willow.

Non-traditional

eg sisal, hessian, metallics, wax, shim, paper, acrylic sheet, wood, plastics, gesso, mesh, stone, glass.

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches.

Explore the potential

Use materials to experiment where there is no known outcome.

Learning outcome

The learner will:

4. Be able to evaluate and present samples of textile design techniques

Assessment criteria

The learner can:

4.1 **evaluate** results of sampling and experimentations

4.2 **display finished samples** in a style suitable for a client or exhibition.

Range**Evaluate**

Review and record strengths and weaknesses of the techniques and experiments undertaken.

Display finished samples

Present in an organised manner, samples of experimentations to present to an individual or for public display eg folio, sketch book, film or similar.

Unit 303

Textile decoration

UAN:	K/504/5954
Level:	Level 3
Credit value:	9
GLH:	59
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 to apply advance textile decoration techniques. The learner will use the techniques of colouration, decoration and embellishment of fabric to produce lengths of decorated textiles.

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to decorating textiles 1.2 describe tools, equipment and materials used to apply decorative techniques to textiles 1.3 use tools, equipment and materials safely to apply decorative techniques to textiles.

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

Learning outcome

The learner will:

2. Understand the characteristics of materials required to apply decorative techniques to textiles

Assessment criteria

The learner can:

- 2.1 compare the characteristics of different **types of fabrics** for use in textiles decoration
- 2.2 compare the characteristics of different **types of materials** for use in textiles decoration.

Range**Types of fabrics**

Weave, pile, knit, natural, synthetic

Types of materials

Dye, paint, ink, pigments, 3D mediums, discharges, resists

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
 - traditional
- 3.2 analyse research of contextual influences on decorated textiles
- 3.3 present research in a **format** suitable for a client.

Range**Research**

From primary and secondary sources to include a variety of works of key designer makers.

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 decorating textiles
Assessment criteria
The learner can: 4.1 develop a range of own design ideas incorporating <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 prepare materials for making samples 4.3 experiment with techniques and processes to produce a range of decorated textiles samples 4.4 estimate the cost and time required to make samples

Range
Own design ideas Develop original ideas eg roughs, collages, templates, sample design drawings. Use design techniques for textiles eg Printing, collage, drawing, stencilling etc.
Prepare eg Wash dressing out of fabrics, pre-shrink, press, stretch
Experiment Experiment with innovative decorative techniques using traditional and contemporary techniques to create work of an original nature Record the processes using written and visual records – photographs, film or sketches.
Techniques and processes Dye, paint, crayons, foils, wax, print, spray, discharge, stitch, embellish.

Learning outcome
The learner will: 5. Be able to create lengths of decorated textiles
Assessment criteria
The learner can: 5.1 develop a statement of intent 5.2 produce lengths of decorated textiles to selected designs 5.3 finish lengths of decorated textiles 5.4 present finished decorated textiles following a design specification 5.5 produce a cost sheet 5.6 produce production timescales 5.7 evaluate completed lengths of decorated textiles.

Range
Statement of intent Written description of the suggested design which satisfies client requirements.
lengths of decorated textiles Using fabrics of a different weave and characteristics eg natural and man-made, woven, knitted, non-woven, brushed, pile, felted, glazed, mercerized, flame proofed, crease resistant, translucent.
Present Photograph and display the finished length eg draped, hung, folded, on a hanger. Present to an individual or for public display.
Finish eg fix, heat fix, steam, fraying, hem, press, neaten edges
Cost sheet Material costs
Production timescales Time taken to plan, create, and finish decorated textiles.
Evaluate Review and record strengths, areas for improvements and adjustments made for the design and process.

Unit 304

Design and make a hand embroidered panel

UAN:	K/504/5971
Level:	Level 3
Credit value:	9
GLH:	59
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 hand embroidered panel which could be hung or used flat. The item designed could be used for a variety of purposes.

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 hand embroidery 1.2 describe tools, equipment and materials used for hand embroidery 1.3 use tools, equipment and materials safely for hand embroidery.

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

Learning outcome
The learner will: 2. Understand the characteristics of materials required for hand embroidery
Assessment criteria
The learner can: 2.1 compare the characteristics of different types of fabrics for use in hand embroidery 2.2 compare the characteristics of different types of materials for use in hand embroidery 2.3 describe haberdashery used for hand embroidery.

Range
Characteristics Weave, pile, knit, natural, synthetic.
Fabrics eg. woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics.
Materials Other materials: eg metal shim, plastics, paper, felt, 3D mediums. Fabric colouring materials: eg dye, fabric paint, crayon, spray paint.
Haberdashery eg Threads, needles, pins, tacking mechanisms.

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of hand embroidered panels
Assessment criteria
The learner can: 3.1 research designs of hand embroidered panels from a range of sources <ul style="list-style-type: none"> • historical • cultural • contemporary • traditional 3.2 analyse research of contextual influences on hand embroidery for panels 3.3 present research in a format suitable for a client.

<p>Range</p>
<p>Research From primary and secondary sources. eg specialist exhibitions, key designer makers, printed sources, historic houses, galleries and museums, websites Include research into hanging mechanisms.</p>
<p>Panels Panels include items which can be hung or used otherwise eg. wall hanging, curtain, dress panel, book cover, screen panel.</p>
<p>Format Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.</p>

<p>Learning outcome</p>
<p>The learner will: 4. Be able to plan, prepare and sample materials for making hand embroidered panels</p>
<p>Assessment criteria</p>
<p>The learner can: 4.1 develop a range of own design ideas incorporating <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 experiment with techniques and processes to produce a range of hand embroidered samples 4.3 create a working design visual for a hand embroidered panel 4.4 estimate the cost and time required to make hand embroidered panels.</p>

Range

Own design ideas

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

Detailed drawings of specific stitch techniques/patterns and hanging mechanisms.

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to hand embroidery panels

Fabric colouration, printing, stencilling, hand embroidery stitch techniques, embellishment, hanging mechanisms.

Use a variety of threads.

Stitches:

Line, straight, looped, knotted, crossed, satin, composite, textural, raised, padded, pulled, drawn, couched, counted, insertion

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques and hanging mechanisms where appropriate

Learning outcome

The learner will:

5. Be able to construct a hand embroidered panel

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** fabrics for a machine embroidered panel avoiding waste

5.4 **construct** a hand embroidered panel

5.5 **finish** a hand embroidered panel

5.6 **present** a hand embroidered panel following a design specification

5.7 produce a **cost sheet**

5.8 produce a **production timescale**

5.9 **evaluate** a completed hand embroidered panel.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements and includes details of the panel mechanism which must be an integral part of the design.

Samples specific to a chosen design

Chosen fabric/s must be used for these samples.

Techniques eg. fabric colouration, stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Use construction techniques from those sampled – eg. piecing, binding and edging techniques, fabric colouration, hand embroidery stitching, embellishment.

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

Finish

Press off or steam a quilted hand embroidered panel without marking the surface of the fabric.

Present

Photograph and display the finished machine embroidered panel.

Cost sheet

Material costs

Production timescale

Time taken to plan, create, and finish hand embroidered panel.

Evaluate

Review and record strengths, areas for improvement and adjustments made for the design and process.

Unit 305

Design and make a hand embroidered 3D item

UAN:	A/504/5974
Level:	Level 3
Credit value:	9
GLH:	59
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 hand embroidered 3D item which can be for purposes of ornamentation or function. The learner will experiment with a range of hand embroidery 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 hand embroidery 1.2 describe tools, equipment and materials used for hand embroidery 1.3 use tools, equipment and materials safely for hand embroidery.

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

Learning outcome

The learner will:

2. Understand the characteristics of materials required to make hand embroidered items

Assessment criteria

The learner can:

- 2.1 compare the **characteristics** of different types of **fabrics** for use in hand embroidery
- 2.2 compare the characteristics of different types of **materials** for use in hand embroidery
- 2.3 describe **haberdashery** used for hand embroidery.

Range**Characteristics**

Weave, pile, knit, natural, synthetic.

Fabrics

eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics.

Materials

Other materials:

eg metal shim, plastics, paper, felt, 3D mediums.

Fabric colouring materials:

eg dye, fabric paint, crayon, spray paint.

Haberdashery

eg Threads, needles, pins, tacking mechanisms.

Learning outcome

The learner will:

3. Be able to research contextual influences relating to embroidered 3D items

Assessment criteria

The learner can:

- 3.1 **research** designs of hand embroidered 3D items from a range of sources
 - historical
 - cultural
 - contemporary
 - traditional
- 3.2 analyse research of contextual influences on hand embroidery
- 3.3 present research in a **format** suitable for a client.

Range**Research**

From primary and secondary sources to include a variety of works of key designer makers.

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 hand embroidered 3D items

Assessment criteria

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
 - colour
 - line
 - texture
 - shape
 - form
- 4.2 **experiment** with **techniques and processes** to produce a range of hand embroidered samples
- 4.3 create a **working design visual** for a hand embroidered 3D item
- 4.4 estimate the cost and time required to make hand embroidered 3D items.

Range

Own design ideas

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

Detailed drawings of specific stitch techniques/patterns.

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to hand embroidery 3D items.

Fabric colouration, printing, stencilling, hand embroidery stitch techniques, embellishment.

Use a variety of threads.

Stitches

Line, straight, looped, knotted, crossed, satin, composite, textural, raised, padded, pulled, drawn, couched, counted, insertion.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques.

Learning outcome

The learner will:

5. Be able to construct a hand embroidered 3D 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 **cut out** fabrics for a hand embroidered 3D item avoiding waste
- 5.4 **construct** a hand embroidered 3D item to selected designs
- 5.5 **finish** a hand embroidered 3D item
- 5.6 **present** a finished 3D item following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a completed hand embroidered 3D item.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen fabric/s must be used for these samples
Techniques eg fabric colouration, stitching, embellishment.

Cut out

Use an economical fabric lay

Hand embroidered 3D item

eg body adornment – brooch, neck piece, belt, bag
interior textiles item - box, container, table décor.

Construct

Use construction techniques from those sampled – eg piecing, binding and edging techniques, fabric colouration, hand embroidery stitching, embellishment.

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

Finish

eg fix, heat fix, steam, fraying, hem, press, neaten edges

Present

Photograph and display the finished hand embroidered 3D item.
Present to an individual or for public display.

Cost sheet

Material costs

Production timescale

Time taken to plan, create, and finish hand embroidered 3D item.

Evaluate

Review and record strengths, areas for improvement and adjustments made for the design and process.

Unit 306

Design and make a quilted patchwork panel

UAN:	F/504/5975
Level:	Level 3
Credit value:	9
GLH:	60
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 large scale quilted patchwork panel which can be hung or used flat.

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 quilted patchwork panels 1.2 describe tools, equipment and materials used to make quilted patchwork panels 1.3 use tools, equipment and materials safely to make quilted patchwork panels.

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

Learning outcome
The learner will: 2. Understand the characteristics of materials required to make quilted patchwork panels
Assessment criteria
The learner can: 2.1 compare the characteristics of different types of fabrics for quilted patchwork panels 2.2 describe haberdashery required for making quilted patchwork panels.

Range
Characteristics Various weaves, surface texture, surface finishes State the care, cleaning and any pre-shrink instructions for fabrics
Fabrics Woven medium and heavier weight fabrics in natural fibres. Waddings – natural and man made
Haberdashery eg Threads, needles, pins, tacking mechanisms.

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of quilted patchwork panels.
Assessment criteria
The learner can: 3.1 research designs of quilted patchwork panels from a range of sources <ul style="list-style-type: none"> • historical • cultural • contemporary • traditional 3.2 analyse research of contextual influences on quilted patchwork 3.3 present research in a format suitable for a client.

Range**Research**

From primary and secondary sources
eg specialist quilt exhibitions, key designer makers, printed sources,
historic houses, galleries and museums, websites
Include research into hanging mechanisms.

Panels

Panels include items which can be hung or used flat eg bed quilts,
throws, wall hangings.

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 quilted patchwork panels

Assessment criteria

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
 - colour
 - line
 - texture
 - shape
 - form
- 4.2 **experiment** with **techniques and processes** to produce samples for quilted patchwork panels
- 4.3 create a **working design visual** for a quilted patchwork panel
- 4.4 estimate the cost and time required to make quilted patchwork panels

Range

Own design ideas

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

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to quilted patchwork panels eg piecing, fabric colouration, printing, stencilling, hand and machine stitch techniques, embellishment, hanging mechanisms.

Record annotated samples with instructions.

Working design visual

Fabric and wadding swatches and a line drawing of the selected quilt showing the design influences using colour, line, texture, shape and form. Detailed drawings of specific stitch techniques/patterns and hanging mechanisms.

Learning outcome

The learner will:

5. Be able to construct a quilted patchwork panel

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** fabrics for a quilted patchwork panel avoiding waste
- 5.4 **construct** a quilted patchwork panel using hand and machine stitching
- 5.5 **finish** a quilted patchwork panel
- 5.6 **present** a quilted patchwork panel following a design specification
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a completed quilted patchwork panel.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements and includes details of the panel mechanism which must be an integral part of the design.

Samples specific to a chosen design

Chosen fabric/s and waddings must be used for these samples eg Seams, piecing, binding, and edging techniques, fabric colouration, hand and machine stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Use construction techniques from those sampled – eg. piecing, binding and edging techniques, fabric colouration, hand and machine stitching, embellishment,

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 quilted panel or panel without marking the surface of the fabric. Add a quilt label.

Present

Photograph and display the finished quilted patchwork panel or panel

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish a quilted patchwork panel or panel

Evaluate

Review and record strengths and areas for improvement of the design and process.

Unit 307

Design and make a quilted 3D Item

UAN:	J/504/5976
Level:	Level 3
Credit value:	9
GLH:	59
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 3D item which can be for purposes of ornamentation or function using quilting and a range of decorative techniques to enhance the design.

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 quilted patchwork items 1.2 describe tools, equipment and materials used to make quilted patchwork items 1.3 use tools, equipment and materials safely to make quilted patchwork items.

Range
Regulations Portable Appliance Testing (PAT), Health and Safety at Work Act.
Tools, equipment and materials Sewing machines, needles, pressing tools, cutting tools, pins, measuring tools, fabrics, waddings 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 quilted 3D items

Assessment criteria

The learner can:

- 2.1 describe different types of **fabrics** for use in quilted 3D items
- 2.2 compare the **characteristics** of different types of fabrics for use in quilted 3D items
- 2.3 describe **haberdashery** required for making quilted 3D items.

Range**Fabrics**

Woven medium and heavier weight fabrics in natural fibres.
Waddings – natural and man made.

Characteristics

Various weaves, surface texture, surface finishes.
State the care, cleaning and any pre-shrink instructions for fabrics.

Haberdashery

eg threads, needles, pins, tacking mechanisms.

Learning outcome

The learner will:

3. Be able to research contextual influences relating to the design of quilted 3D items

Assessment criteria

The learner can:

- 3.1 **research** designs of **quilted 3D items** from a range of sources
 - historical
 - cultural
 - contemporary
 - traditional
- 3.2 analyse research of contextual influences on quilted 3D items
- 3.3 present research in a **format** suitable for a client.

Range**Research**

From primary and secondary sources eg specialist quilt exhibitions, key designer makers, printed sources, historic houses, galleries and museums, websites.

3D quilted items

Items using quilting stitches, hand or machine, including patchwork, whole cloth or appliqué techniques.

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 quilted 3D item

Assessment criteria

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
 - colour
 - line
 - texture
 - shape
 - form
- 4.2 **experiment** with **techniques and processes** to produce a range of quilted patchwork 3D samples
- 4.3 create a **working design visual** for a quilted 3D item
- 4.4 estimate the cost and time required to make a quilted 3D item.

Range

Own design ideas

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

Detailed drawings of specific stitch techniques/patterns

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to 3D quilted items eg piecing, fabric colouration, hand and machine stitch techniques, whole cloth, appliqué, embellishment.

Record annotated samples with instructions.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques/patterns.

Learning outcome

The learner will:

5. Be able to construct a quilted 3D 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 **cut out** fabrics for a quilted 3D item avoiding waste

5.4 **construct** a quilted 3D item using hand and machine stitching

5.5 **finish** a quilted 3D item

5.6 **present** a quilted 3D item following a design specification

5.7 produce a **cost sheet**

5.8 produce **production timescales**

5.9 **evaluate** a completed quilted 3D item.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen fabric/s and waddings must be used for these samples eg Seams, piecing, binding, and edging techniques, fabric colouration, hand and machine stitching, embellishment

3D quilted items

Items using quilting stitches, hand or machine, patchwork or whole cloth or appliqué techniques eg. a screen, quilt, curtain, throw, bag, garment, item for interior décor.

Cut out

Use an economical fabric lay.

Construct

Use construction techniques from those sampled – eg. piecing, edging techniques, fabric colouration, hand and machine stitching, embellishment

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 quilted 3D item without marking the surface of the fabric.

Present

Photograph and display the finished quilted 3D item.

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish a 3D quilted item

Evaluate

Review and record strengths and areas for improvement of the design and process.

Unit 308

Create an experimental collection of machine embroidery

UAN:	L/504/5980
Level:	Level 3
Credit value:	9
GLH:	60
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 demonstrate a range of machine embroidery techniques. The learner will experiment with machine embroidery techniques using a variety of materials and threads to produce experimental work.

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 machine embroidery 1.2 describe tools, equipment and materials used to make machine embroidery 1.3 use tools, equipment and materials safely to make machine embroidery.

Range
Regulations Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act
Tools, equipment and materials Sewing machines, needles, pressing and heating tools, cutting tools, pins, measuring tools. Fabrics. Textile colouration materials. Discharge and 3D mediums. Design materials eg colouring materials, pencils, paper
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, gloves, goggles, apron, surface protection

Learning outcome
The learner will: 2. Understand the characteristics of materials required for machine embroidery
Assessment criteria
The learner can: 2.1 compare the characteristics of a range of different types of materials used for machine embroidery 2.2 describe haberdashery required for making machine embroidery.

Range
Characteristics Various weaves, surface texture, surface finishes, with pile and flat surfaces State the care and cleaning requirements.
Materials Fabrics: eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics Fabric colouring materials: eg dye, fabric paint, crayon, spray paint Other materials: eg metal shim, plastics, wood veneers, balsa, paper, cellophane, felt, 3D mediums.
Haberdashery eg threads, needles, heat dispersable and soluble materials, embellishments, stabilisers.

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of machine embroidery
Assessment criteria
The learner can: 3.1 research designs for machine embroidery from a range of sources <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 analyse research of contextual influences on machine embroidery 3.3 present research in a format suitable for a client.

Range
Research From primary and secondary sources eg Specialist embroidery exhibitions, key designer makers, printed sources, galleries and museums, websites.
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 machine embroidery
Assessment criteria
The learner can: 4.1 develop a range of own design ideas incorporating <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 experiment with techniques and processes to create a range of machine embroidered samples 4.3 estimate the cost and time required to make machine embroidery.

Range
<p>Techniques and processes</p> <p>Create samples appropriate to machine embroidery eg colouration, printing, stencilling, machine stitch techniques, embellishment</p> <p>Use of a variety of threads on the bobbin, specialist machine accessories, heat dispersable and soluble materials</p> <p>Stitches:</p> <p>Straight, free running, feather, whip stitch, granite stitch, cable stitch, automatic stitches, stitch distortion</p> <p>Record annotated samples with instructions.</p> <p>Record the steps followed during the experimental process including any adjustments eg photographic, written</p> <p>Press at appropriate stages of the construction.</p>

Learning outcome
<p>The learner will:</p> <p>5. Be able to create refined samples of machine embroidery</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 produce a range of refined samples specific to a chosen design</p> <p>5.3 finish samples</p> <p>5.4 present samples following a design specification</p> <p>5.5 produce a cost sheet</p> <p>5.6 produce production timescales</p> <p>5.7 evaluate samples of machine embroidery.</p>

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Refined samples specific to a chosen design

Extended samples developed using more than one technique and a variety of stitch types and embellishments to enhance a chosen design. Ensure a range of materials are used.

Finish

Press off the samples without marking the fabric or embellishment.

Present

Photograph and display the finished samples.

Cost sheet

Material costs.

Production timescales

Time taken to plan, create, and finish refined samples of machine embroidery.

Evaluate

Review and record strengths and areas for improvement of the design and process.

Unit 309

Design and make a machine embroidered panel

UAN:	H/504/5984
Level:	Level 3
Credit value:	9
GLH:	61
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 machine embroidered panel which can stand alone or be incorporated into another item. The learner will experiment with a range of machine embroidery 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 machine embroidery 1.2 describe tools, equipment and materials used for machine embroidery 1.3 use tools, equipment and materials safely for machine embroidery.

Range
Regulations Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act.
Tools, equipment and materials Sewing machines, needles, pressing and heating tools, cutting tools, pins, measuring tools, fabrics, textile colouration materials. Discharge and 3D mediums. Design materials eg colouring materials, pencils, paper.
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome
The learner will: 2. Understand the characteristics of materials required for machine embroidery
Assessment criteria
The learner can: 2.1 compare the characteristics of different types of fabrics for use in machine embroidery 2.2 compare the characteristics of different types of materials for use in machine embroidery 2.3 describe haberdashery used for machine embroidery.

Range
<p>Characteristics Various weaves, surface texture, surface finishes, with pile and flat surfaces. State the care and cleaning requirements.</p> <p>Fabrics eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres, net, lace, faux skins, stable knit fabrics, Interfacing.</p> <p>Materials Fabric colouring materials: eg dye, fabric paint, crayon, spray paint Other materials: eg metal shim, plastics, wood veneers, balsa, paper, felt, 3D mediums.</p> <p>Haberdashery eg Threads, needles, heat dispersable and soluble materials, trimmings, embellishments, stabilisers.</p>

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of machine embroidered panels
Assessment criteria
The learner can: 3.1 research designs of machine embroidered panels from a range of sources <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 analyse research of contextual influences on machine embroidered panels 3.3 present research in a format suitable for a client

Range**Research**

From primary and secondary sources
eg specialist embroidery exhibitions, key designer makers, printed sources, galleries and museums, websites.

Panels

Panels include items which can be hung or used otherwise eg wall hanging, curtain, dress panel, book cover, screen panel.

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 machine embroidered panels

Assessment criteria

The learner can:

- 4.1 develop a range of **own design ideas** incorporating
 - colour
 - line
 - texture
 - shape
 - form
- 4.2 **experiment** with **techniques and processes** to produce a range of machine embroidered samples
- 4.3 create a **working design visual** for machine embroidered panels
- 4.4 estimate the cost and time required to make machine embroidered panels

Range**Own design ideas**

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

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches

Techniques and processes

Samples appropriate to machine embroidered panels, eg colouration, printing, stencilling, machine stitch techniques, embellishment, hanging mechanisms.

<p>Use of: A variety of threads on the bobbin, specialist machine accessories, heat dispersable and soluble materials</p> <p>Stitches: Straight, free running, feather, whip stitch, granite stitch, cable stitch, automatic stitches, stitch distortion</p> <p>Record annotated samples with instructions.</p> <p>Working design visual Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques and hanging mechanisms where appropriate.</p>

Learning outcome
<p>The learner will:</p> <p>5. Be able to construct a machine embroidered panel</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 produce a range of samples specific to a chosen design</p> <p>5.3 cut out fabrics for a machine embroidered panel avoiding waste</p> <p>5.4 construct a machine embroidered panel</p> <p>5.5 finish a machine embroidered panel</p> <p>5.6 present a machine embroidered panel following a design specification</p> <p>5.7 produce a cost sheet</p> <p>5.8 produce production timescales</p> <p>5.9 evaluate a completed machine embroidered panel.</p>

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements

Samples specific to a chosen design

Chosen fabric/s must be used for these samples
eg fabric colouration, machine stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Make the panel using techniques from those sampled – eg fabric colouration, machine stitching, embellishment
Record the steps followed during the construction process including any adjustments eg photographic, written.
Press at appropriate stages of the construction.

Finish

Press off or steam a machine embroidered panel without marking the surface of the fabric.

Present

Photograph and display the finished machine embroidered panel.

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish the machine embroidered panel.

Evaluate

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

Unit 310

Design and make a machine embroidered 3D item

UAN:	K/504/5985
Level:	Level 3
Credit value:	9
GLH:	59
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 machine embroidered 3D item which can be for purposes of ornamentation or function. The learner will experiment with a range of machine embroidery 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 machine embroidery 1.2 describe tools, equipment and materials used for machine embroidery 1.3 use tools, equipment and materials safely for machine embroidery.

Range
Regulations Portable Appliance Testing (PAT), COSHH, Health and Safety at Work Act.
Tools, equipment and materials Sewing machines, needles, pressing and heating tools, cutting tools, pins, measuring tools, fabrics, textile colouration materials. Discharge and 3D mediums. Design materials eg colouring materials, pencils, paper.
Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, gloves, goggles, apron, surface protection.

Learning outcome

The learner will:

2. Understand the characteristics of materials required for machine embroidery

Assessment criteria

The learner can:

- 2.1 compare the **characteristics** of different types of **fabrics** for use in machine embroidery
- 2.2 compare the characteristics of different types of **materials** for use in machine embroidery
- 2.3 describe **haberdashery** used for machine embroidery.

Range**Characteristics**

Various weaves, surface texture, surface finishes, with pile and flat surfaces. State the care and cleaning requirements.

Fabrics

eg woven light, medium and heavier weight fabrics in natural, man made and synthetic fibres net, lace, leather, faux skins, stable knit fabrics Interfacing.

Materials

Fabric colouring materials:

eg dye, fabric paint, crayon, spray paint

Other materials:

eg metal shim, wire, plastics, wood veneers, balsa, paper, felt, 3D mediums.

Haberdashery

eg Threads, needles, heat dispersable and soluble materials, trimmings, embellishments, stabilisers, fastenings, handles, frames.

Learning outcome

The learner will:

3. Be able to research contextual influences relating to the design of machine embroidered 3D items

Assessment criteria

The learner can:

- 3.1 **research** designs of machine embroidered **3D items** from a range of sources
 - historical
 - cultural
 - contemporary
- 3.2 analyse research of contextual influences on machine embroidered 3D items
- 3.3 present research in a **format** suitable for a client.

Range
<p>Research From primary and secondary sources eg specialist embroidery exhibitions, key designer makers, printed sources, galleries and museums, websites.</p> <p>3D items eg bags, hats, containers, vessels, shoes, belts, waspies, wraps, items of body adornment, jewellery, items for interior decoration.</p> <p>Format Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation.</p>

Learning outcome
<p>The learner will:</p> <p>4. Be able to plan, prepare and sample materials for machine embroidered 3D items</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 develop a range of own design ideas incorporating</p> <ul style="list-style-type: none"> • colour • line • texture • shape • form <p>4.2 experiment with techniques and processes to produce a range of machine embroidered samples</p> <p>4.3 create a working design visual for machine embroidered 3D items</p> <p>4.4 estimate the cost and time required to make machine embroidered 3D items</p>

Range

Own design ideas

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

Experiment

Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches.

Techniques and processes

Samples appropriate to machine embroidery 3D items, eg colouration, printing, stencilling, machine stitch techniques, embellishment, application of fastenings and frames.

Use of:

a variety of threads on the bobbin, specialist machine accessories, heat dispersable and soluble materials.

Stitches:

Straight, free running, feather, whip stitch, granite stitch, cable stitch, automatic stitches, stitch distortion

Record annotated samples with instructions.

Working design visual

Fabric swatches and a line drawn overall plan for the item showing the design influences. Detailed drawings of specific stitch techniques and application of fastenings and frames where appropriate.

Learning outcome

The learner will:

5. Be able to construct a machine embroidered 3D 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 **cut out** fabrics for a machine embroidered 3D item avoiding waste

5.4 **construct** a machine embroidered 3D item using machine and hand stitching

5.5 **finish** a machine embroidered 3D item

5.6 **present** a machine embroidered 3D item following a design specification

5.7 produce a **cost sheet**

5.8 produce a **production timescale**

5.9 **evaluate** a completed machine embroidered 3D item

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Samples specific to a chosen design

Chosen fabric/s must be used for these samples
eg fabric colouration, machine stitching, embellishment.

Cut out

Use an economical fabric lay.

Construct

Make the 3D item using techniques from those sampled – eg. fabric colouration, machine stitching, embellishment

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

Press at appropriate stages of the construction.

Finish

Press off or steam a machine embroidered 3D item without marking the surface of the fabric.

Present

Photograph and display the finished machine embroidered 3D item.

Cost sheet

Material costs.

Production timescale

Time taken to plan, create and finish the machine embroidered 3D item.

Evaluate

Review and record strengths, areas for improvement and adjustments made for 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 **Centres and Training Providers homepage** on www.cityandguilds.com.

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

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

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

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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

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

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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