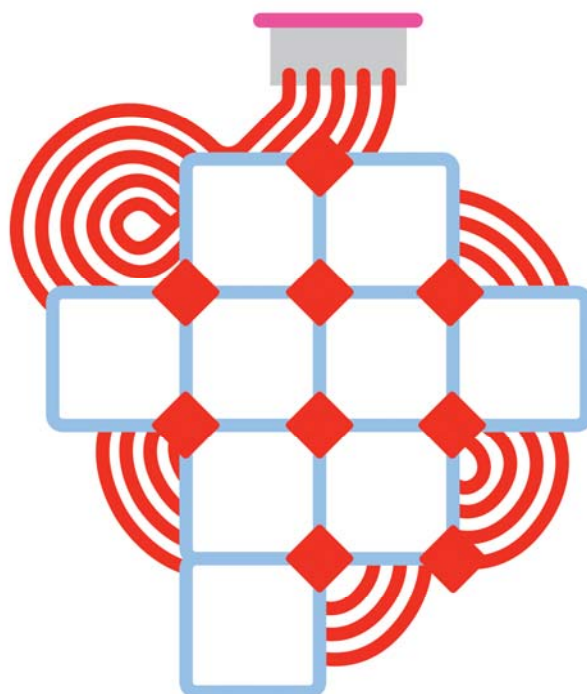


# Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

## Level 3 Interior units



## **About City & Guilds**

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

## **City & Guilds Group**

The City & Guilds Group includes City & Guilds, City & Guilds Institute, ILM (the Institute of Leadership & Management) which provides management qualifications, learning materials and membership services, NPTC which offers land-based qualifications and membership services, and HAB (the Hospitality Awarding Body). City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

## **Equal opportunities**

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2008 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* on the City & Guilds website also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

## **Publications**

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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

## **Level 3 Interior units**

**This page is intentionally blank**

# Contents

7113 – 300	Soft Furnishings – Experimental Collection of Samples	5
7113 – 301	Soft Furnishings – Pair of Interlined Draw Curtains with an Advanced Heading, Swags and Tails	8
7113 – 302	Soft Furnishings – Co-ordinated Bed Furnishings	11
7113 – 303	Soft Furnishings – Loose Cover for an Arm Chair	14
7113 – 304	Soft Furnishings – Co-ordinated Cushions	17
7113 – 305	Soft Furnishings – Advanced Shaped Window Treatments	20
7113 – 306	Passementerie – Functional Item	23
7113 – 307	Passementerie – Wall Hanging	26
7113 – 308	Passementerie – An Accessory	29
7113 – 309	Passementerie – Sample Collection	32
7113 – 310	Upholstery – Chair with a Sprung Seat	35
7113 – 311	Upholstery – Chair with a Sprung Arm and/or Independent Sprung Edge	38
7113 – 312	Upholstery – Upholstered Decorative Headboard	41
7113 – 313	Interior Décor – Kitchen and Utility Room	44
7113 – 314	Interior Décor – Master Bedroom suite with integral wet room and walk-in wardrobe facilities	47
7113 – 315	Interior Décor – Sitting Room with French Doors leading to a Conservatory	51
7113 – 316	Interior Décor – Study and Hobby Room	55
7113 – 317	Interior Décor – Studio Apartment	59
7113 – 318	Interior Décor – Outdoor Room	63
7113 – 319	Decorative Effects – Experimental Collection of Decorative Painted Samples	67
7113 – 320	Decorative Effects – Decorative Painting of Wall and Door Surfaces	71
7113 – 321	Decorative Effects – Advanced Broken Colour Paint Effects	74
7113 – 322	Decorative Effects – Advanced Wood Graining Effects	77
7113 – 323	Decorative Effects – Advanced Marbling Effects	80
7113 – 324	Decorative Effects – Advanced Stencilling Effects	83
7113 – 325	Decorative Effects – Distressing and Ageing Paint Effects	86
7113 – 326	Upholstery – An Upholstered Easy Chair with Arms	89
7114 – 327	Upholstery – A Chair with Deep Buttoned Back and/or Seat	92

**This page is intentionally blank**

City & Guilds ref no:	7113 – 300	
Title:	Soft Furnishings – Experimental Collection of Samples	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a collection of experimental samples using traditional and innovative techniques	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of an experimental collection of soft furnishing samples</li> <li>2 Use advanced and innovative design ideas to inform the plans for the collection of soft furnishing samples</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of a collection of soft furnishing samples	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to soft furnishings</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for an experimental collection of soft furnishing samples	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the soft furnishing samples</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional collection of soft furnishing samples to the following specifications – <ul style="list-style-type: none"> <li>• The soft furnishing sample collection, of an advanced nature, will use a range of materials – natural, man-made, fibres, threads</li> <li>• The samples, with the exception of those for the loose cover options, will be the same size, minimum A4, to reflect the creation of a collection</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul>



	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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Transfer designs for embellishment on to fabric	
Embellish fabrics for soft furnishing purposes – top stitching, pin tucks, crossed tucks, appliqué, machine embroidery	
Create experimental samples to add sustainable colour to soft furnishing fabrics – dye, stencilling, coloured stitching	
Sample loose cover techniques – tuck in, pleat hem, vent, box pleat	
Sample fastenings and closures suitable for items of soft furnishing – buttons and buttonholes, studs, ties, zips, flaps, housewife ends	
Label correctly with details of the materials composition and the care requirements of the samples	

## Soft Furnishings – Pair of Interlined Draw Curtains with an Advanced Heading, Swags and Tails

City & Guilds ref no:	7113 – 301	
Title:	Soft Furnishings – Pair of Interlined Draw Curtains with an Advanced Heading, Swags and Tails	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a pair of interlined draw curtains with a fabric join, an advanced, hand stitched heading, swags and tails.	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of interlined drawn curtains</li> <li>2 Use advanced and innovative design ideas to inform the plans for the interlined draw curtains</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of interlined draw curtains	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to interlined draw curtains</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for the interlined draw curtains	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the interlined draw curtains</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed pair of curtains with swags and tails to the following specifications – <ul style="list-style-type: none"> <li>• The pair of interlined curtains must show fabric joining</li> <li>• The heading will be of an advanced style, not a standard tape finish and will be hand stitched</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record window sizes accurately	
Calculate curtain widths to achieve the required effect with advanced headings, swags and tails	
Select and adjust curtain styles to compliment a variety of window sizes and shapes	
Design the swags and tails	
Sample the joining of at least a two pattern match seam	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Sample seams, hems and advanced headings - open seams neatened with zig-zag/overlock, blind hem both hand and machine stitched, headings to create smocked effects, triple pleats	
Use stitches to lock interlining to fabric	
Sample hand stitched lining techniques	
Make the curtains, swags and tails	
Mitre the corners of curtain fabric and attach curtain weights as appropriate	
Sample the application, to swags and tails, lining, edging braids and fringing	
Sample a range of hand stitched headings and the dressing of the heading style to the required measurement	
Dress the swags and tails	
Label correctly with details of the materials composition and the care requirements of the curtains	

City & Guilds ref no:	7113 – 302	
Title:	Soft Furnishings – Co-ordinated Bed Furnishings	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a set of co-ordinated bed furnishings comprising a pair of decorative pillow cases, a fitted valance and a lined, embellished bed cover/throw	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of bed furnishings</li> <li>2 Use advanced and innovative design ideas to inform the plans for bed furnishings</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of bed furnishings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to bed furnishings</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for bed furnishings	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the bed furnishings</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed set of bed furnishings to the following specifications – <ul style="list-style-type: none"> <li>• The pillow cases will be decorated in a manner appropriate to their function</li> <li>• The fitted valance will have a pleated or tailored skirt</li> <li>• The bed cover/throw will be made to recognised adult size furniture and will have a gathered, pleated or tailored skirt and a lined central section</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> </ul>

	<ul style="list-style-type: none"> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust bedding designs to compliment a variety of interior styling	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Sample seams and hems, open seams neatened with zig-zag/overlock, blind hem both hand and machine stitched	
Sample lining techniques appropriate for bed covers	
Sample piping techniques	
Sample decorative treatments which are appropriate for both pillow cases and bed covers/ throws including Oxford styling, stencilling, appliqué, machine embroidery	
Label correctly with details of the materials composition and the care requirements of the set of bed furnishings	

City & Guilds ref no:	7113 – 303	
Title:	Soft Furnishings – Loose Cover for an Arm Chair	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a loose cover for an arm chair, fitted to the shape, with features including a skirt, tuck-ins and appropriate fastenings	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of a loose cover for an arm chair</li> <li>2 Use advanced and innovative design ideas to inform the plans for a loose cover for an arm chair</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of a loose cover for an arm chair	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to loose covers for an armchair</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for a loose cover for an armchair	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the loose cover for an armchair</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	



Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed loose cover to the following specifications – <ul style="list-style-type: none"> <li>• The loose cover must have a tuck in at the seat back</li> <li>• The loose cover will be for an adult size chair and will have a gathered, pleated or tailored skirt</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Fabrics and sub covers must be compliant	
Measure and record sizes accurately	
Select and adjust designs to compliment a variety of interior styling	
Calculate fabrics correctly for centralisation of complex motifs and patterns	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Sample seams and hems, open seams neatened with zig-zag/overlock, blind hem both hand and machine stitched, pleat hems, vents	
Sample piping techniques	
Sample techniques for fitted and gathered front arms	
Sample decorative treatments appropriate for the rear of the loose cover	
Make, fit and adjust the cover accurately throughout the making up processes	
Label correctly with details of the materials composition and the care requirements of the loose cover	

City & Guilds ref no:	7113 – 304	
Title:	Soft Furnishings – Co-ordinated Cushions	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of two co-ordinated cushions, different in shape and style, for use in the same venue	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of co-ordinated cushions</li> <li>2 Use advanced and innovative design ideas to inform the plans for co-ordinated cushions</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of co-ordinated cushions	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to cushions</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for co-ordinated cushions	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the cushions</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed cushions to the following specifications – <ul style="list-style-type: none"> <li>• The cushions will have different but co-ordinated decorative techniques</li> <li>• The cushions may be of any shape</li> <li>• The cushion pads will be made by the candidate</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format

Learning outcome 6 The learner can:	Assessment criteria The learner will:
6 Use presentation skills to display the design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust cushion designs to compliment a variety of interior styling	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Sample seams and hems, open seams neatened with zig-zag/overlock	
Fit and adjust the covers accurately throughout the making up processes	
Sample piping techniques	
Sample a variety of closing methods and styles– buttons and buttonholes, toggles and loops, ties, flaps, wrap overs	
Sample decorative treatments which are appropriate for the co-ordinated cushions and their function – dye, appliqué, insertion, fabric manipulation, machine embroidery	
Make the cushions	
Label correctly with details of the materials composition and the care requirements of the cushions	

City & Guilds ref no:	7113 – 305	
Title:	Soft Furnishings – Advanced Shaped Window Treatments	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a window treatment for a complex window shape	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of shaped window treatments</li> <li>2 Use advanced and innovative design ideas to inform the plans for shaped window treatments</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of shaped window treatments	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to shaped window treatments</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for shaped window treatments	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the shaped window treatments</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed pair of curtains with swags and tails to the following specifications – <ul style="list-style-type: none"> <li>• The window treatment will be for a complex style of window – arched, pointed, curved, angular</li> <li>• The heading will be of an advanced style, hand stitched, not a standard tape finish</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul>

	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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record window sizes accurately	
Design a suitable treatment to enhance various window shapes	
Select a heading suitable for the type of fitting mechanism	
Calculate curtain widths to achieve the required effect with advanced headings	
Adjust curtain styles to compliment a variety of window sizes and shapes	
Sample the joining of at least a two pattern match seam	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Sample seams, hems and advanced heading tapes - open seams neatened with zig-zag/overlock, blind hem both hand and machine stitched, headings to create smocked effects, hand stitched pleats	
Sample hand stitched lining techniques	
Sample the application of edging braids, trims and fringing	
Sample the dressing of the heading style to the required measurement and shape	
Make the window treatment	
Dress the window treatment to achieve the required finish	
Label correctly with details of the materials composition and the care requirements of the curtains	



City & Guilds ref no:	7113 – 306	
Title:	Soft Furnishings – Passementerie, a Functional Item	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a functional item of passementerie - for use as/with a matching pair of tasseled curtain tiebacks, mobile, room decoration, screen, bag, cushion	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of functional passementerie</li> <li>2 Use advanced and innovative design ideas to inform the plans for functional passementerie</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of functional passementerie	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to functional passementerie</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for functional passementerie	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the functional passementerie</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed passementerie to the following specifications – <ul style="list-style-type: none"> <li>• The passementerie may be of any size and shape</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format

Learning outcome 6 The learner can:	Assessment criteria The learner will:
6 Use presentation skills to display the design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust passementerie designs to compliment interior or personal styling	
Prepare and handle correctly, yarns, threads and haberdashery	
Dye yarns, hot and cold water methods, transfer dyes	
Use a range of tools and equipment appropriate to the craft, including warping posts, ball winders, cord winders, Marudai, Inkle loom, skirt boards	
Select and adjust tassel styles to compliment a variety of furnishing styles	
Prepare and handle correctly, a variety of yarns, including warping and hanking long lengths	
Prepare and handle correctly a variety of wooden moulds for tassels – glueing, rolling and wrapping with fabric, yarns and cords	
Sample cord making techniques - twisted, knotted, chained, plaited, woven, Kumihimo	
Sample decorative applications to tassels – embellishment, trimmings, netting, knots, buttons, pompoms, finger tassels	
Sample the attachment of skirts and ruffs	
Sample the making of bullion fringing	
Sample a variety of trimmings - buttons, pompoms, jasmine, knots, netting, rings, balls, chains, rosettes, wired and unwired	
Sample a variety of braids - woven, knotted, fringed, beaded, tasseled	
Make the passementerie	
Label correctly with details of the materials composition and the care requirements of the passementerie	

City & Guilds ref no:	7113 – 307	
Title:	Soft Furnishings – Passementerie, a Wall Hanging	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a wall hanging created with a collection of co-ordinated cords, braids and tassels suspended from a hanging device/mechanism which is an integral feature of the design.	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of passementerie wall hangings</li> <li>2 Use advanced and innovative design ideas to inform the plans for passementerie wall hangings</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of passementerie wall hangings	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to passementerie wall hangings</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for a passementerie wall hanging	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the passementerie wall hanging</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed passementerie hanging to the following specifications – <ul style="list-style-type: none"> <li>• The passementerie wall hanging must be of minimum length one metre in one direction</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 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:
<p>6 Use presentation skills to display the design drawings and plans</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit</p>	
<p>Measure and record sizes accurately</p>	
<p>Select and adjust passementerie designs to compliment interior styling</p>	
<p>Prepare and handle correctly, yarns, threads and haberdashery</p>	
<p>Dye yarns, hot and cold water methods, transfer dyes</p>	
<p>Use a range of tools and equipment appropriate to the craft, including warping posts, ball winders, cord winders, Marudai, Inkle loom, skirt boards</p>	
<p>Sample cord making techniques - twisted, knotted, chained, plaited, woven, Kumihimo</p>	
<p>Sample a variety of trimmings - buttons, pompoms, jasmine, knots, netting, rings, balls, chains, rosettes, wired and unwired</p>	
<p>Sample a variety of braids - woven, knotted, fringed, beaded, tasselled</p>	
<p>Apply colour to tassel moulds – paint, varnish, metallics, sprays, creams</p>	
<p>Sample the creation of tassels – stitched and covered heads, skirts , ruffs, embellishment</p>	
<p>Make the passementerie hanging</p>	
<p>Label correctly with details of the materials composition and the care requirements of the passementerie wall hanging</p>	

## 7113 – 308 Passementerie – An Accessory

City & Guilds ref no:	7113 – 308
Title:	Passementerie – An Accessory
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will apply design principles to the making of an accessory or set of accessories selected from body adornment, animal trappings (horse, falcon, elephant, camel etc), costume
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of passementerie as an accessory</li> <li>2 Use advanced and innovative design ideas to inform the plans for passementerie as an accessory</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of passementerie as an accessory	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to passementerie as an accessory</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the plans for passementerie as an accessory	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the passementerie as an accessory</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed passementerie accessory to the following specifications – <ul style="list-style-type: none"> <li>• The component parts of the passementerie must co-ordinate in colour or texture</li> <li>• The comfort of the wearer – human or animal, is paramount in items made for adornment or as trappings</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul>



	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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust passementerie designs to compliment individual styling requirements	
Prepare and handle correctly, yarns, threads and haberdashery	
Dye yarns, hot and cold water methods, transfer dyes	
Use a range of tools and equipment appropriate to the craft, including warping posts, ball winders, cord winders, Marudai, Inkle loom, skirt boards	
Sample cord making techniques - twisted, knotted, chained, plaited, woven, Kumihimo	
Sample a variety of trimmings - buttons, pompoms, jasmine, knots, netting, rings, balls, chains, rosettes, wired and unwired	
Sample a variety of braids - woven, knotted, fringed, beaded	
Sample the creation of tassels – stitched and covered heads, skirts , ruffs, embellishment	
Make the passementerie accessory	
Label correctly with details of the materials composition and the care requirements of the passementerie accessory	

City & Guilds ref no:	7113 – 309	
Title:	Passementerie – Sample Collection	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the making of a collection of experimental samples using traditional and innovative techniques - cords, braids, fringes, buttons, tassels and trimmings for an item of upholstery, soft furnishing, embroidery	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of passementerie</li> <li>2 Use advanced and innovative design ideas to inform the plans for passementerie</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of passementerie	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to passementerie</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for passementerie	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the passementerie</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed passementerie to the following specifications – <ul style="list-style-type: none"> <li>• The passementerie will be shown in a co-ordinated and unified manner to reflect the creation of a collection</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust passementerie designs to compliment styling requirements	
Prepare and handle correctly, yarns, threads and haberdashery	
Dye yarns, hot and cold water methods, transfer dyes	
Use a range of tools and equipment appropriate to the craft, including warping posts, ball winders, cord winders, Marudai, Inkle loom, skirt boards	
Sample cord making techniques - twisted, knotted, chained, plaited, woven, Kumihimo	
Sample a variety of trimmings - buttons, pompoms, jasmine, knots, netting, rings, balls, chains, rosettes, wired and unwired	
Sample a variety of braids - woven, knotted, fringed, beaded	
Sample the creation of tassels – stitched and covered heads, skirts , ruffs, embellishment	
Label correctly with details of the materials composition and the care requirements of the passementerie	

City & Guilds ref no:	7113 – 310	
Title:	Upholstery – Chair with a Sprung Seat	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the upholstering of a chair with a sprung seat	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs</li> <li>2 Use advanced and innovative design ideas to inform the plans for upholstered chairs</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to upholstered chairs</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for an upholstered chair	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the upholstered chair</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Upholster a sprung seat to the following specifications – <ul style="list-style-type: none"> <li>• The finished seat height must be in proportion to the chair</li> <li>• The upholstery must be worked for recognised adult sized furniture.</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format

Learning outcome 6 The learner can:	Assessment criteria The learner will:
6 Use presentation skills to display the design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust upholstery designs to compliment styling requirements	
Strip, clean and restore the frame as necessary	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Apply webbing, attach and lash springs, hessian, bridle ties and add filling	
Regulate the filling and apply an appropriate sub-cover	
Use range of advanced upholstery fabrics	
Fit an undercover prior to top cover, to achieve clean lines	
Fit the top cover to the correct tension	
Label correctly with details of the materials composition and the care requirements of the seat	

City & Guilds ref no:	7113 – 311
Title:	Upholstery – Chair with a Sprung Arm and/or Independent Sprung Edge
Level:	3
Credit value:	9
Unit aim:	In this unit the learner will apply design principles to the upholstering of a chair with sprung arms
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of an upholstered chair</li> <li>2 Use advanced and innovative design ideas to inform the plans for an upholstered chair</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>
Learning outcome 1	Assessment criteria
The learner can:	The learner will:
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to upholstered chairs</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>
Learning outcome 2	Assessment criteria
The learner can:	The learner will:
2 Use advanced and innovative design ideas to inform the plans for an upholstered chair	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the upholstered chair</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>



Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Upholster a chair with sprung arms to the following specifications <ul style="list-style-type: none"> <li>• The wood will be restored as necessary to the piece</li> <li>• The upholstery must be worked for recognised adult sized furniture</li> <li>• The chair will be completely upholstered</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust upholstery designs to compliment styling requirements	
Strip, clean and restore the frame as necessary	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Attach and tie the springs to the wooden arms and/or sprung edge	
Fit hessian, bridle ties and add filling	
Regulate the filling.	
Upholster the arms, back and seat of the chair	
Fit an appropriate sub-cover prior to top cover, to achieve clean lines	
Use range of advanced upholstery fabrics	
Fit the top cover to the correct tension	
Apply trimmings, in balance with the item, as appropriate	
Label correctly with details of the materials composition and the care requirements of the seat	

City & Guilds ref no:	7113 – 312	
Title:	Upholstery – Upholstered Decorative Headboard	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the upholstering of a headboard, using traditional techniques, with a minimum of two of the following decorative techniques – ruching, piping, buttoning, pleating or quilting and hand stitched back rear side	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered headboards</li> <li>2 Use advanced and innovative design ideas to inform the plans for an upholstered head board</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered headboards	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to upholstered headboards</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for an upholstered headboard	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the upholstered headboard</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Upholster a headboard to the following specifications – <ul style="list-style-type: none"> <li>• The headboard will be created using traditional techniques</li> <li>• The upholstery must be worked for a recognised adult sized bed</li> <li>• The rear fabric will be hand stitched in place</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 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 design drawings and plans	6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans 6.2 Select and use a method to present the design drawings and plans 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust upholstery designs to compliment styling requirements	
Use range of advanced upholstery fabrics	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Use traditional techniques to produce an upholstered headboard	
Sample joining fabric and matching the pattern on straight seams	
Sample pleated, rucked and piped borders, buttoning and quilting for upholstered headboards	
Apply trimmings, in balance with the item, as appropriate	
Label correctly with details of the materials composition and the care requirements of the headboard	

City & Guilds ref no:	7113 – 313	
Title:	Interior Décor – Kitchen and Utility Room	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create a portfolio of design drawings and plans for a large family kitchen with an adjacent, linked utility room	
Learning outcomes	<ul style="list-style-type: none"> <li>7 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of kitchens with adjacent, linked utility rooms</li> <li>8 Use advanced and innovative design ideas to inform the plans for kitchens with adjacent, linked utility rooms</li> <li>9 Plan and manage the creation of the design drawings and plans</li> <li>10 Work safely and effectively</li> <li>11 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>12 Use presentation skills to display the design drawings and plans</li> </ul>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of kitchens with adjacent, linked utility rooms	<ul style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to kitchen and utility room design</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ul>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for kitchens with adjacent, linked utility rooms	<ul style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the rooms</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ul>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the creation of the	3.1 Select, obtain and prepare materials	

design drawings and plans	<p>3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans</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 create the design drawings and plans</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans</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 designed portfolio of design drawings and plans, 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 designed set of drawings and plans to the following specifications –</p> <ul style="list-style-type: none"> <li>• Environmentally friendly materials, from sustainable sources will be used</li> <li>• A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, <b>must</b> be used for clarity of any detailed requirements within the scheme</li> <li>• A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details <b>must</b> be included on each drawing</li> <li>• Use colour to enhance elevations</li> <li>• Site drawings (roughs) with precise measurements will accompany each project</li> <li>• A story board will accompany the project.</li> </ul>

	<p>5.4 Store and finish the completed drawings and plans</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished design drawings and plans</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust room designs to compliment a variety of advanced interior styles	
Plan spaces effectively for the function of the linked rooms, ensuring that there is sufficient space for safe and easy movement, good work flow and that necessary services are well positioned	
Assess the aspect of the rooms and include it on the room plans	
Use common symbols in plan drawings	
Select either free standing or fitted units for the rooms	
Describe the client for whom the design is created, including brief lifestyle details	
Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them	
Select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client, health and safety issues and the aspect of the room	
Select lighting equipment to enhance the space, including lighting for specific working areas and full lighting	
Select and show a method of heating the room space which is aesthetically pleasing, safe and takes account of the function of the rooms	
Produce a sample/story board to describe, visually, the colour scheme for the rooms and the style of furniture, furnishings, fittings and accessories	



# 7113 – 314 Interior Décor – Master Bedroom suite with integral wet room and walk-in wardrobe facilities

City & Guilds ref no:	7113 – 314	
Title:	Interior Décor – Master Bedroom suite with integral wet room and walk-in wardrobe facilities	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create a portfolio of design drawings and plans for a large master bedroom with integral wet room and a walk-in wardrobe	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of master bedroom suites</li> <li>2 Use advanced and innovative design ideas to inform the plans for master bedroom suites</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of master bedroom suites	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designers</li> <li>1.2 Document historical and cultural influences relating to master bedroom suites</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for master bedroom suites	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the suite</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the suite</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well designed set of drawings and plans to the following specifications – <ul style="list-style-type: none"> <li>• The master bedroom suite will be based on ideas generated and recorded following a visit to a new build development</li> <li>• The bedroom will have windows on <b>two</b> walls</li> <li>• A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, <b>must</b> be used for clarity of any detailed requirements within the scheme.</li> <li>• A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details must be included on each drawing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use colour to enhance elevations</li> <li>• Site drawings (roughs) with precise measurements will accompany each project.</li> <li>• A story board will accompany the project.</li> </ul> <p>5.4 Store and finish the completed drawings and plans</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished design drawings and plans</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust room designs to compliment a variety of advanced interior styles	
Plan spaces effectively for the function of the suite of rooms, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned	
Assess the aspect of the suite of rooms and include it on the room plans	
Use common symbols in plan drawings	
Select either free standing or fitted units for the suite of rooms	
Describe the client for whom the design is created, including brief lifestyle details	
Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them	
Select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client, health and safety issues and the aspect of the room	
Select lighting equipment to enhance the space, including mood lighting and full lighting	
Select and show a method of heating the suite which is aesthetically pleasing, safe and	

takes account of the function of the rooms

Produce a sample/story board to describe, visually, the colour scheme for the suite and the style of furniture, furnishings, fittings and accessories

## 7113 – 315

## Interior Décor – Sitting Room with French Doors leading to a Conservatory

City & Guilds ref no:	7113 – 315	
Title:	Interior Décor – Sitting Room with French Doors leading to a Conservatory	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create a portfolio of design drawings and plans for a sitting room with french doors leading into a conservatory which forms an extension to the room	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of sitting rooms and conservatories</li> <li>2 Use advanced and innovative design ideas to inform the plans for sitting rooms and conservatories</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of sitting rooms and conservatories	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to sitting rooms and conservatories</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for sitting rooms and conservatories	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the room and conservatory</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the room and conservatory</li> </ol>	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well designed set of drawings and plans to the following specifications – <ul style="list-style-type: none"> <li>• The main component of the conservatory will be glass</li> <li>• The conservatory structure will also contain exposed natural brick surfaces</li> <li>• The main function of the conservatory is to provide a relaxing sitting area</li> <li>• A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, <b>must</b> be used for clarity of any detailed requirements within the scheme.</li> <li>• A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details must be included on each drawing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use colour to enhance elevations</li> <li>• Site drawings (roughs) with precise measurements will accompany each project.</li> <li>• A story board will accompany the project.</li> </ul> <p>5.4 Store and finish the completed drawings and plans</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished design drawings and plans</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust room designs to compliment a variety of advanced interior styles	
Plan spaces effectively for the function of the rooms, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned	
Assess the aspect of the rooms and include it on the room plans	
Use common symbols in plan drawings	
Describe the client for whom the design is created, including brief lifestyle details	
Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them	
Select a co-ordinated colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client, health and safety issues and the aspect of the rooms	
Select lighting equipment to enhance the space, including mood, functional and full lighting	
Select and show a method of heating the sitting room which is aesthetically pleasing, safe and takes account of the function of the room	

Select and show a method of heating and cooling the conservatory which is aesthetically pleasing, safe and takes account of the function of the room

Produce a sample/story board to describe, visually, the colour scheme for the rooms and the style of furniture, furnishings, fittings and accessories



## 7113 – 316 Interior Décor – Study and Hobby Room

City & Guilds ref no:	7113 – 316	
Title:	Interior Décor – Study and Hobby Room	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create a portfolio of design drawings and plans for a dual function study and hobby room in a family house to be used by a range of age groups	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of studies and hobby rooms</li> <li>2 Use advanced and innovative design ideas to inform the plans for studies and hobby rooms</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of studies and hobby rooms	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to studies and hobby rooms</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for studies and hobby rooms	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the study and hobby room</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the study and hobby room</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the creation of the design drawings and plans</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans</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 create the design drawings and plans  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans  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 designed portfolio of design drawings and plans, 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 designed set of drawings and plans to the following specifications –</p> <ul style="list-style-type: none"> <li>• The room will contain equipment for on-line communications</li> <li>• Storage space will be provided for various hobby materials and equipment</li> <li>• Work surfaces for the practice of hobbies must be included</li> <li>• The room plan <b>must</b> show how the dual functions of the room work compatibly</li> <li>• A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, <b>must</b> be used for clarity of any detailed requirements within the scheme.</li> <li>• A room plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details <b>must</b> be included on each drawing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use colour to enhance elevations</li> <li>• Site drawings (roughs) with precise measurements will accompany each project.</li> <li>• A story board will accompany the project.</li> </ul> <p>5.4 Store and finish the completed drawings and plans</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished design drawings and plans</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust room designs to compliment a variety of advanced interior styles	
Plan spaces effectively for the function of the room, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned	
Assess the aspect of the room and include it on the room plan	
Use common symbols in plan drawings	
Describe the client for whom the design is created, including brief lifestyle details	
Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them	
Select a colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client, health and safety issues and the aspect of the room	
Select lighting equipment to enhance the space, including functional lighting and full lighting	
Select and show a method of heating the room which is aesthetically pleasing, safe and takes account of the function of the room	
Produce a sample/story board to describe, visually, the colour scheme for the room and	

the style of furniture, furnishings, fittings and accessories

## 7113 – 317 Interior Décor – Studio Apartment

City & Guilds ref no:	7113 – 317	
Title:	Interior Décor – Studio Apartment	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create a portfolio of design drawings and plans for a studio apartment, developed in a single overall space and for sole occupation	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of studio apartments</li> <li>2 Use advanced and innovative design ideas to inform the plans for studio apartments</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of studio apartments	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to single room studio apartments</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for studio apartments	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the apartment</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the apartment</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the creation of the design drawings and plans</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans</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 create the design drawings and plans  4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans  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 designed portfolio of design drawings and plans, 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 designed set of drawings and plans to the following specifications –</p> <ul style="list-style-type: none"> <li>• The apartment will provide all the facilities for independent living</li> <li>• The apartment is based in a single, overall space, divided to provide a series of functional areas</li> <li>• Storage areas will be integrated into the design to maximize the space</li> <li>• The overall apartment area <b>must</b> be divided in such a way as to screen or separate the various functions necessary</li> <li>• A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, <b>must</b> be used for clarity of any detailed requirements within the scheme.</li> <li>• A plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details <b>must</b> be included on</li> </ul>

	<p>each drawing.</p> <ul style="list-style-type: none"> <li>• Use colour to enhance elevations</li> <li>• Site drawings (roughs) with precise measurements will accompany each project.</li> <li>• A story board will accompany the project.</li> </ul> <p>5.4 Store and finish the completed drawings and plans</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished design drawings and plans</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the designs to compliment a variety of advanced interior styles	
Plan spaces effectively for the function of the apartment, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned	
Assess the aspect of the apartment and include it on the plan	
Use common symbols in plan drawings	
Describe the client for whom the design is created, including brief lifestyle details	
Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them	
Select a colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client, health and safety issues and the aspect of the apartment	
Select lighting equipment to enhance the space, including mood, functional and full lighting	
Select and show a method of heating the apartment which is aesthetically pleasing, safe	

and takes account of the function of the various areas within

Produce a sample/story board to describe, visually, the colour scheme for the apartment and the style of furniture, furnishings, fittings and accessories



## 7113 – 318 Interior Décor – Outdoor Room

City & Guilds ref no:	7113 – 318	
Title:	Interior Décor – Outdoor Room	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will create a portfolio of design drawings and plans for an outdoor room – an enclosed, secure space separate from the house, for play or relaxation	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of outdoor rooms</li> <li>2 Use advanced and innovative design ideas to inform the plans for an outdoor room</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of outdoor rooms	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to outdoor rooms</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for outdoor rooms	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the outdoor room</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the outdoor room</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the creation of the	3.1 Select, obtain and prepare materials	

design drawings and plans	<p>3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans</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 create the design drawings and plans</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans</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 designed portfolio of design drawings and plans, 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 designed set of drawings and plans to the following specifications –</p> <ul style="list-style-type: none"> <li>• The outdoor room is a permanent construction</li> <li>• The relationship of the outdoor room to the house <b>must</b> be shown on a diagram</li> <li>• The function of the outdoor room will be for play or relaxation</li> <li>• The outdoor room <b>must</b> be suitable for use throughout the year</li> <li>• A scale of 1:50 may be used to present a visual of the whole, but 1:20, or greater, <b>must</b> be used for clarity of any detailed requirements within the scheme</li> <li>• A plan will consist of a floor plan and wall elevations which will show the visual effect of the room with the furniture and furnishings in situ. All details <b>must</b> be included on each drawing</li> <li>• Use colour to enhance elevations</li> <li>• Site drawings (roughs) with precise</li> </ul>

	<p>measurements will accompany each project</p> <ul style="list-style-type: none"> <li>• A story board will accompany the project</li> </ul> <p>5.4 Store and finish the completed drawings and plans</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished design drawings and plans</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the designs to compliment a variety of advanced interior style	
Plan spaces effectively for the function of the outdoor room, ensuring that there is sufficient space for safe and easy movement and that necessary services are well positioned	
Assess the aspect of the of outdoor room and include it on the plan	
Use common symbols in plan drawings	
Describe the client for whom the design is created, including brief lifestyle details	
Understand the relationship between both historical and current design styles and the use of colour, texture, pattern and proportion within them	
Explore the potential of permanent, semi-permanent and sliding roofs	
Select a colour scheme for walls, floors, furniture, furnishings and accessories with reference to the needs of the client, health and safety issues and the aspect of the outdoor room	
Select lighting equipment to enhance the space, including mood and full lighting	
Select and show a method of heating the outdoor room which is aesthetically pleasing, safe and takes account of the function within	
Produce a sample/story board to describe, visually, the colour scheme for the outdoor	

room and the style of furniture, furnishings, fittings and accessories

City & Guilds ref no:	7113 – 319	
Title:	Decorative Effects – Experimental Collection of Decorative, Painted Samples	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of experimental, decorative painted samples using traditional and innovative techniques	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in decorative painting</li> <li>2 Use advanced and innovative design ideas to inform the making of a collection of decorative, painted samples</li> <li>3 Plan and manage the painting of the sample collection</li> <li>4 Work safely and effectively</li> <li>5 Make a well constructed collection of painted samples to a professional standard</li> <li>6 Use presentation skills to display the decorative, painted samples</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for decorative painting	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to decorative painting</li> <li>1.3 Record research from books/museums/exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a collection of decorative, painted samples	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the decorative, painted samples</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the decorative painted samples</li> </ol>	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the painting of the sample collection	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 painting the samples
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to paint the samples 4.2 Describe the care and safety requirements of tools, equipment and materials required to paint the samples 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed collection of painted samples to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well painted sample collection to the following specifications – <ul style="list-style-type: none"> <li>• The samples will be worked on boards – hardboard, wood, cardboard or similar material</li> <li>• Surfaces <b>must</b> be prepared to present a smooth, sealed, non-porous finish to receive the decorative finish</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• Brush marks <b>must</b> be avoided except in techniques where they are a recognized feature</li> <li>• Samples will have varnish applied across a diagonal half</li> <li>• Sample boards will be divided diagonally where <b>two</b> techniques are to be contained within the surface of <b>one</b> board</li> <li>• Samples will be minimum size A3</li> <li>• Techniques used will be both additive and subtractive where</li> </ul>

	<p>appropriate</p> <ul style="list-style-type: none"> <li>Techniques of graining will depict the wood in an advanced and complex style</li> <li>Techniques of marbling will depict the marble in an advanced and complex style</li> </ul> <p>5.4 Store and finish the completed sample collection</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished sample collection</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> <li>Problems encountered and solved</li> </ul> <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 decorative, painted samples	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the sample collection</p> <p>6.2 Select and use a method to present the sample collection</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Prepare surfaces to receive paint	
Stipple – create one board showing a self coloured stipple worked with a brush and a contrast stipple worked with a rubber stippler, rag or sponge	
Drag – create one board showing a dragged effect	
Comb – create one board showing a combed pattern and a basket weave effect	
Sponge – create one board showing one colour over base and two colours over base	
Bag and Rag – create one board showing bagging and ragging	
Rag Roll – create one board showing rag rolling on and rag rolling off	
Grain – create one board showing mahogany and pine, and one board showing oak and rosewood.	
Marble - create one board showing stones/marbles in the style of granite and Siena and one board, showing verte de mer and a fantasy	
Stencil – create one board, worked horizontally, with a minimum of a three stencil repeat. This may be worked in the English style (soft drifts of colour/s) or in the Dutch style (solid	

plain colour)

Candidates will design and cut the stencils for single and 3D image making

Free Style – create one board to show two experimental techniques derived from candidate exploration of the paint medium



# 7113 – 320

# Decorative Effects – Decorative Painting of Wall and Door Surfaces

City & Guilds ref no:	7113 – 320	
Title:	Decorative Effects – Decorative Painting of Wall and Door Surfaces	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will prepare and paint a simulated wall and half door using decorative techniques and treatments	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques for the decorative painting walls and doors</li> <li>2 Use advanced and innovative design ideas to inform the decorative painting of walls and doors</li> <li>3 Plan and manage the painting of the simulated wall and door surfaces</li> <li>4 Work safely and effectively</li> <li>5 Make a decorative, well painted, simulated wall and door to a professional standard</li> <li>6 Use presentation skills to display the wall and door</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for the decorative painting of walls and doors	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to painting walls and doors</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the decorative painting of walls and doors	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the simulated wall and door</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the simulated wall and door</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

3 Plan and manage the painting of the simulated wall and door surfaces	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 painting the simulated wall and door surfaces
Learning outcome 4  The learner can:	Assessment criteria  The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to paint the simulated wall and door surfaces 4.2 Describe the care and safety requirements of tools, equipment and materials required to paint the wall and door surfaces 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5  The learner can:	Assessment criteria  The learner will:
5 Make a decorative, well painted wall and door, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well painted wall and door surface to the following specifications – <ul style="list-style-type: none"> <li>• The surface will be a vertical board 2440mm x 1220mm (8' x 4' )</li> <li>• The board will simulate a wall section with skirting board and a paneled, half door</li> <li>• All surfaces <b>must</b> be smoothed, clean, primed and undercoated by the candidate prior to the decorative treatment</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• Brush marks <b>must</b> be avoided except in techniques where they are a recognized feature</li> <li>• Wall surfaces will be matt</li> <li>• Door and skirting surfaces will be satin or gloss</li> <li>• Decorative treatments will be applied to both the door and wall</li> </ul> 5.4 Store and finish the completed wall and

	<p>door surface</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished painted wall and door surface</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 painted wall and door surfaces	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the decorative wall and door surfaces</p> <p>6.2 Select and use a method to present the decorative wall and door surfaces</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the designs to compliment a variety of advanced interior style	
Prepare surfaces to receive paint	
Sample and use as required, decorative, painted treatments suitable for walls – colour wash, stencilling, 3D stencilling, raised stencilling, free hand painting...	
Design and cut stencils for single and 3D image making	
Design and cut stencils for raised stencil work	
Sample and use as required, decorative treatments suitable for doors – broken colour techniques, graining, texturing techniques, line work, painted stenciling ...	
Sample and use as required, raised stencilling	
Understand the relationship between both historical and current styles of decorative painting and the use of colour, texture, line and pattern within them	
Produce a visual to show how the decorative treatment would be carried through to the decoration of the whole room	

City & Guilds ref no:	7113 – 321	
Title:	Decorative Effects – Advanced Broken Colour Paint Effects	
Level:	3	
Credit value	9	
Unit aim:	In this unit the learner will prepare and paint an artefact using advanced broken colour paint effects	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques for advanced broken colour paint effects</li> <li>2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced broken colour effects</li> <li>3 Plan and manage the painting of the artefact</li> <li>4 Work safely and effectively</li> <li>5 Paint an artefact, using advanced broken colour effects, to a professional standard</li> <li>6 Use presentation skills to display the artefact</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for advanced broken colour paint effects	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to broken colour paint effects</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced broken colour effects	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the artefact</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the artefact</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the painting of the artefact	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of sample ideas using</li> </ol>	

	<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 painting the artefact</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 paint the artefact</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to paint artefact</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 Paint an artefact, using advanced broken colour effects, 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 painted artefact to the following specifications –</p> <ul style="list-style-type: none"> <li>• The artefact may be a cupboard, table, box, chest of drawers, chair, stool, picture frame</li> <li>• The base material of the artefact will be wood, metal, MDF or ceramic</li> <li>• All surfaces <b>must</b> be smoothed, clean, primed and undercoated by the candidate prior to the decorative treatment</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• Brush marks <b>must</b> be avoided except in techniques where they are a recognized feature</li> <li>• The underside and/or inside of the artefact will be considered part of the area to be treated</li> <li>• The painted artefact <b>must</b> be sealed or varnished to protect the surface</li> </ul> <p>5.4 Store and finish the completed artefact</p> <p>5.5 Produce a full cost sheet and</p>

	<p>production timescale</p> <p>5.6 Evaluate and describe the finished artefact with broken colour paint effects</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 artefact	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the painted artefact</p> <p>6.2 Select and use a method to present the painted artefact</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the effects to compliment a variety of advanced styles of artefact	
Understand the relationship between both historical and current styles of decorative painting and the use of colour, texture, line and pattern within them	
Prepare surfaces to receive paint	
Experiment with a variety of drying times between coats and note the results	
Sample and use as required, decorative, broken colour effects – stippling, dragging, combing, sponging, bagging, ragging, rag rolling, cracklure ...	
Produce a visual to show the decorated artefact within a roomscape	

# 7113 – 322

# Decorative Effects – Advanced Wood Graining Effects

City & Guilds ref no:	7113 – 322	
Title:	Decorative Effects – Advanced Wood Graining Effects	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will prepare and paint an artefact using advanced wood graining effects	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques for advanced wood graining effects</li> <li>2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced wood graining effects</li> <li>3 Plan and manage the painting of the artefact</li> <li>4 Work safely and effectively</li> <li>5 Paint an artefact, using advanced wood graining effects, to a professional standard</li> <li>6 Use presentation skills to display the artefact</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for advanced wood graining effects	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to wood graining effects</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced wood graining effects	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the artefact</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the artefact</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the painting of the artefact</p>	<p>3.1 Select, obtain and prepare materials  3.2 Produce a range of sample ideas 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 painting the artefact</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 grain the artefact  4.2 Describe the care and safety requirements of tools, equipment and materials required to grain the artefact  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 Paint an artefact, using advanced wood graining effects, to a professional standard</p>	<p>5.1 Handle materials for advanced graining correctly  5.2 List adjustments made during the making process  5.3 Make a well grained artefact to the following specifications –</p> <ul style="list-style-type: none"> <li>• The artefact may be a cupboard, table, box, chest of drawers, chair, stool, picture frame, tray</li> <li>• The base material of the artefact will be wood, metal or MDF</li> <li>• All surfaces <b>must</b> be smoothed, clean, primed and undercoated by the candidate prior to the decorative treatment</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• Graining <b>must</b> show a detailed representation of the wood in complex form – grain patterns, knots, figuring, burr patterns, to create a replica undistinguishable from real wood</li> <li>• The underside and/or inside of the artefact will be considered part of the area to be treated</li> <li>• The painted artefact must be sealed or varnished to protect the surface</li> </ul>



	<p>5.4 Store and finish the completed artefact</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished artefact with wood graining effects</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 artefact	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the grained artefact</p> <p>6.2 Select and use a method to present the grained artefact</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the effects to compliment a variety of advanced styles of artifact.	
Understand the relationship between both historical and current styles of decorative painting and the use of colour, texture, line and pattern within them	
Prepare surfaces to receive paint	
Experiment with a variety of drying times between coats and note the results	
Sample and use as required, wood graining techniques – mahogany, pine, oak, rosewood, burr walnut ...	
Produce a visual to show the decorated artefact within a roomscape	

City & Guilds ref no:	7113 – 323	
Title:	Decorative Effects – Advanced Marbling Effects	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will prepare and paint an artefact using advanced marbling effects	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques for advanced marbling effects</li> <li>2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced marbling effects</li> <li>3 Plan and manage the painting of the artefact</li> <li>4 Work safely and effectively</li> <li>5 Paint an artefact, using advanced marbling effects, to a professional standard</li> <li>6 Use presentation skills to display the artefact</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for advanced marbling effects	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to marbling effects</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced marbling effects	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the artefact</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the artefact</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the marbling of the artefact	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of sample ideas using advanced and innovative techniques</li> </ol>	

	<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 marbling the artefact</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 marble the artefact</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to marble the artefact</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 Paint an artefact, using advanced marbling effects, to a professional standard	<p>5.1 Handle materials for advanced marbling techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well marbled artefact to the following specifications –</p> <ul style="list-style-type: none"> <li>• The artefact may be a table, box, picture or mirror frame, tray, bowl or large vase</li> <li>• The base material of the artefact will be wood, metal, MDF or ceramic</li> <li>• All surfaces <b>must</b> be smoothed, clean, primed and undercoated by the candidate prior to the decorative treatment</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• Marbling <b>must</b> show a detailed representation of the marble in complex form – veins, stones, fracture lines, to create a replica undistinguishable from real marble</li> <li>• The underside and/or inside of the artefact will be considered part of the area to be treated</li> <li>• The painted artefact must be sealed or varnished to protect the surface</li> </ul> <p>5.4 Store and finish the completed artefact</p>

	<p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished artefact</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 artefact	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the marbled artefact</p> <p>6.2 Select and use a method to present the marbled artefact</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the effects to compliment a variety of advanced styles of artefact	
Understand the relationship between both historical and current styles of decorative painting and the use of colour, texture, line and pattern within them	
Prepare surfaces to receive paint	
Experiment with a variety of drying times between coats and note the results	
Sample and use as required, marbling techniques –granite, Siena, black and gold, vert de mer, fantasy, lapis lazuli, malachite .....	
Select an artefact of size appropriate to the cost of an item made in the real marble	
Produce a visual to show the decorated artefact within a roomscape	

City & Guilds ref no:	7113-324	
Title:	Decorative Effects – Advanced Stencilling Effects	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will prepare and paint an artefact using advanced stencilling effects	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques for advanced stencilling effects</li> <li>2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced stencilling effects</li> <li>3 Plan and manage the painting of the artefact</li> <li>4 Work safely and effectively</li> <li>5 Paint an artefact, using advanced stencilling effects, to a professional standard</li> <li>6 Use presentation skills to display the artefact</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for advanced stencilling effects	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of three contemporary designers</li> <li>1.2 Document historical and cultural influences relating to stencilling effects</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using advanced stencilling effects	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the artefact</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the artefact</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the painting of the	3.1 Select, obtain and prepare materials	

artefact	<p>3.2 Produce a range of sample ideas 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 painting the artefact</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 stencil the artefact</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to stencil the artefact</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 Paint an artefact, using advanced stencilling effects, to a professional standard	<p>5.1 Handle materials for advanced stencilling techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well stencilled artefact to the following specifications –</p> <ul style="list-style-type: none"> <li>• The artefact may be a table, box, picture or mirror frame, tray, chair or stool</li> <li>• The base material of the artefact will be wood, metal, MDF or ceramic</li> <li>• All surfaces <b>must</b> be smoothed, clean, primed, undercoated and top coated by the candidate prior to the stencilling treatment</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• The candidate must design and cut the stencil</li> <li>• Stencilling <b>must</b> be of an advanced nature – with shadow effects or of a complex design</li> <li>• Stencilled designs must be achieved without bleeding</li> <li>• The underside and/or inside of the artefact will be considered part of the area to be treated</li> <li>• The stencilled artefact must be</li> </ul>

	<p>sealed or varnished to protect the surface</p> <p>5.4 Store and finish the completed artefact</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished artefact with stencilling effects</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 artefact	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the stencilled artefact</p> <p>6.2 Select and use a method to present the stencilled artefact</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the effects to compliment a variety of advanced styles of artefact	
Understand the relationship between both historical and current styles of decorative painting and the use of colour, texture, line and pattern within them	
Prepare surfaces to receive paint	
Experiment with a variety of stencil types	
Experiment to raise the stenciled shape above the surface of the artefact	
Experiment with a variety of stencil effects – soft colour, solid colour, shadows	
Produce a visual to show the decorated artefact within a roomscape	

City & Guilds ref no:	7113 – 325	
Title	Decorative Effects – Distressing and Ageing Paint Effectd	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will prepare and paint an artefact using distressing and ageing paint effects	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques for distressing and ageing effects</li> <li>2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using distressing and ageing effects</li> <li>3 Plan and manage the painting of the artefact</li> <li>4 Work safely and effectively</li> <li>5 Paint an artefact, using distressing and ageing effects, to a professional standard</li> <li>6 Use presentation skills to display the artefact</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques for distressing and ageing effects	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to distressing and ageing effects</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites ...</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the decorative painting of an artefact using distressing and ageing paint effects	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the artefact</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the artefact</li> </ol>	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the painting of the artefact	<ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of sample ideas using</li> </ol>	



	<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 distressing and ageing the artefact</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 distress and age the artefact</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to distress and age the artefact</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 Paint an artefact, using distressing and ageing paint effects, to a professional standard	<p>5.1 Handle materials for distressing and ageing techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well distressed and aged artefact to the following specifications –</p> <ul style="list-style-type: none"> <li>• The artefact may be a table, cupboard, chest of drawers, box, picture or mirror frame, tray, chair or stool</li> <li>• The base material of the artefact will be wood, metal or MDF</li> <li>• All surfaces <b>must</b> be smoothed, clean, primed and undercoated by the candidate prior to the decorative treatment</li> <li>• Surfaces <b>must</b> be free from blemishes, bits, nibs, runs, tears, curtains, fat edges and grinning</li> <li>• Distressing and ageing will involve scarring, reduction of, or removal of paint in the manner achieved in the normal wear and tear for the type of artefact</li> <li>• The underside and/or inside of the artefact will be considered part of the area to be treated</li> <li>• The painted artefact <b>must</b> be sealed or varnished to protect the</li> </ul>

	<p>surface</p> <p>5.4 Store and finish the completed artefact</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished artefact</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <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 artefact	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the distressed and aged artefact</p> <p>6.2 Select and use a method to present the distressed and aged artefact</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
Measure and record sizes accurately	
Select and adjust the effects to compliment a variety of advanced styles of artefact	
Understand the relationship between both historical and current styles of decorative painting and the use of colour, texture, line and pattern within them	
Prepare surfaces to receive paint	
Experiment with a variety of methods of distressing various surfaces	
Experiment with a variety of products to achieve an aged look on a variety of surfaces	
Produce a visual to show the distressed and aged artefact within a roomscape	

City & Guilds ref no:	7113 – 326	
Title:	Upholstery – An Upholstered Easy Chair with Arms	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the upholstery of an easy chair with arms	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs</li> <li>2 Use advanced and innovative design ideas to inform the plans for upholstered chairs</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to upholstered chairs</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for upholstered chairs	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the upholstered chair</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed upholstered easy chair to the following specifications – <ul style="list-style-type: none"> <li>• Any show wood must be restored as required</li> <li>• The chair will be created using modern techniques</li> <li>• The upholstery must be worked for a standard adult sized easy chair</li> <li>• The bottoming will be stapled in place</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>

	<ul style="list-style-type: none"> <li>Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust upholstery designs to compliment styling requirements	
Strip, clean and restore the frame as necessary	
Use range of advanced upholstery fabrics	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Sample joining fabric and matching the pattern on straight seams	
Apply foam to the seat, arms and back	
Apply trimmings, in balance with the item, as appropriate	
Label correctly with details of the materials composition and the care requirements of the chair	

City & Guilds ref no:	7113 – 327	
Title:	Upholstery – A Chair with Deep Buttoned Back and/or Seat	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will apply design principles to the upholstering of a chair with deep buttoned back and/or seat, without arms	
Learning outcomes	<ol style="list-style-type: none"> <li>1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs</li> <li>2 Use advanced and innovative design ideas to inform the plans for upholstered chairs</li> <li>3 Plan and manage the creation of the design drawings and plans</li> <li>4 Work safely and effectively</li> <li>5 Make a well designed portfolio of design drawings and plans, to a professional standard</li> <li>6 Use presentation skills to display the design drawings and plans</li> </ol>	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the use of traditional and innovative techniques in the design and planning of upholstered chairs	<ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designers</li> <li>1.2 Document historical and cultural influences relating to upholstered chairs</li> <li>1.3 Record research from books/museums/commercial companies/ exhibitions/websites</li> </ol>	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the plans for upholstered chairs	<ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the upholstered chair</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the rooms</li> </ol>	

Learning outcome 3	Assessment criteria
The learner can:	The learner will:
3 Plan and manage the creation of the design drawings and plans	3.1 Select, obtain and prepare materials 3.2 Produce a range of sample ideas 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 the creation of the design drawings and plans
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to create the design drawings and plans 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the design drawings and plans 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well designed portfolio of design drawings and plans, to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Upholster a deep buttoned chair to the following specifications – <ul style="list-style-type: none"> <li>• Any show wood must be restored as required</li> <li>• The chair will be created using traditional techniques</li> <li>• The upholstery must be worked for a standard adult sized easy chair</li> <li>• The bottoming will be stapled in place</li> </ul> 5.4 Store and finish the completed drawings and plans 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished design drawings and plans <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>

	<ul style="list-style-type: none"> <li>Problems encountered and solved</li> </ul> <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 design drawings and plans	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the design drawings and plans</p> <p>6.2 Select and use a method to present the design drawings and plans</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> </ul>
Learning programme	
In this unit the learner will:	
List composition, note and comply with current legislation on the use of materials, in particular Fire Regulations, applicable to this unit	
Measure and record sizes accurately	
Select and adjust upholstery designs to compliment styling requirements	
Use range of advanced upholstery fabrics	
Prepare and handle correctly, fabrics for cutting and stitching and make an accurate cutting plan	
Mark buttoning patterns	
Apply webbing, hessian, bridle ties and add filling	
Regulate the filling	
Stitch edges using blind and top stitch	
Cut, fit and attach wadding, buttons, tufts and fabric as appropriate	
Thread, fix and secure buttons at back or underside	
Add and finish outside back fabric	
Apply trimmings, in balance with the item, as appropriate	
Label correctly with details of the materials composition and the care requirements of the chair	





---

**Published by City & Guilds**  
**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)20 7294 2468**  
**F +44 (0)20 7294 2400**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

**City & Guilds is a registered charity**  
**established to promote education**  
**and training**