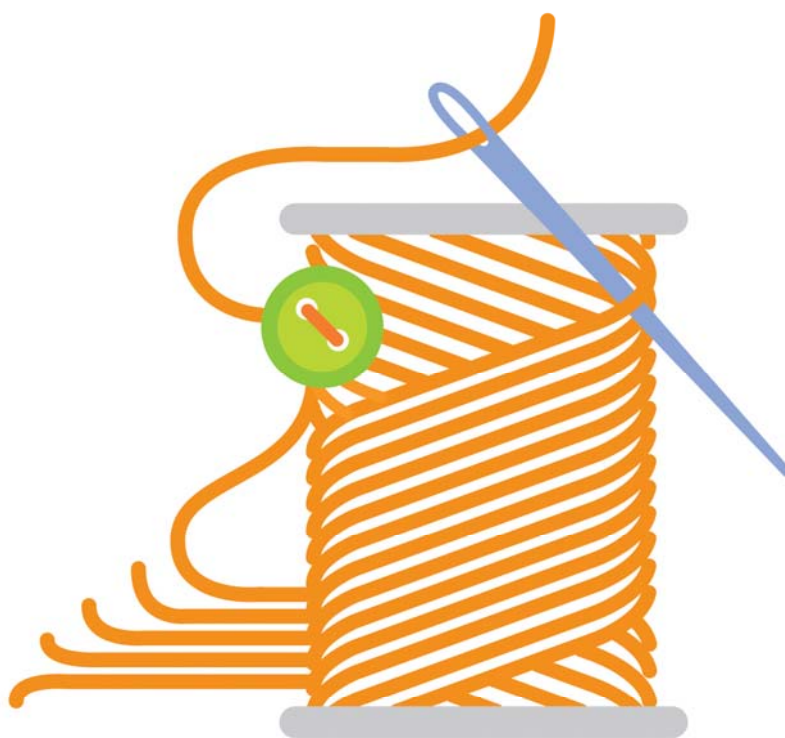


Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 Fashion units



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Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 Fashion units

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City & Guilds ref no:	7113 – 100	
Title:	Fashion – Pattern Cutting and Modelling	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of flat cut blocks with toiles and a full size basic half bodice, with ease, modelled on the stand	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to pattern cutting, toiles and modelling 2 Use advanced and innovative design ideas to inform the making of a set of blocks, toiles and a modelled bodice 3 Plan and manage the making of the blocks, toiles and a bodice to the working design 4 Work safely and effectively 5 Make well constructed blocks, toiles and a bodice to a professional standard 6 Use presentation skills to display the blocks, toiles and bodice 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to pattern cutting, toiles and modelling	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the set of blocks, toiles and modelled bodice 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a set of blocks, toiles and a modelled bodice	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the blocks, toiles and bodice 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the blocks, toiles and bodice 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of blocks, toiles and a bodice to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the blocks, toiles and bodice</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the blocks, toiles and bodice 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the blocks, toiles and bodice 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed set of blocks, toiles and bodice to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional set of blocks, toiles and bodice to the following specifications –</p> <ul style="list-style-type: none"> • The blocks and toiles will be constructed for the personal use of one adult female • The bodice will be modelled, in mull or calico, on a stand • The blocks and bodice will be marked-up <p>5.4 Store and finish the completed blocks, toiles and bodice 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished blocks, toiles and bodice –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the blocks, toiles and bodice	6.1 List and describe a range of presentation styles and methods suitable for use with the blocks, toiles and bodice 6.2 Select and use a method to present the blocks, toiles and bodice 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Draft a full set of blocks for one individual	
Mark up and check the blocks –piece details, seam allowance or nett, pieces match working drawing	
Fit and adjust toiles throughout the making process to ensure the required fit is obtained	
Use the blocks to create toiles and mark up on the toile any alterations and corrections	
Prepare a stand for modelling a half bodice	
Model a half bodice, CF to CB, with ease	
Use the straight grain at CF and CB	
Suppress fullness as darts	
Mark up the bodice to show grainline, bustline, waistline, hipline, and dart lines	
Cut out the bodice	
Stitch the darts, side and shoulder seams	

City & Guilds ref no:	7113 – 101	
Title:	Fashion – A Blouse or Shirt with Advanced Styling	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce the pattern for, and make, an advanced style blouse or shirt in lightweight fabric with a collar/collar stand, sleeves and button closing	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to blouses and shirts 2 Use advanced and innovative design ideas to inform the making of a blouse or shirt 3 Plan and manage the making of the pattern and blouse or shirt to the working design 4 Work safely and effectively 5 Make a well constructed pattern and blouse or shirt to a professional standard 6 Use presentation skills to display the pattern and blouse or shirt 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to blouses and shirts	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a blouse or shirt	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the garment 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the garment 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the pattern and blouse or shirt to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the pattern and garment</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pattern and garment 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pattern and garment 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed pattern and blouse or shirt to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional pattern and garment to the following specifications – <ul style="list-style-type: none"> • The pattern and garment will be constructed for personal measurements • The garment may be for the adult male or female form • The sleeves may be of any length 5.4 Store and finish the completed pattern and garment 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished pattern and garment – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
<p>Learning outcome 6</p>	<p>Assessment criteria</p>

The learner can:	The learner will:
6 Use presentation skills to display the pattern and blouse or shirt	6.1 List and describe a range of presentation styles and methods suitable for use with the pattern and garment 6.2 Select and use a method to present the pattern and garment 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Use personal blocks to draft the pattern -straight, fitted, semi-fitted bodices, one piece sleeve	
Draft, mark up and check the pattern – grainline, balance marks, piece details, seam allowance or nett, pieces match working drawing	
Prepare and use correctly, fabrics when cutting and stitching and make an accurate lay	
Sample and use seams and hems - open seams neaten with zig-zag/overlock, clean finish, bias binding, narrow hem and a shaped, faced hem	
Sample and use as required buttons and button wraps, facings, fly fronts, yokes, dart shaping, tucks, pleats, gathers, sleeve openings, shaped cuffs	
Sample and use as required collars - convertible, sailor, Eton, grown on	
Sample and use as required decorative techniques – pin tucks, embellishment	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making and pressing-off processes	
Label correctly for the care requirements of the garment	

7113 – 102 Fashion – Advanced Style Skirt

City & Guilds ref no:	7113 – 102	
Title:	Fashion – Advanced Style Skirt	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce the pattern for, and make, an advanced style skirt in light or medium weight fabric	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to skirts 2 Use advanced and innovative design ideas to inform the making of a skirt 3 Plan and manage the making of the pattern and skirt to the working design 4 Work safely and effectively 5 Make a well constructed pattern and skirt to a professional standard 6 Use presentation skills to display the pattern and skirt 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to skirts	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a skirt	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the garment 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the garment 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the pattern and skirt to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the pattern and garment</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pattern and garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pattern and garment</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed pattern and skirt to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional pattern and garment to the following specifications –</p> <ul style="list-style-type: none"> • The pattern and garment will be constructed for personal measurements • The garment will be for the adult female form • The garment will be of any length <p>5.4 Store and finish the completed pattern and garment</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished pattern and garment –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the pattern and skirt	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the pattern and garment</p> <p>6.2 Select and use a method to present the pattern and garment</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Use personal blocks to draft the pattern – skirt, fully shaped skirt block or circular block	
Draft, mark up and check the pattern – grainline, balance marks, piece details, seam allowance or nett, pieces match working drawing	
Prepare and use correctly, fabrics when cutting and stitching and make an accurate lay	
Sample and use seams and hems - open seams neatened with zig-zag/overlock, French, bias binding, narrow hem, tailored hem	
Sample and use as required buttons and button wraps, facings, fly fronts, yokes, dart shaping, tucks, pleats, gathers, godets	
Sample and use as required fastenings – zips and plackets	
Sample and use as required decorative techniques – top stitching, shirring, embellishment	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making and pressing-off processes	
Label correctly for the care requirements of the garment	

City & Guilds ref no:	7113 – 103
Title:	Fashion – Advanced Style Cullotte, Trousers or Shorts
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will produce the pattern for, and make, an advanced style cullotte, trousers or shorts in medium weight fabric
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to cullottes, trousers and shorts 2 Use advanced and innovative design ideas to inform the making of a cullotte, trousers or shorts 3 Plan and manage the making of the pattern and cullotte, trouser or shorts to the working design 4 Work safely and effectively 5 Make a well constructed pattern and cullotte, trouser or shorts to a professional standard 6 Use presentation skills to display the pattern and cullotte, trouser or shorts
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to cullottes, trousers and shorts	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ...
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the making of a cullotte, trousers or shorts	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the garment 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the garment
Learning outcome 3	Assessment criteria
The learner can:	The learner will:

<p>3 Plan and manage the making of the pattern and culotte, trousers or shorts to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the pattern and garment</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pattern and garment 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pattern and garment 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed pattern and culotte, trousers or shorts to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional pattern and garment to the following specifications – <ul style="list-style-type: none"> • The pattern and garment will be constructed for personal measurements • The garment may be for the adult male or female form • The garment will have a waistband and opening 5.4 Store and finish the completed pattern and garment 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished pattern and garment – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the pattern and culotte, trousers or shorts	6.1 List and describe a range of presentation styles and methods suitable for use with the pattern and garment 6.2 Select and use a method to present the pattern and garment 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Use personal blocks to draft the pattern – trouser block	
Draft, mark up and check the pattern – grainline, balance marks, piece details, seam allowance or nett, pieces match working drawing	
Prepare and use correctly, fabrics when cutting and stitching and make an accurate lay	
Sample and use seams and hems - open seams neatened with zig-zag/overlock, welt seam, bias binding, tailored hem	
Sample and use as required facings, fly fronts, yokes, dart shaping, tucks, pleats, gathers, inset pockets	
Sample and use as required fastenings – buttons and button wraps, zips and plackets	
Sample and use as required decorative techniques – top stitching	
Fit and adjust the garment accurately throughout the making up processes	
Make the garment	
Handle and press work correctly during the making and pressing-off processes	
Label correctly for the care requirements of the garment	

7113 – 104 Fashion – Advanced Style Dress

City & Guilds ref no:	7113 – 104	
Title:	Fashion – Advanced Style Dress	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce the pattern for, and make, an advanced style dress with a waistline or cut in one-piece, incorporating an appropriate opening	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to dresses 2 Use advanced and innovative design ideas to inform the making of a dress 3 Plan and manage the making of the pattern and skirt to the working design 4 Work safely and effectively 5 Make a well constructed pattern and dress to a professional standard 6 Use presentation skills to display the pattern and dress 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to dresses	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a dress	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the garment 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the garment 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the pattern and dress to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the pattern and garment</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pattern and garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pattern and garment</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed pattern and dress to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional pattern and garment to the following specifications –</p> <ul style="list-style-type: none"> • The pattern and garment will be constructed for personal measurements • The garment will be for the adult female form • The garment will be of any length <p>5.4 Store and finish the completed pattern and garment</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished pattern and garment –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

pattern and dress	<p>presentation styles and methods suitable for use with the pattern and garment</p> <p>6.2 Select and use a method to present the pattern and garment</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
Measure and record sizes accurately	
Use personal blocks to draft the pattern – bodice, semi-fitted bodice, one piece sleeve, skirt, fully shaped skirt block	
Draft, mark up and check the pattern – grainline, balance marks, piece details, seam allowance or nett, pieces match working drawing	
Prepare and use correctly, fabrics when cutting and stitching and make an accurate lay	
Sample and use seams and hems - open seams neatened with zig-zag/overlock, bias binding, narrow hem, tailored hem	
Sample and use as required - facings, yokes, dart shaping, tucks, pleats, gathers, godets	
Sample and use as required fastenings – buttons and button wraps, zips and plackets	
Sample and use as required decorative techniques – top stitching, shirring, embellishment	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making and pressing-off processes	
Label correctly for the care requirements of the garment	

City & Guilds ref no:	7113 – 105	
Title:	Fashion – Advanced Style, Lined Jacket	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce the pattern for, and make, an advanced style, lined jacket in medium/heavyweight fabric, with interfacing and facings	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to jackets 2 Use advanced and innovative design ideas to inform the making of a jacket 3 Plan and manage the making of the pattern and jacket to the working design 4 Work safely and effectively 5 Make a well constructed pattern and jacket to a professional standard 6 Use presentation skills to display the pattern and jacket 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to jackets	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a jacket	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the garment 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the garment 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the pattern and jacket to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the pattern and garment</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pattern and garment</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pattern and garment</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed pattern and jacket to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional pattern and garment to the following specifications –</p> <ul style="list-style-type: none"> • The pattern and garment will be constructed for personal measurements • The garment will be for the adult male or female form • The garment will be of any length <p>5.4 Store and finish the completed pattern and garment</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished pattern and garment –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the pattern and jacket	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the pattern and garment</p> <p>6.2 Select and use a method to present the pattern and garment</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Measure and record sizes accurately</p>	
<p>Use personal blocks to draft the pattern – bodice, semi-fitted bodice, two piece sleeve,</p>	
<p>Draft, mark up and check the pattern – grainline, balance marks, piece details, seam allowance or nett, pieces match working drawing</p>	
<p>Prepare and use correctly, fabrics, linings and interfacings when cutting and stitching and make an accurate lay</p>	
<p>Sample and use seams and hems - open seams neatened with zig-zag/overlock, two piece sleeve hem with vent, tailored hem</p>	
<p>Sample and use as required - facings, yokes, dart shaping, sleeve head rolls,</p>	
<p>Sample and use as required collars - convertible, Eton, flat, grown on, rever</p>	
<p>Sample and use as required fastenings – buttons and button wraps, fly fronts, zips and plackets, pockets</p>	
<p>Sample and use as required decorative techniques – top stitching, embellishment</p>	
<p>Fit and adjust the garment accurately throughout the making up processes</p>	
<p>Press work correctly during the making and pressing-off processes</p>	
<p>Label correctly for the care requirements of the garment</p>	

City & Guilds ref no:	7113 – 106	
Title:	Fashion – Theatre Costume, Advanced Historical Costume	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce the pattern for, an advanced costume for a known or created historical character with any structural undergarments/underpinnings required	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to historical costume 2 Use advanced and innovative design ideas to inform the making of an historical costume 3 Plan and manage the making of the costume to the working design 4 Work safely and effectively 5 Make a well constructed costume to a professional standard 6 Use presentation skills to display costume 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to historical costume	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of an historical costume	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the costume 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the costume 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the costume</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the costume</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the costume 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the costume 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed costume to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional costume to the following specifications –</p> <ul style="list-style-type: none"> • The garment will be constructed to a stated stock size • The garment will be for an adult male or female character • A written character sketch will accompany the design • The costume will be sustainable through a season's performance <p>5.4 Store and finish the completed costume 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished costume –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6 The learner can:	Assessment criteria The learner will:
6 Use presentation skills to display the costume	6.1 List and describe a range of presentation styles and methods suitable for use with the costume 6.2 Select and use a method to present the costume 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Measure and record sizes accurately	
Create a pattern by drafting, by the adaptation of a commercial pattern or by direct cutting, marking up and labelling correctly, as required for the item under construction	
Create a range of underpinnings/undergarments to ensure that the costume retains historically accurate line and shape	
Prepare and use correctly, fabrics when cutting and stitching and make an accurate lay	
Sample and use any decorative techniques or special effects to be applied to the materials	
Sample and use as required – a range of garment making processes	
Sample and use as required fastenings – buttons and button wraps, zips and plackets, hook and loop tape	
Make notes and samples of a range of processes suitable for joining materials, to include gluing, heat bonding/sealing, stitching, linking, punching, piercing, lacing/thronging	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making and pressing-off processes	
Label correctly for the size and care requirements of the garment	

City & Guilds ref no:	7113 – 107	
Title:	Fashion – Theatre Costume with Supports	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a costume or individual garment which requires boning, wiring, or similar supports, to create the shape and hold the structure	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to costume which requires support mechanisms 2 Use advanced and innovative design ideas to inform the making of a costume with supports 3 Plan and manage the making of the costume to the working design 4 Work safely and effectively 5 Make a well constructed costume to a professional standard 6 Use presentation skills to display costume 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to costume which requires support mechanisms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a costume with supports	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the costume 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the costume 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the costume	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the costume</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the costume</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the costume</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed costume to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional costume to the following specifications –</p> <ul style="list-style-type: none"> • The garment will be constructed to a stated stock size • The garment will be made for an androgynous, male or female character • A written character sketch will accompany the design • The costume will be sustainable through a season's performance <p>5.4 Store and finish the completed costume</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished costume –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the costume	6.1 List and describe a range of presentation styles and methods suitable for use with the costume 6.2 Select and use a method to present the costume 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Create a pattern by drafting, by the adaptation of a commercial pattern or by direct cutting, marking up and labelling correctly, as required for the item under construction	
Create a range of underpinnings/undergarments to ensure that the costume retains historically accurate line and shape	
Prepare and use correctly, fabrics when cutting and stitching and make an accurate lay	
Sample and use any decorative techniques or special effects to be applied to the materials	
Sample and use boning, wiring and the insertion/addition of similar supporting materials to fabrics, yarns, plastics, wood, metal, foil, feathers, faux skins, cardboard and paper	
Sample and use as required – a range of garment making processes suitable for the anticipated life of the costume, length of production run and the materials used	
Sample and use as required fastenings – buttons and button wraps, zips and plackets, hook and loop tape	
Sample and use a range of processes suitable for joining materials, to include gluing, heat bonding/sealing, stitching, linking, punching, piercing, lacing/thronging	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making and pressing-off processes	
Label correctly for the size and care requirements of the garment	

City & Guilds ref no:	7113 – 108	
Title:	Fashion – Theatre Costume, Advanced Accessory	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will construct an accessory – hat, head-dress, wig or mask	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to theatrical accessories 2 Use advanced and innovative design ideas to inform the making of a theatrical accessory 3 Plan and manage the making of the accessory to the working design 4 Work safely and effectively 5 Make a well constructed accessory to a professional standard 6 Use presentation skills to display the accessory 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to theatrical accessories	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a theatrical accessory	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the accessory 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the accessory 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

accessory	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the accessory</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the accessory</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the accessory</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed accessory to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional accessory to the following specifications –</p> <ul style="list-style-type: none"> • The accessory will be for an androgynous, male or female character • A written character sketch will accompany the design • The accessory will be sustainable through a season's performance <p>5.4 Store and finish the completed accessory</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished accessory –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the accessory	6.1 List and describe a range of presentation styles and methods suitable for use with the accessory 6.2 Select and use a method to present the accessory 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Create a pattern by drafting, by the adaptation of a commercial pattern or by direct cutting, marking up and labelling correctly, as required for the item under construction	
Make a maquette of a mask to ensure a correct and comfortable fit	
Sample and use as required theatrical millinery, head-wear, wig and mask techniques	
Sample and use any decorative techniques or special effects to be applied	
Ensure that the comfort of the wearer is paramount	
Make notes and samples of a range of processes suitable for joining materials, to include gluing, heat bonding/sealing, stitching, linking, punching, piercing, lacing/thronging	
Fit and adjust the accessory accurately throughout the making up processes	
Label correctly for the size and care requirements of the accessory	

City & Guilds ref no:	7113 – 109	
Title:	Fashion – Theatre Costume, Body Extensions for Character Performance	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will construct a set of extensions to transform body shape for character performance	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to theatrical character shape 2 Use advanced and innovative design ideas to inform the making of a set of theatrical body extensions 3 Plan and manage the making of the extensions to the working design 4 Work safely and effectively 5 Make a well constructed set of extensions to a professional standard 6 Use presentation skills to display the extensions 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to theatrical character shape	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the garment 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a set of theatrical body extensions	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the extensions 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the extensions 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

extensions	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the extensions</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the extensions</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the extensions</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed set of extensions to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional extensions to the following specifications –</p> <ul style="list-style-type: none"> • The extensions will be for a child, androgynous, male or female character • A written character sketch will accompany the extensions • The extension will be sustainable through a season's performance <p>5.4 Store and finish the completed extensions</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished extensions–</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the extensions	6.1 List and describe a range of presentation styles and methods suitable for use with the extensions 6.2 Select and use a method to present the extensions 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Create a pattern by drafting, by the adaptation of a commercial pattern or by direct cutting, marking up and labelling correctly, as required for the item under construction	
Create pads to extend small areas of the body	
Create a padding undersuit for a whole torso extension	
Create extensions for the hands and feet to add width and to add length	
Create a tail like structure to encase the legs	
Create wing-like, fin-like and tail extensions to the body	
Ensure that the movement of the body is not unnecessarily impeded and that the well being and comfort of the wearer is paramount	
Show how each item it will be fastened and attached to the body	
Sample and use a range of processes suitable for joining materials, to include gluing, heat bonding/sealing, stitching, linking, punching, piercing, lacing/thronging	
Fit and adjust the accessory accurately throughout the making up processes	
Label correctly for the size and care requirements of the extensions	

City & Guilds ref no:	7113 – 110	
Title:	Fashion – Advanced Fabric Decoration	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce one length of decorated fabric created for a fashion purpose and one for a theatrical performance	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to fashion and performance fabrics 2 Use advanced and innovative design ideas to inform the making of decorated fabrics 3 Plan and manage the making of the fabric lengths to the working design 4 Work safely and effectively 5 Make a well constructed set of decorated fabrics to a professional standard 6 Use presentation skills to display the fabrics 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to fashion and performance fabrics	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to fashion and performance fabric 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of decorated fabrics	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the fabrics 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the fabrics 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the fabric lengths to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the fabric lengths</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the lengths of decorated fabric 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the lengths of decorated fabric 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed set of lengths of decorated fabric to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional set of lengths of fabric to the following specifications –</p> <ul style="list-style-type: none"> • The fabrics will be for a stated fashion item and a stated character • Two different fabrics will be used for the lengths • Sample pieces will be a minimum size A3 and will include natural and man-made fabrics, woven, knitted, non woven, brushed, felted, glazed, mercerised, flameproofed, crease resistant, transparent • The complete lengths will be of minimum one metre by the full width of the fabric <p>5.4 Store and finish the completed fabrics 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished fabrics</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved

	5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the fabrics	6.1 List and describe a range of presentation styles and methods suitable for use with the fabrics 6.2 Select and use a method to present the fabrics 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately before applying decorative techniques	
Sample and use as required colour applied to fabrics – dyeing, stencilling, printing, stippling, crayon, heat transfer paint	
Sample and use as required a range of resist techniques - batik, starch, shibori, gutta, masks, stencils, folding, machining and pleating, false batik	
Sample and use as required block prints, screen printing, printing with dye and fabric paints	
Sample and use as required discharge techniques - controlled use of bleach, discharge paste, proprietary brands of bleaching products and potassium permanganate	
Sample and use as required metallic finishes including bronze and lustre powders, metallic paint powders and appropriate mediums, acrylic and cellulose paints	
Sample and use as required decorative techniques and embellishment	
Fit and adjust the garment accurately throughout the making up processes	
Press work correctly during the making drying and pressing-off processes	
Label correctly for the care requirements of the fabrics	

City & Guilds ref no:	7113 – 111	
Title:	Fashion – Advanced Millinery, Bridal Headwear	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a tiara, a headdress, a straw hat or a skull cap with a pleated, ruched or classic tailored cover and decoration.	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to bridal headwear 2 Use advanced and innovative design ideas to inform the making of bridal headwear 3 Plan and manage the making of the headwear 4 Work safely and effectively 5 Make a well constructed item of headwear to a professional standard 6 Use presentation skills to display the headwear 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to bridal headwear	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to bridal headwear 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of bridal headwear	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the headwear 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the headwear 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the headwear to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the headwear</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the headwear</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the headwear</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed headwear to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional item of headwear to the following specifications –</p> <ul style="list-style-type: none"> • The bridal headwear may incorporate veiling or have an attached veil • Combs will be fixed to the headwear <p>5.4 Store and finish the completed headwear</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished headwear –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solve <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

6 Use presentation skills to display the headwear	6.1 List and describe a range of presentation styles and methods suitable for use with the headwear 6.2 Select and use a method to present the headwear 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
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Learning programme In this unit the learner will:
Measure and record head sizes accurately
Enhance a variety of face shapes and figure shapes with various styles of headwear
Sample and use as required techniques for making headwear by stitching or by blocking a variety of materials using simple and complex blocks
Make and apply hand made trimmings
Use solvents, stiffeners and varnishes used in millinery – both chemical and non chemical
Sample and use as required decorative techniques and embellishment
Fit and adjust the headwear accurately throughout the making up processes
Press or damp and block the work correctly during the making process
Ensure that the comfort of the wearer is paramount
Label correctly for the care requirements of the headwear

7113 – 112

Fashion – Advanced Millinery, Blocked Felt Hat with Decorative Join

City & Guilds ref no:	7113 – 112	
Title:	Fashion – Advanced Millinery, Blocked Felt Hat with Decorative Join	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a blocked felt hat, with or without a brim, using a minimum of two different coloured felts, with a decorative join between the two colours	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to felt hats 2 Use advanced and innovative design ideas to inform the making of felt hats 3 Plan and manage the making of the hat 4 Work safely and effectively 5 Make a well constructed hat to a professional standard 6 Use presentation skills to display the hat 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to felt hats	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to felt hats 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a felt hat	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the hat 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the hat 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the hat to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the headwear</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the hat</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hat to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional hat to the following specifications –</p> <ul style="list-style-type: none"> • Commercial felt hoods and/or felt hand crafted by the candidate may be used • The hat will be for an adult female <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished hat –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

6 Use presentation skills to display the hat	6.1 List and describe a range of presentation styles and methods suitable for use with the hat 6.2 Select and use a method to present the hat 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Measure and record head sizes accurately	
Enhance a variety of face shapes and figure shapes with various styles of headwear	
Sample and use as required techniques for making felt hats by stitching or by blocking a variety of materials using simple and complex blocks	
Sample and use as required decorative joins and edges suitable for felt	
Make and apply hand made trimmings - fabric, feather, leather	
Use felt stiffeners– both chemical and non chemical	
Sample and use as required decorative techniques and embellishment suitable for felt fabrics	
Fit and adjust the hat accurately throughout the making up processes	
Press or damp and block the work correctly during the making process	
Ensure that the comfort of the wearer is paramount	
Label correctly for the care requirements of the headwear	

City & Guilds ref no:	7113 – 113	
Title:	Fashion – Advanced Millinery, Blocked Straw Hat with Double Brim	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a blocked straw hat with a double brim using mono or multi coloured straw hoods	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to straw hats 2 Use advanced and innovative design ideas to inform the making of straw hats 3 Plan and manage the making of the hat 4 Work safely and effectively 5 Make a well constructed hat to a professional standard 6 Use presentation skills to display the hat 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to straw hats	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to straw hats 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a straw hat	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the hat 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the hat 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the hat to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the hat</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the hat</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hat to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional hat to the following specifications –</p> <ul style="list-style-type: none"> • Commercial straw hoods will be used • The hat will be for an adult female • The hat will be trimmed • Sinamay may be used for the second brim <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished hat –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

6 Use presentation skills to display the hat	6.1 List and describe a range of presentation styles and methods suitable for use with the hat 6.2 Select and use a method to present the hat 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
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Learning programme

In this unit the learner will:

Measure and record head sizes accurately

Enhance a variety of face shapes and figure shapes with various styles of headwear

Sample and use as required techniques for making straw hats by stitching or by blocking a variety of materials using simple and complex blocks

Sample and use as required double brims with finished edges

Make and apply hand made trimmings - fabric, bows, ribbons, feathers

Use straw stiffeners– both chemical and non chemical

Sample and use as required decorative techniques and embellishment suitable for straw fabrics

Fit and adjust the hat accurately throughout the making up processes

Press or damp and block the work correctly during the making process

Ensure that the comfort of the wearer is paramount

Label correctly for the care requirements of the headwear

7113 – 114

Fashion – Advanced Millinery, Pile Fabric Soft Hat

City & Guilds ref no:	7113 – 114	
Title:	Fashion – Advanced Millinery, Pile Fabric Soft Hat	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a soft hat made in pile fabric worked up from a self drafted flat pattern	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to soft fabric hats 2 Use advanced and innovative design ideas to inform the making of soft fabric hats 3 Plan and manage the making of the hat 4 Work safely and effectively 5 Make a well constructed hat to a professional standard 6 Use presentation skills to display the hat 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to soft fabric hats	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to soft fabric hats 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a soft fabric hat	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the hat 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the hat 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the hat to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the hat</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the hat</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hat to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional hat to the following specifications –</p> <ul style="list-style-type: none"> • Long or short pile fabric may be used • The hat will be for an adult female • The hat will be trimmed <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished hat –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the hat	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the hat</p> <p>6.2 Select and use a method to present the hat</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths

	<ul style="list-style-type: none"> • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Measure and record head sizes accurately</p>	
<p>Enhance a variety of face shapes and figure shapes with various styles of headwear</p>	
<p>Draft, mark up and check flat patterns for fabric hats – grainline, piece details, seam allowances or nett, pieces match working drawing, lay plan</p>	
<p>Sample and use as required fabric brims with seamed edges</p>	
<p>Make and apply hand made trimmings - fabric, bows, ribbons, feathers</p>	
<p>Sample and use as required a variety of pile fabrics – short, long and fur fabric</p>	
<p>Sample and use as required decorative techniques and embellishment suitable for soft fabric hats</p>	
<p>Fit and adjust the hat accurately throughout the making up processes</p>	
<p>Press or damp and block the work correctly during the making process</p>	
<p>Ensure that the comfort of the wearer is paramount</p>	
<p>Label correctly for the care requirements of the headwear</p>	

City & Guilds ref no:	7113 – 115	
Title:	Fashion – Advanced Millinery, Draped Hat	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a draped hat made on a blocked base	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to draped hats 2 Use advanced and innovative design ideas to inform the making of draped hats 3 Plan and manage the making of the hat 4 Work safely and effectively 5 Make a well constructed hat to a professional standard 6 Use presentation skills to display the hat 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to draped hats	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to draped hats 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a draped hat	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the hat 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the hat 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the hat to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 	

	3.4 Produce a costing and time estimate for making the hat
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the hat</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the hat</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed hat to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional hat to the following specifications –</p> <ul style="list-style-type: none"> • Foundation materials will be used to form the hat base • The hat will be for an adult female wearer • The hat will be trimmed with hand made trimmings <p>5.4 Store and finish the completed hat</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished hat –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

6 Use presentation skills to display the hat	6.1 List and describe a range of presentation styles and methods suitable for use with the hat 6.2 Select and use a method to present the hat 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
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Learning programme In this unit the learner will:
Measure and record head sizes accurately
Enhance a variety of face shapes and figure shapes with various styles of headwear
Sample and use as required pile and flat face fabrics
Work the drape on a blocked base, controlling the edges to retain shape
Make and apply hand made trimmings - fabric, bows, ribbons, feathers, cockades
Sample and use as required a variety of pile fabrics – short, long and fur fabric
Sample and use as required decorative techniques and embellishment suitable for draped hats
Fit and adjust the hat accurately throughout the making up processes
Press or steam the work correctly during the making process
Ensure that the comfort of the wearer is paramount
Label correctly for the care requirements of the headwear

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